

Distance Learning Plan Template for School Districts

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at EmergencyDL@azed.gov to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to EmergencyDL@azed.gov, as specified in communications from ADE.

In the sections found on pages 3-5, a school district will populate background information regarding school district and school information, including basic information about each school district's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the school district to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the school district has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request). 	<ol style="list-style-type: none"> 1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches 	<ol style="list-style-type: none"> 1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed) 	<ol style="list-style-type: none"> 1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a school district should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the school district to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

School District Information

**School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.*

School District Name	Wenden School Dist #19	School District Entity ID	
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Gloria Dean Superintendent		
Representative Telephone Number	928 859-3806		
Representative E-Mail Address	gloriadean@wendenk8.org		

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Wenden Elementary School	4512	150419101

Distance Learning Background Information

- a. Number of Instructional Days (3.b)

Distance Learning Plan Template 2020-2021

Each school district shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the school district operate for School Year 2020-2021?	145
How many instructional days did the school district operate for School Year 2019-2020?	145

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	103	Start Date for Distance Learning	8/17/20
Estimated Number of Students Participating in Distance Learning for the Full Year	98	Estimated Number of Students Participating in Distance Learning for a Portion of the year	98
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input checked="" type="checkbox"/> 2. We intend to operate distance learning until 12/17/20 for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

Is the school district requiring students to do distance learning?	Choose an item.
If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Choose an item. Yes Yes

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

Attendance Tracking (1.a.i, 1.i)

- Describe how the school district will track attendance for students attending remotely, whether full time or intermittently. The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
 - Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
 - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
 - Daily assignments completed and submitted by the student.
 - A parent attestation or documentation of time spent on educational activities.

The school district is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Attendance team will monitor information/ guidance in response to changing guidelines and directives.	All Classroom teachers (Pre K-8) Attendance Clerk	Team will meet daily beginning August 17th, first day of school to monitor systems and develop response plans as needed. Weekly meetings will then replace daily as systems become more practiced with protocols and continual monitoring.	Attendance taken daily by 8:00 through Google Meets/ Zoom and marked in School Master

a. Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Teachers will contact the families of their homeroom students. At this time, teachers will outline their communication plan with the families. Communication will be continued daily through Google Classroom/ Zoom, Class Dojo, email and text as appropriate.	Teacher of Record to implement and Superintendent to monitor.	Prior to the first day of School (August 17th) and continued daily.	Teacher communication logs Communication plan and paper copies of correspondence sent home or posted Google Classroom records Class Dojo records
Teachers will determine if students are present or absent dependent on attendance/ participation in virtual learning sessions, expectations and completion of assignments.	Teacher of record to implement and Superintendent to monitor	When necessary	Data and Documentation from Virtual programs and assignments. Log in duration times of Google Meets/ Zoom and online application tools.

Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Teachers and staff will work virtually from classrooms for normal contracted hours for instructional planning, delivery and supports	All Teachers of record will be responsible for their assigned grade level program Paraprofessionals will be assigned teachers and support delivery outlines and tools Superintendent will monitor and evaluate program effectiveness.	Daily as systems are being implemented and then transition into weekly staff meetings to monitor and adjust according to input and data.	Communication records Data and Assignment completion Benchmark testing requirements

b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Governing Board Policy will be updated to include an agreement for virtual learning. Regulations will be reviewed with all staff at the start of the year.	Superintendent	1x	Meeting sign in and notes
Staff meetings throughout the year and more as needed to ensure new protocols are in place		2x weekly	Weekly logs, staff meeting agendas and monitoring of staff implementation.

c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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Distance Learning Plan Template 2020-2021

Implement professional learning for ongoing support in online learning tools and teaching practices through in house and outside facilitators	Superintendent	Before school start training days and then monthly throughout school year.	Professional development days on master calendar
_____	_____	_____	Meeting agenda notes and sign in sheets
Follow up and mini training sessions will be incorporated into weekly staff meetings as needed	Superintendent	Weekly as needed	Meeting agenda notes and sign in sheets

List Specific Professional Development Topics That Will Be Covered

<ul style="list-style-type: none"> ● Google G Suite (Google Classroom, Google Meets) ● Zoom ● Refresher on District approved online tools (Beyond Textbooks, Galileo, Freckle, Read Naturally and other applications) ● Continued Data driven instruction in virtual and in person settings ● Classroom Management for virtual and in person settings
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Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Parents	Students	Teachers	Staff
What was Used to Establish Need?				
Questionnaire	X	X	X	X
Personal Contact and Discussion	X	X	X	X
Needs Assessment-Available data	X	X	X	X
Other:				
What will be Used to Respond to Need?				
Loaner Device (laptop/tablet)		X	X	X
WIFI Hot Spot		X		

Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours		X	
24/7 Support		X	X
Other:			

Instructional Methods and Monitoring Learning (1.a.iii)

- a. In the tables below, list the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Google Classroom Zoom Beyond Textbooks Freckle Starfall Galileo/ ATI ABC Mouse ABCya Class Dojo</i>	<i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i>	<i>Exit tickets Lesson Quizzes Personalized digital lessons Project based learning</i>	<i>Unit assessments Diagnostic assessments (3per year) Optional performance tasks</i>
<i>1-3</i>	<i>Google Classroom Google forms Zoom Beyond Textbooks Freckle Starfall Galileo/ ATI</i>	<i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i>	<i>Exit tickets Lesson Quizzes Personalized digital lessons Project based learning</i>	<i>Unit assessments Diagnostic assessments (3per year) Optional performance tasks</i>

Distance Learning Plan Template 2020-2021

	<i>Prodigy ABC Mouse ABCya Khan Academy Kahoot Class Dojo</i>			
<i>4-6</i>	<i>Google Classroom Google forms Zoom Beyond Textbooks Freckle Galileo/ ATI Khan Academy Kahoot Class Dojo</i>	<i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i>	<i>Exit tickets Lesson Quizzes Personalized digital lessons Project based learning</i>	<i>Unit assessments Diagnostic assessments (3per year) Optional performance tasks</i>
<i>7-8</i>	<i>Google Classroom Google forms Zoom Beyond Textbooks Freckle Galileo/ ATI Khan Academy Kahoot Class Dojo</i>	<i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i>	<i>Exit tickets Lesson Quizzes Personalized digital lessons Project based learning</i>	<i>Unit assessments Diagnostic assessments (3per year) Optional performance tasks</i>
<i>9-12</i>				

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Google Classroom Zoom Beyond Textbooks Storytown (Think Central)</i>	<i>Board adopted programs to support standards based learning according to Curriculum maps and</i>	<i>Exit tickets Lesson Quizzes Personalized digital lessons Project based learning</i>	<i>Unit assessments Diagnostic assessments (3per year) Optional performance tasks</i>

Distance Learning Plan Template 2020-2021

	<p><i>Fundations</i> <i>Scholastic news</i> <i>Freckle</i> <i>Starfall</i> <i>Galileo/ ATI</i> <i>ABC Mouse</i> <i>ABCya</i> <i>Epic</i> <i>Class Dojo</i></p>	<p><i>benchmark testing</i></p>		
1-3	<p><i>Google Classroom</i> <i>Zoom</i> <i>Beyond Textbooks</i> <i>Storytown (Think Central)</i> <i>Fundations</i> <i>Read Naturally</i> <i>Freckle</i> <i>Starfall</i> <i>Galileo/ ATI</i> <i>ABC Mouse</i> <i>ABCya</i> <i>Epic</i> <i>Kahoot</i> <i>Vocabulary.com</i> <i>Google forms</i> <i>Google book club</i> <i>Padlet</i> <i>Scholastic News</i> <i>Class Dojo</i></p>	<p><i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i></p>	<p><i>Exit tickets</i> <i>Lesson Quizzes</i> <i>Personalized digital lessons</i> <i>Project based learning</i></p>	<p><i>Unit assessments</i> <i>Diagnostic assessments (3per year)</i> <i>Optional performance tasks</i></p>
4-6	<p><i>Google Classroom</i> <i>Zoom</i> <i>Beyond Textbooks</i> <i>Storytown (Think Central)</i> <i>Read Naturally</i> <i>Freckle</i></p>	<p><i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i></p>	<p><i>Exit tickets</i> <i>Lesson Quizzes</i> <i>Personalized digital lessons</i> <i>Project based learning</i></p>	<p><i>Unit assessments</i> <i>Diagnostic assessments (3per year)</i> <i>Optional performance tasks</i></p>

Distance Learning Plan Template 2020-2021

	<i>Galileo/ ATI Kahoot NewsELA Common Lit DuoLingo Vocabulary.com Class Dojo</i>			
7-8	<i>Google Classroom Zoom Beyond Textbooks Read Naturally Freckle Galileo/ ATI Kahoot NewsELA Common Lit DuoLingo Vocabulary.com Class Dojo</i>	<i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i>	<i>Exit tickets Lesson Quizzes Personalized digital lessons Project based learning</i>	<i>Unit assessments Diagnostic assessments (3per year) Optional performance tasks</i>
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<i>Google Classroom Zoom Beyond Textbooks Freckle Starfall Galileo/ ATI ABC Mouse ABCya Epic</i>	<i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i> <i>Galileo, Beyond Textboks, Freckle & Dibels</i>	<i>Exit tickets Lesson Quizzes Personalized digital lessons Project based learning</i>	<i>Unit assessments Diagnostic assessments (3per year) Optional performance tasks</i>

Distance Learning Plan Template 2020-2021

	<p><i>Kahoot</i> <i>Scholastic News Science</i> <i>Mystery Science</i> <i>Foss Science</i> <i>Class Dojo</i></p>			
1-3	<p><i>Google Classroom</i> <i>Zoom</i> <i>Beyond Textbooks</i> <i>Freckle</i> <i>Starfall</i> <i>Galileo/ ATI</i> <i>ABC Mouse</i> <i>ABCya</i> <i>Epic</i> <i>Kahoot</i> <i>Scholastic News Science</i> <i>Mystery Science</i> <i>Foss Science</i> <i>Class Dojo</i></p>	<p><i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i></p> <p><i>Galileo, Beyond Textbooks, Freckle & Dibels</i></p>	<p><i>Exit tickets</i> <i>Lesson Quizzes</i> <i>Personalized digital lessons</i> <i>Project based learning</i></p>	<p><i>Unit assessments</i> <i>Diagnostic assessments (3per year)</i> <i>Optional performance tasks</i></p>
4-6	<p><i>Google Classroom</i> <i>Zoom</i> <i>Beyond Textbooks</i> <i>Freckle</i> <i>Galileo/ ATI</i> <i>Epic</i> <i>Kahoot</i> <i>Scholastic News Science</i> <i>Mystery Science</i> <i>Foss Science</i> <i>Class Dojo</i></p>	<p><i>Board adopted programs to support standards based learning according to Curriculum maps and benchmark testing</i></p> <p><i>Galileo, Beyond Textbooks Freckle & Dibels</i></p>	<p><i>Exit tickets</i> <i>Lesson Quizzes</i> <i>Personalized digital lessons</i> <i>Project based learning</i></p>	<p><i>Unit assessments</i> <i>Diagnostic assessments (3per year)</i> <i>Optional performance tasks</i></p>
7-8	<p><i>Google Classroom</i> <i>Zoom</i> <i>Beyond Textbooks</i> <i>Freckle</i></p>	<p><i>Board adopted programs to support standards based learning according to Curriculum maps and</i></p>	<p><i>Exit tickets</i> <i>Lesson Quizzes</i> <i>Personalized digital lessons</i> <i>Project based learning</i></p>	<p><i>Unit assessments</i> <i>Diagnostic assessments (3per year)</i> <i>Optional performance tasks</i></p>

Distance Learning Plan Template 2020-2021

	<i>Galileo/ ATI Epic Kahoot Scholastic News Science Mystery Science Foss Science Class Dojo</i>	<i>benchmark testing Galileo, Beyond Textbooks, Freckle & Dibels</i>		
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Synchronous and asynchronous through remote, distance, blended learning.</i>	<i>Beyond Textbooks & Galileo School District adopted curriculum</i>	<i>Daily/ weekly</i>	<i>Beyond Textbooks/ Galileo virtual assessments administered after each unit and quarterly benchmarks Teacher created assessments</i>
<i>1-3</i>	<i>Synchronous and asynchronous through remote, distance, blended learning.</i>	<i>Beyond Textbooks & Galileo School District adopted curriculum</i>	<i>Daily/ weekly</i>	<i>Beyond Textbooks/ Galileo virtual assessments administered after each unit and quarterly benchmarks Teacher created assessments</i>
<i>4-6</i>	<i>Synchronous and asynchronous through remote, distance, blended learning.</i>	<i>Beyond Textbooks & Galileo School District adopted curriculum</i>	<i>Daily/ weekly</i>	<i>Beyond Textbooks/ Galileo virtual assessments administered after each unit and quarterly benchmarks Teacher created assessments</i>
<i>7-8</i>	<i>Synchronous and asynchronous through remote, distance, blended</i>	<i>Beyond Textbooks & Galileo School District adopted curriculum</i>	<i>Daily/ weekly</i>	<i>Beyond Textbooks/ Galileo virtual assessments administered after each unit</i>

	<i>learning.</i>			<i>and quarterly benchmarks</i> <i>Teacher created assessments</i>
9-12				

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12				

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

Meeting the Needs of Students with Disabilities and English Learners.

a. Describe how the school district will ensure access and meet the needs of students with disabilities.

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Communicate to parents the offering of virtual special education services and FAPE	Sped Director/ Sped staff	Once per year or circumstance of school building closure	Letter to Parents
Locate and identify students with disabilities through the school district's established child Find process	School site Child Find Team (teachers, related service providers, school administrator and school psychologist	Ongoing	Child Find and Student study team notes/agendas, school psychologist annual and initial evaluation records plus data

Distance Learning Plan Template 2020-2021

Special education and or related services provide consultation and co teaching services for students with IEPs in the general education setting.	Special education teachers and or related services providers as indicated per student IEP	Daily and as designated per student IEP	collected from teachers. Special education teacher and related service provider service logs and IEP data collection.
Provide real-time (live) special education service delivery for students with IEPs during distance learning.	Special education teachers and or related services providers as indicated per student IEP	Daily and as designated per student IEP	Special education teacher and related service provider service logs and IEP data collection.
Communicate IEP goal progress to parents.	Special education teachers and or related services as indicated in student IEP.	As designated per individual student IEP (equal to report card distribution dates.)	Completed progress notes in the student IEP.

Process for Implementing Action Step

<p>The Sped director will generate a letter on behalf of the school district communicating the offering of special education services and Free and Appropriate Education (FAPE) to families of children with special education services.</p> <hr/> <p>The school site child find team will collect data on student progress, arrange time to review student intervention strategies established, and review student growth data on distance learning. The school site will follow the district procedures for identifying and offering services to children with disabilities through the special education referral and evaluation process if appropriate. The special education evaluation team will work with the student and parents to collect student information virtually and through appointment based services if necessary to ensure an accurate special education determination.</p> <hr/> <p>Special education teachers and related service providers will collaborate with the general education teacher and each other to align services that meet the grade level standards and support closing the achievement gap for students with IEPs during virtual instruction. Consultation may occur during planning time, or as a review of the virtual lesson plans to incorporate accommodations and modifications based on the student IEP.</p> <hr/> <p>Establish a facilitator to provide supervision and support to the student accessing the distance learning platform. Special education teachers and related service providers will arrange with facilitators to ensure the student has all needed learning materials, and proper access to the virtual learning platforms. Special education teachers and related</p>
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Distance Learning Plan Template 2020-2021

service providers will provide direct, specially designed instruction to individual students or small groups related to specific IEP goals. Special education teachers and related services providers will provide feedback, conduct assessments, and collect data on student learning during real time sessions.

The special education teacher and or related service provider will use regularly collected data from IEP goal monitoring to report student goal progress per quarter as indicated in the student IEP, and aligned with the distribution of report card dates. Student progress notes can be shared via email, parent pick up, or by mail according to family access and preference.

b. Describe how the school district will ensure access and meet the needs of English learners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Identify potential EL students in a timely manner and determine their language needs and proficiency.	Enrollment office staff, EL team leaders and Superintendent.	Will occur for new Kindergarten students and any new students who enroll to the district.	Documentation of responses and contacts made with parents.
Implement research based Structured English Immersion (SEI) models that have been approved by the Arizona Department of Education.	Teachers , interventionists and program director	Instructional delivery of EL minutes will abide by the required minutes set by the state.	Master schedule minutes and monitoring of delivery instructional EL minutes.
Ensure curricular program materials and professional development are in place.	Superintendent, EL Director & teachers	This will occur prior to the beginning of the school year and continue throughout the school year.	Inventory of materials, check in with schools and EL teachers. EL Professional development Plan that is aligned to the needs of our EL learners and EL teachers.
Develop an appropriate system of tracking and measuring EL students prior to taking the Spring Reassessment AZELLA test	EL director, Superintendent and teachers	Performance based, frequently Formative- end of ELA units	Data gathered from measures.
Ensure there is meaningful, ongoing communication with EL families.	EL Director, Superintendent, teachers and support staff	Communication will be done on a weekly basis with families.	Contact log of phone calls, emails or parent communication application done weekly.

Process for Implementing Action Step

Distance Learning Plan Template 2020-2021

The school district will complete the full normal identification procedures to promptly ensure proper identification and placement for new EL students.

Implementation of new SEI models outlined in SB1014 (120 minutes per day of ELD instruction for K-5 and 100 minutes per day of EL instruction for 6-8. The models rely on all teachers sharing the responsibility for the success of English learners based on four non-negotiable principles:
 Principle one: Asset -Based behaviors and expectations
 Principle two: Integrated instruction in Disciplinary language and content.
 Principle three: Targeted and Explicit language instruction
 Principle four: Assessment, monitoring and feedback
 Teachers will receive continued training on the New SEI model requirements to be implemented 2020-21 school year.
 School master schedules will reflect the required minutes of their chosen EL models (Two hour, Pull out, or 50-50 dual language immersion model)

Implement performance based and formative assessment tools that assist with evaluating and documenting EL students’ growth in language proficiency over time in the areas of listening, reading, writing, grammar and oral speaking. The team will develop a set calendar for formative assessments with the goal of having four completed formative assessments prior to the annual AZELLA assessment.

EL teachers, and EL Director will communicate with parents via phone call, email, Class Dojo, or through parent communication application.

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in					
	Packet of Social and Emotional Topics	x	x	x	x	
	Online Social Emotional videos	x	x	x	x	
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	N/A	N/A	N/A	N/A	N/A
	Phone	N/A	N/A	N/A	N/A	N/A

Webcast Email/IM Other:	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

Provide a description of how the school district will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Resource bank for staff and families to support students with tier 2/ 3 needs	Superintendent	Ongoing	Resource list

Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the school district will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Implementation of board adopted high quality curriculum and resources across all content areas.	Superintendent to support and oversee implementation in virtual setting	Weekly planning and monitoring	Written lesson plans with lesson objectives and mastery criteria, checks for understanding aligned to District curriculum guides.

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Galileo	Online and in person once safe to do so.	August/ December/ May
1-3	Galileo	Online and in person once safe to do so.	August/ December/ May

Distance Learning Plan Template 2020-2021

4-6	Galileo	Online and in person once safe to do so.	August/ December/ May
7-8	Galileo	Online and in person once safe to do so.	August/ December/ May
9-12			

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	Galileo	Online and in person once safe to do so	August/ December/ May
1-3	Galileo	Online and in person once safe to do so.	August/ December/ May
4-6	Galileo	Online and in person once safe to do so.	August/ December/ May
7-8	Galileo	Online and in person once safe to do so.	August/ December/ May
9-12			

Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).

During our initial beginning year benchmark students will have online access to their Galileo site from home in order to take Math/ ELA /Science assessments. Teachers will be able to proctor exams online via Zoom or Google Meets to make sure testing protocols are met. When students transition back to in person learning, normal testing schedule will resume.

Additional Information (Optional)

The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

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