

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	Queen Creek Unified School District	School District Entity ID	4245
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Dr. Perry Berry		
Representative Telephone Number	(480) 987-5935		
Representative E-Mail Address	pberry@qcusd.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
Desert Mountain Elementary	5139	070295102
Faith Mather Sossaman Elementary	390026	070295107
Frances Brandon Pickett Elementary	87478	070295104
Gateway Polytechnic Academy	92911	070295105
Jack Barnes Elementary	80439	070295103
Katherine Mecham Barney Elementary	1000596	070295009
Queen Creek Elementary	5138	070295101

Silver Valley Elementary	1000254	070295108
Newell Barney Junior High School	89912	070295121
Queen Creek Junior High School	5140	070295106
Eastmark High School	1000117	070295202
Queen Creek High School	5141	070295201

Distance Learning Background Information

a. Number of Instructional Days (3.b)

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.

<p>How many instructional days will the school district operate for School Year 2020-2021?</p>	<p><i>Our board has approved a calendar that has the option to meet for 180 days. But, depending on guidance from the ADE due by August 31st we have conducted an analysis on our</i></p>
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	<p><i>hours of instruction as required by ARS 15-901 that confirms that a 172 day calendar meets the instructional minutes required. We are awaiting ADE recommendations on whether we need to take advantage of the 180 school option that was approved in our last board meeting.</i></p>
<p>How many instructional days did the school district operate for School Year 2019-2020?</p>	<p>180</p>

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b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	9,994 students	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	473 currently	Estimated Number of Students Participating in Distance Learning for a Portion of the year	9,994 for at least the first two weeks and maybe longer depending on considerations based on County Health metrics.
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 August 14, 2020 for all students and based on considerations on County Health Metrics this could be extended. <input checked="" type="checkbox"/> 3. We intend to operate distance learning until the Governor allows schools to fully reopen which is currently August 17, 2020 and now delegated to local control through metrics for consideration from County Health. Further once in-person learning is reopened we will continue to have approximately 473 students whose families choose to participate in online learning for the entire year. <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:

<p>Is the school district requiring students to do distance learning?</p>	<p>Currently all students will participate in distance learning from August 3, 2020 through August 14, 2020</p>
<p>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?</p>	<p>In-Person School Start is currently anticipated to be August 17, 2020 if it is aligned to the guiding documents and still board recommended after the release of metrics on August 7, 2020</p>

**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/>

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Teachers will be given a one-page guidance document on daily attendance. The guidance document will have a menu of interactions with expectations that can occur to mark a student in attendance on a day. The menu of interaction will include questions like:</p> <ol style="list-style-type: none"> 1) Did you complete a phone call with the student today relevant to your course? 2) Did you exchange in email(s) with the student today relevant to your course? 3) Did you conduct a web-based video conference that the student attended today that supported the learning outcomes required to master 	<p>The primary person responsible for taking attendance is the teacher. The person who is responsible for verifying attendance are the attendance clerks. The district-level person who is in charge of administering our attendance program is our Student Data Facilitator.</p> <p>The teacher will be given a one-page guidance document on the evidence we need to mark a student as attended on each day. The registrars will be checking in with parents registered in our system who are not in attendance on a daily basis to ensure their enrollment is still valid and absences are excused. Our Student Data Facilitator will be ensuring that we are in alignment with Executive Orders and Arizona Revised Statutes (10-Day Withdraw) and policies</p>	<p>Attendance will be taken daily by each teacher and made final by the next morning in our student information system (Synergy).</p>	<p>All data relative to student attendance and the method of accounting their daily activities as attended in a distance learning modality (August 3 - August 14) will be recorded in our current attendance portal within Synergy.</p> <p>When in-person learning begins, anticipated on August 17, 2020 depending on the metric release on August 7, 2020 and Board considerations, in-person teachers will take attendance as they would in typical years. And all students taking advantage of distance/virtual learning will continue to have their attendance taken in accordance with our menu of attendance options.</p>

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<p>standards taught in your course?</p> <p>4) Did the student submit work today that was required for learning outcomes related to the standards taught in your class?</p> <p>5) Did the student participate in an assignment, or activity, that was administered through Google Classroom or another Learning Management System (Edgenuity as an example) in your class today?</p> <p>6) Was the student involved in small group instruction, or targeted intervention work, administered by a teaching colleague on your team today?</p> <p>Essentially these questions culminate in teachers providing evidence that the student was in attendance for the day of distance learning.</p>	<p>regarding excused and unexcused absences.</p>		
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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
<ol style="list-style-type: none"> 1. Google Meets 2. Google Classrooms (Short-Term) 3. Phone calls 4. Email 5. School Messenger 	Teachers Staff	Daily	Lesson Plans Observations Logs Assignments

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

a. Describe expectations of teachers and other staff working with students in a virtual modality.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Staff have developed performance expectations for all employees 2. Incorporating Synchronous and asynchronous instruction through google meets, and video recording sessions. (Short-Term On-Line) 3. Compile resources to be used for on-line teaching and learning 4. Record videos, create presentations, etc. for on-line instruction (Short-Term On-Line) 5. Communication with families 6. Create detailed, robust lesson plans for on-line learning and assessment 7. Grade assignments, provide meaningful feedback, and keep gradebooks up-to-date 8. Take and record attendance 	<p>Site-based Administrators are responsible for the ongoing observation and evaluation of their assigned teachers and school-based staff.</p>	<p>Expectations for performance, work attendance, and other assigned responsibilities will be ongoing throughout the school year.</p>	<p>Artifacts, student work samples, observations completed by site-based administration, communication samples, and assessment data all represent evidence of implementation.</p>

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Survey of new employees	Heather Kiehl	after being employee and then after four weeks.	Completed Survey
2. Employee Email of handbook and Employee Portal	Director of HR	August 3	Signed copy of Employee Handbook
3. Administration scheduled staff meetings	Principal	At least monthly	Agendas
4. Observations	Principal	at least 6 times throughout semester	Forms in Frontline

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop a survey to determine professional learning training needs by QCUUSD staff. 2. Organize and review survey data in order to determine priority training needs. 3. Utilize Guskey's Levels of PD evaluation to develop a target professional learning plan 4. Provide teachers two weeks of hand on professional learning experiences 5. Provide follow up support and feedback to teachers based on training. 	<ol style="list-style-type: none"> 1. Coordinator of Professional Learning 2. Executive Director of K-12 Educational Technology & Innovation, Director of Innovation and Coordinator of Professional Learning, Instructional Coaches, AVID Specialist, Educational Technology Specialist 3. Director of Innovation and Coordinator of Professional Learning, Instructional Coaches, AVID Specialist, Educational Technology Specialist 4. Instructional and Technology Coaches 	<ol style="list-style-type: none"> 1. Mid July 2. Mid July 3. Mid July 4. July 20th-July31st 5. Weekly as needed 	<ol style="list-style-type: none"> 1. Professional Learning survey 2. Data and evidence spreadsheet 3. Professional learning planning form 4. Professional Learning Calendar 5. Coaches Planning sign up form and website

List Specific Professional Development Topics That Will Be Covered

- Best Practices for Online Instruction
- Google Bootcamps
- SeeSaw
- Hyperdocs
- WIZER ME
- Jamboard
- Whiteboard Fox
- SMART Learning
- Nearpod
- Flip Grid
- Padlet
- Interactive Slides

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.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	Yes, directed to contact Principal at site.	No	No
Personal Contact and Discussion	Yes	Yes	Yes
Needs Assessment-Available data	No	No	No
Other:			

What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	Yes, when needed	All teachers have a laptop as a district standard	Yes, when needed
WIFI Hot Spot	Yes, through need-base analysis	Teachers are on campus	Staff are working in buildings
Supplemental Utility Support (Internet)	Yes, through need-base analysis	Teachers are on campus	Staff are working in buildings
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	7 am - 4 pm	7 am - 4 pm	7 am - 4 pm
Extended Weekday Hours	As needed basis (on demand)	As needed basis (on demand)	As needed basis (on demand)
24/7 Support	As needed basis (on demand)	As needed basis (on demand)	As needed basis (on demand)

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>	Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. (Short-Term Online) The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)	Beyond Textbooks enVisions Edgenuity (Long-Term On-line)	<i>Ready Math Assessments</i> <i>PLC strategies that include Formative Assessment</i> <i>Edgenuity assessments</i>	<i>ESGI 9 weeks</i> <i>FastBridge Early Math Screener</i> <i>Edgenuity benchmark assessments every 6 weeks</i>
<i>1-3</i>	Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.(Short-Term Online) Independent study The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage	Beyond Textbooks Ready Math enVisions Edgenuity	<i>BT or Edgenuity formative assessments</i> <i>PLC strategies that include Formative Assessment</i> <i>Edgenuity assessments</i>	<i>School City Benchmark benchmark 1 and 2 and Posttest</i> <i>Edgenuity Benchmarks every six weeks</i>

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	students and ensure subject-area mastery.(Long-term On-line)			
4-6	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.(Short-Term Online) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p>Beyond Textbooks Ready Math enVisions</p> <p>Edgenuity</p>	<p><i>BT or Edgenuity formative assessments</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark benchmark 1 and 2 and Posttest</i></p>
7-8	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.(Short-Term Online) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p>Beyond Textbooks enVisions</p> <p>Edgenuity</p>	<p><i>BT or Edgenuity formative assessments</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark benchmark 1 and 2 and Posttest</i></p> <p><i>Edgenuity Benchmarks</i></p>
9-12	Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google	Beyond Textbooks enVisions	<i>BT or Edgenuity formative assessments</i>	<i>School City Benchmark benchmark 1 and 2 and Posttest</i>

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	<p>meets, and video recording sessions.(Short-Term Online) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	Edgenuity	<p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	
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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>	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. (Short-Term Online) The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p>Beyond Textbooks Wilson Foundations</p> <p>Edgenuity</p>	<p><i>Progress Monitoring bi-weekly - Fast Bridge</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<i>ESGI</i>
<i>1-3</i>	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.(Short-Term On-line) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with</p>	<p>Beyond Textbooks Wilson Foundations</p> <p>Newsela (ELA)</p> <p>Edgenuity</p>	<p><i>Progress Monitoring bi-weekly - Fast Bridge</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark</i> <i>School City Post-Test</i></p>

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	rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)			
4-6	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. (Short-Term On-line) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p>Beyond Textbooks Newsela (ELA)</p> <p>Edgenuity</p>	<p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark</i> <i>School City Post-Test</i></p>
7-8	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.(Short-Term On-line) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p>Beyond Textbooks</p> <p>Edgenuity</p>	<p><i>BT or Edgenuity formative assessments</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark</i> <i>School City Post-Test</i></p>
9-12	Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google	Beyond Textbooks	<i>BT or Edgenuity formative assessments</i>	<i>School City Benchmark</i> <i>School City Post-Test</i>

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	<p>meets, and video recording sessions.(Short-Term On-line) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	Edgenuity	<p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	
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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>
<i>Kindergarten</i>	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p><i>Mystery Science</i> <i>District Science Kits</i></p> <p><i>Edgenuity</i></p>	<p><i>Teacher created formative assessments - Bi-Weekly</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	
<i>1-3</i>	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.</p> <p>Independent study</p>	<p><i>Mystery Science</i> <i>District Science Kits</i></p> <p><i>Edgenuity</i></p>	<p><i>Teacher created formative assessments - Bi-Weekly</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark</i> <i>School City Post-Test</i></p>

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	The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)			
4-6	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p><i>District Science Kits</i></p> <p><i>Edgenuity</i></p>	<p><i>BT Formative Assessments</i> <i>Teacher created formative assessments - Bi-Weekly</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark</i> <i>School City Post-Test</i></p>
7-8	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p><i>Beyond Textbooks</i></p>	<p><i>BT Formative Assessments</i> <i>Teacher created formative assessments - Bi-Weekly</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark</i> <i>School City Post-Test</i></p>

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9-12	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p><i>Beyond Textbooks</i></p> <p><i>Edgenuity</i></p>	<p><i>BT Formative Assessments</i> <i>Teacher created formative assessments - Bi-Weekly</i></p> <p><i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>School City Benchmark</i> <i>School City Post-Test</i></p> <p><i>Edgenuity assessments</i></p>
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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>	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p>Beyond Textbooks Scholastic News</p> <p><i>Edgenuity</i></p>	<p><i>FastBridge</i> <i>Teacher created assessments - Bi-Weekly</i> <i>PLC strategies that include Formative Assessment</i></p> <p><i>Edgenuity assessments</i></p>	<p><i>ESGI</i> <i>FastBridge</i></p>
1-3	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. Independent study</p>	<p>Beyond Textbooks Scholastic News NewsELA (3rd)</p>	<p><i>Teacher created assessments - Bi-Weekly</i> <i>PLC strategies that include Formative Assessment</i></p>	<p><i>School City Benchmark</i> <i>School City Post-Test</i></p>

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	The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)	<i>Edgenuity</i>	<i>Edgenuity assessments</i>	
4-6	Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.(Short-Term On-line) Independent study The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)	Beyond Textbooks NewsELA <i>Edgenuity</i>	<i>Teacher created assessments - Bi-Weekly PLC strategies that include Formative Assessment</i> <i>Edgenuity assessments</i>	<i>School City Benchmark School City Post-Test</i>
7-8	Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions.(Short-Term On-line) Independent study The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)	Beyond textbooks DBQ Project <i>Edgenuity</i>	<i>Teacher created formative assessments - Bi-Weekly PLC strategies that include Formative Assessment</i> <i>Edgenuity assessments</i>	<i>School City Benchmark School City Post-Test</i>
9-12	Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google	Beyond textbooks DBQ Project	<i>PLC strategies that include Formative Assessment</i>	<i>School City Benchmark School City Post-Test</i>

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	<p>meets, and video recording sessions.(Short-Term On-line) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p><i>Edgenuity</i></p>	<p><i>Edgenuity assessments</i></p>	
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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>
<p>9-12</p>	<p>Blended Learning incorporating Synchronous and asynchronous instruction through cameras, google meets, and video recording sessions. (Short-Term On-line) Independent study</p> <p>The Edgenuity platform combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.(Long-term On-line)</p>	<p><i>Arizona Curriculum Consortium</i> <i>ICEV</i> <i>Adobe Certified</i> <i>CareerSafe</i> <i>OSHA 10</i> <i>Edgenuity</i></p>	<p><i>Teacher created formative assessments aligned with technical and professional skills</i> <i>Formative assessments through the program curriculum bi-weekly</i></p> <p><i>PLC strategies that include Formative Assessment</i></p>	<p><i>OSHA 10 industry certifications</i></p> <p><i>Teacher created summative assessments aligned with technical and professional skills of the program.</i></p> <p><i>Unit based and end of semester comprehensive finals</i></p>

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

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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
<p>Specialized academic activities tailored to meet the needs identified on the student’s Individualized Education Plan (Specially Designed Instruction). This includes small group, synchronous learning, progress monitoring/goals progress checks, asynchronous lessons, and related services provided through synchronous lessons.</p>	<p>Director of Special Education Psychologists Speech/Language Pathologists Principal General Education Teacher Special Education Teacher Parents</p>	<p>Specialized academic activities will be provided at a minimum 5 times per week through synchronous and asynchronous learning.</p> <p>Synchronous lessons will occur three times each week. 15 minute block minimums for primary grades, 30 minute minimum times for non-primary grades.</p> <p>Goal Progress reports will be sent home quarterly. Regular Grade reports will be completed at 4.5 weeks, 9 weeks, 13.5 weeks and 18 weeks.</p> <p>Asynchronous lessons will be completed at a minimum of two times per week. Learning links and work directly related to the students goals will be posted for completion.</p> <p>Synchronous lessons will be given per the frequency on IEP.</p>	<p>Teacher lesson plans. Teacher schedule</p> <p>Synchronous lessons will be recorded for students and accessible for students at a later time, convenient to the family schedule.</p> <p>Goal Progress report sent home. Synergy keeps all grade checks in the system.</p> <p>Asynchronous lessons will be completed at a minimum of two times per week.</p> <p>Related service providers will have a schedule that is uploaded to the shared folder, schedules will be shared with individual parents, school principals will have a copy of the school schedule.</p>

Process for Implementing Action Step

Training for staff beginning July 19 will occur to help prepare staff for synchronous and asynchronous learning. Training will be in conjunction with training provided by the Educational Services Department and with guidance provided for expectations for Intermittent Remote Learning. Progress will be monitored to ensure teachers have the training and support to meet students needs through the specialized academic activities. Parent communication will be constant and will be over phone and remotely to ensure student needs are met. Technology and Assistive technology is also made available to students to allow the access to the the lessons and instruction.

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

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Ensure core learning is made available to all students and they are supported</p> <p>Teachers made aware of students who are identified as English Language Learners and differentiated delivery of instruction through extra time and support</p> <p>Small group supplemental instruction with instructional assistants.</p>	<p>Assistant Superintendent</p> <p>Grants Specialist</p> <p>ELL IA</p> <p>Classroom Teacher</p> <p>Principal</p>	<p>Daily support</p> <p>Ongoing as new students enroll and as needed.</p> <p>Weekly</p>	<p>Teacher instruction and Classroom lesson plans</p> <p>Review of PHLOTE forms and EL State reports, as well as needs assessment.</p> <p>Online group activities and supplemental instruction for qualifying ELL students, through google meets.</p>

Process for Implementing Action Step

Training for staff beginning July 19 will occur to help prepare staff for synchronous and asynchronous learning. Training will be in conjunction with training provided by the Educational Services Department and with guidance provided for expectations for Intermittent Remote Learning. Progress will be monitored to ensure teachers have the training and support to meet students needs through the specialized academic activities. Parent communication will be constant and will be over phone and remotely to ensure student needs are met. Technology is also made available to students to allow the access to the the lessons and instruction.

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	X	X	X	X	X
	Packet of Social and Emotional Topics	X	X	X	X	X
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	X	X	X	X	X

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Other:					
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		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	X
	Phone	X	X	X	X	X
	Webcast	X	X	X	X	X
	Email/IM	X	X	X	X	X
	Other:					

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
Students, staff and community training and education through remote means Training given to teachers on student wellness and emotional needs/safety Training for school wide behavioral expectations framework through PBIS, Show integrity, Be Kind, Be Respectful Tiered interventions provided to all students that teach and reinforce these expectations that are reinforced Stress management strategies taught to students and staff	Lead Psychologist Counselors Social workers Administration	Weekly newsletter communication to families, students and community re:resources. Daily Leader in Me lessons. Daily before and after school enrichment and athletic activities opportunities offered. Student online activity monitored Weekly Diversion programs for Tier 3 students Daily reinforcement of behaviors through on-line rewards. Coordination with groups on as needed basis: Signs of Suicide training, EMPACT, LaFrontera, Not my kid, First aid mental health, Community Bridges, MCESA, Second Step for coordination with families and students remotely. As needed, trauma informed support and conflict resolution remotely	Newsletter and email samples Student survey results Flyers offered through Community Education

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		On-line small group student to student support weekly/monthly through LINK CREW at HS. SEL Survey to students	
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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
Common formative assessments will be administered to students at the end of instruction on essential standards. Our curriculum is provided through Beyond Textbooks, and district formative assessments along with parallel assessments are housed on a shared wiki site. These assessments will be delivered to students through our district assessment platform, School City.	Principals Data Specialists Classroom Teachers	After instruction on “essential standards”	PLC Meetings Student Data Trackers

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	FastBridge	Queen Creek Unified School District will be screening students in Kindergarten in mathematics through the FASTBridge - Early Math platform. This will be done within the first month of school starting.	8/10 through 8/21/20
1-3	FastBridge School City	QCUSD will be administering the district pre-assessment through our comprehensive assessment and reporting system, School City. Students in these grade levels will be assigned the pre assessment and will be able to access	8/10 through 8/21/20
4-6	School City		8/10 through 8/21/20
7-8	School City		8/10 through 8/21/20

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9-12	School City	their tests through a variety of methods. These methods include Clever log In, Google Classroom and a direct log in to School City..	8/10 through 8/21/20
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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	ESGI FastBridge	Queen Creek Unified School District will be screening students in K-3 in reading through the FASTBridge platform. This will be done within the first month of school starting.	8/10 through 8/21/20
1-3	School City FastBridge	QCUSD will be administering the district pre-assessment though our comprehensive assessment and reporting system, School City. Students in these grade levels will be assigned the pre assessment and will be able to access their tests through a variety of methods. This will be done within the first month of school starting..	8/10 through 8/21/20
4-6	School City		8/10 through 8/21/20
7-8	School City		8/10 through 8/21/20
9-12	School City		

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).

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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