

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 <u>Edgenuity</u>, 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.*

Window Rock Unified School District	School District Entity ID	4154
Dr. Shannon Goodsell	Superintendent	
928-729-6706	Phone	
sgoodsell@wrschool.net	Email	

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
Tsehootsoi Primary Learning School	4715	010208112
Tsehootsoi Intermediate Learning Center	4714	010208110
Tsehootsoi Middle School	4716	010208115
Tsehootsoi Dine' Bi'Olta	85882	010208116
Window Rock High School	4717	010208201

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.

How many instructional days will the school district operate for School Year 2020-2021?	<i>180</i>
How many instructional days did the school district operate for School Year 2019-2020?	<i>180</i>

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1838	Start Date for Distance Learning	August 6, 2021
Estimated Number of Students Participating in Distance Learning for the Full Year	1000	Estimated Number of Students Participating in Distance Learning for a Portion of the year	838
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 type="checkbox"/> 2. We intend to operate distance learning until _____ 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 checked="" type="checkbox"/> 5. Other (Please explain below) We intend to operate distance learning and use a hybrid approach once the Governing Board deems it safe and 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.).
--	--

<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p>	
<p>The hybrid model (also known as Plan B) provides an opportunity for students to attend school at the site on certain days of the week and to work from home on certain days of the week. This will reduce the number of students on the buses, school sites and in the classrooms each day to ensure that social distancing guidelines may be implemented. Students will receive in person instruction and feedback during their assigned days within the classroom at the school site. The at home time will be spent reinforcing the Az. State Standards and skills taught in the classroom. This reinforcement of skills may take many forms such as the completion of consumable paper packets, reading a book, doing a project, accessing online curriculum, etc. Students will be assigned to either Group 1 or Group 2.</p> <p>Group 1 will report to the school site on Mondays and Wednesdays each week. They will also report to the school site every other Friday. These students will be working off site (at home) on Tuesdays and Thursday each week. They will also work off site every other Friday.</p> <p>Group 2 will report to the school site on Tuesdays and Thursdays each week. They will also report to the school site every other Friday. These students will be working off site (at home) on Mondays and Wednesday each week. They will also work off site every other Friday.</p> <p>*All students will receive online instruction by distance learning starting August 6 through first Semester. Keeping in compliance with State and Tribal authorities. The Governing Board will continue to monitor and determine when it is safe for students to return to campus.</p>	

Is the school district requiring students to do distance learning?	Yes
---	-----

<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>Yes</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
<ul style="list-style-type: none"> ▪ Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software. 	<p>All Teachers, Principals, Counselors (all staff)</p>	<p>Daily Attendance</p>	<p>Teacher Logs turned into site Principal weekly.</p>

<ul style="list-style-type: none">▪ 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.▪ Teacher Logs of communication, Telephone, ZOOM, email, student assignments turned in.			
---	--	--	--

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
Advertise- Open Enrollment is available to all students on Social Media.	LEA-Business Office – Anna Marie Perry <u>All Site Principals</u> TDB- Dr. Platero TPLC- Mr. Sam TILC-TBD TMS-Ms. Bedonie HS- William Horsley	Open Enrollment packets are available for pick up on July 13 th at each site. Completed packets can be returned to sites starting on July 20 - throughout the 20-21 SY.	Tally of total enrollment packets picked up and completed packets returned will determine current student enrollment and families that still need support in enrolling their child to ensure all students are enrolled. Phone calls home of current students who have not enrolled for 200-21

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>All certified teachers will provide distant learning to all K-12 students using the AZ. State Standards and the district adopted curriculum.</p> <p>All certified teachers will work in their classrooms during regular school hours.</p> <p>7:30-4:00. Monday- Friday to deliver instruction through Zoom, create lessons and post on line, to communicate with students</p>	Site Principals	Daily monitoring teacher participation by daily email, site sign daily sign in log,	<p>Teacher are responsible for turning in daily logs to the site Principals for review. This documentation of student attendance, students they have assisted, lessons they provided, feedback provided, telephone calls home...</p> <p>Virtual meeting logs, telephone logs, PD sign in sheets, websites with posted lesson plans and assessments</p>

Distance Learning Plan Template 2020-2021

<p>and parents, provide feedback to lessons. (Elective-Shakedown Teachers will create packets, grade paper packets, make contact with students and parents for needed support by phone, email and document daily attendance.</p>			
--	--	--	--

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
<ul style="list-style-type: none"> • Provide education on CARES Act regarding Sick Leave and FMLA • Policies on Sick Leave will be revisited in regards to COVID-19 • Identify our vulnerable population within our staff and provide options for a safe work environment. • Provide information for emotional and medical needs for our staff, staff wellness. • Telework available – self-isolation 	<p>Superintendent/Human Resource Director/ Site Principals</p>	<p>Back to School Teacher Orientation, Daily and weekly PD sessions</p> <ul style="list-style-type: none"> • Recorded, Zoom, Email. <p>Ongoing as needed after initial training</p>	<p>Agendas and Staff Sign In Forms to document attendance</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • COVID-19 Training for all staff – Training may be provided by Tsehootsooi Medical Center, IHS, AZ Department of Health Services or AZ Trust during orientation week. • Center for Disease Control (CDC) guidelines about how to protect yourself and others 	Superintendent/Human Resource Director/ Site Principals	Back to School Teacher Orientation, Daily and weekly PD sessions <ul style="list-style-type: none"> • Recorded, Zoom, Email. • Ongoing as needed after initial training 	Agendas and Staff Sign In Forms to document attendance

List Specific Professional Development Topics That Will Be Covered

Center for Disease Control (CDC) guidelines about how to protect yourself and others. Your safety and the safety of other employees is important. Therefore, each employee needs to ensure that the following guidelines are adhered to at all times when on site:

- Social distancing- at least 6’ apart
- Wash hands often
- Do not touch your face
- Wear a mask
- Clean & disinfect frequently touched surfaces
- Do not report to work when sick. Call your supervisor immediately.
- Do not to drive in pairs

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			
Personal Contact and Discussion			
Needs Assessment-Available data			
Other:		X	
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)			
Other:	X		
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
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>

Distance Learning Plan Template 2020-2021

<p><i>Kindergarten</i></p>	<ul style="list-style-type: none"> • Direct instruction via Zoom • Instructional Learning Packets 	<ul style="list-style-type: none"> • Houghton Mifflin Harcourt – GoMath 	<ul style="list-style-type: none"> • Targeted questioning • Monitoring/Observation of virtual meetings. • Parent communication • Physical response • Show me • Surveys • Use of mini-white board responses • Cold call • Hand signals • Progress monitoring 	<ul style="list-style-type: none"> • Projects • Rubrics • Pre- and post-tests • End of unit assessments • Topic tests • Benchmark assessments
<p><i>1-3</i></p>	<ul style="list-style-type: none"> • Direct instruction via Zoom <p>Instructional Learning Packets</p>	<ul style="list-style-type: none"> • Houghton Mifflin Harcourt - GoMath 	<ul style="list-style-type: none"> • Targeted questioning • Monitoring/Observation of virtual meetings. • Parent communication • Physical response • Show me • Surveys • Use of mini-white board responses • Exit tickets • Cold call • Virtual partners conversations • Virtual group work • Hand signals • Progress monitoring 	<ul style="list-style-type: none"> • Projects • Rubrics • Pre- and post-tests • End of unit assessments • Topic tests • Benchmark assessments
<p><i>4-6</i></p>	<ul style="list-style-type: none"> • Direct instruction via Zoom 	<ul style="list-style-type: none"> • Houghton Mifflin Harcourt - GoMath 	<ul style="list-style-type: none"> • Targeted questioning 	<ul style="list-style-type: none"> • Projects • Rubrics

Distance Learning Plan Template 2020-2021

	<ul style="list-style-type: none"> • Instructional Learning Packets 		<ul style="list-style-type: none"> • Monitoring/Observation of virtual meetings. • Parent communication • Physical response • Show me • Surveys • Use of mini-white board responses • Exit tickets • Cold call • Virtual partners conversations • Virtual group work • Hand signals • Progress monitoring 	<ul style="list-style-type: none"> • Pre- and post-tests • End of unit assessments • Topic tests • Benchmark assessments
7-8	<ul style="list-style-type: none"> • Parents and students will sign an online learning agreement for accountability • Students will be provided laptops • Students will be provided daily support through phone calls, parent visits or through online one to one virtual meetings. • Use of Blackboard that is part of the District Webpage • Students will be provided a link online for 	<ul style="list-style-type: none"> • <i>Pearson</i> • <i>Apex</i> 	<p><i>Classroom Pre-assessment first 2 weeks of school</i> <i>Pre-assessment for district and benchmarks NWEA/PEG</i> <i>Aug 24 – Sept 4, 2020</i> <i>October 5 – 12, 2020</i> <i>December 1 – 8, 2020</i> <i>May 3 – 7, 2020</i></p> <p><i>Weekly</i> <i>Each quarter</i> <i>Pearson</i> <i>Apex</i></p>	<p>Classroom End of Unit Test (as needed) Each Quarter NWEA/PEG</p> <p>Aug 24 – Sept 4, 2020 October 5 – 12, 2020 Dec 1 – 8, 2020 May 3 – 7, 2020</p> <p>Pearson Apex</p> <p>AZM2 April 5 - April 30, 2021</p>

Distance Learning Plan Template 2020-2021

	<p>assessments to take on their own</p> <ul style="list-style-type: none"> • Students will receive homework from the blackboard and will email completed work online to teacher through email or picture text. 			
9-12	<ul style="list-style-type: none"> • Direct Instruction through ZOOM • Independent Study • Teacher instructional videos • YouTube • Google Classroom • BlackBoard Teacher Web pages 	<ul style="list-style-type: none"> • APEX Learning 	<ul style="list-style-type: none"> • NWEA 3X per year 	<ul style="list-style-type: none"> • Pearson Online Unit assessment • APEX Online Unit assessment

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>	<ul style="list-style-type: none"> • Direct instruction via Zoom • Instructional Learning Packets 	<ul style="list-style-type: none"> • Houghton Mifflin Harcourt – Journeys 	<ul style="list-style-type: none"> • Targeted questioning • Monitoring/Observation of virtual meetings. • Parent communication • Physical response • Show me 	<ul style="list-style-type: none"> • Projects • Rubrics • Pre- and post-tests • End of unit assessments • Topic tests • Benchmark assessments

			<ul style="list-style-type: none"> • Surveys • Use of mini-white board responses • Exit tickets • Cold call • Virtual partners conversations • Virtual group work • Written responses • Hand signals • Progress monitoring 	Writing
1-3	<ul style="list-style-type: none"> • Direct instruction via Zoom • Instructional Learning Packets 	<ul style="list-style-type: none"> • Houghton Mifflin Harcourt – Journeys 	<ul style="list-style-type: none"> • Targeted questioning • Monitoring/Observation of virtual meetings. • Parent communication • Physical response • Show me • Surveys • Use of mini-white board responses • Exit tickets • Cold call • Virtual partners conversations • Virtual group work • Written responses • Hand signals • Progress monitoring 	<ul style="list-style-type: none"> • Projects • Rubrics • Pre- and post-tests • End of unit assessments • Topic tests • Benchmark assessments <p>Writing</p>

Distance Learning Plan Template 2020-2021

<p>4-6</p>		<ul style="list-style-type: none"> • Houghton Mifflin Harcourt – Journeys • <i>Pearson-6th</i> 	<ul style="list-style-type: none"> • Targeted questioning • Monitoring/Observation of virtual meetings. • Parent communication • Physical response • Show me • Surveys • Use of mini-white board responses • Exit tickets • Cold call • Virtual partners conversations • Virtual group work • Written responses • Hand signals • Progress monitoring 	<ul style="list-style-type: none"> • Projects • Rubrics • Pre- and post-tests • End of unit assessments • Topic tests • Benchmark assessments • Writing
<p>7-8</p>	<p>TMS will be delivering the content instruction online</p> <ul style="list-style-type: none"> • Parents and students will sign an online learning agreement for accountability • Students will be provided laptops • Students will be provided daily support through phone calls, parent visits or through online one to one virtual meetings. 		<p>Classroom Pre-assessment first 2 weeks of school Pre-assessment for district and benchmarks NWEA/PEG Aug 24 – Sept 4, 2020</p> <p>October 5 – 12, 2020</p> <p>December 1 – 8, 2020</p>	<p>Classroom End of Unit Test (as needed) Each Quarter NWEA/PEG Aug 24 – Sept 4, 2020</p> <p>October 5 – 12, 2020</p> <p>December 1 – 8, 2020</p>

Distance Learning Plan Template 2020-2021

	<ul style="list-style-type: none"> • Use of Blackboard that is part of the District Webpage • Students will be provided a link online for assessments to take on their own • Students will receive homework from the blackboard and will email completed work online to teacher through email or picture text. 		<p>May 3 – 7, 2020</p> <p>Weekly Each quarter Pearson Apex Pearson Peg Writing Apex Homework submission White boards Cue cards Show and tell how it was completed.</p>	<p>May 3 – 7, 2020</p> <p>Pearson Peg Writing Apex</p> <p>AZM2 April 5 - April 30, 2021</p>
9-12	<ul style="list-style-type: none"> • Direct Instruction through ZOOM • Independent Study • Teacher instructional videos • YouTube • Google Classroom • BlackBoard • Teacher Web pages 	<ul style="list-style-type: none"> • Pearson Educational Supplements • APEX Possible PEG Writing 	NWEA 4X per year	<ul style="list-style-type: none"> • Pearson Online Unit assessment • APEX Online Unit assessment

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>	<ul style="list-style-type: none"> • Direct instruction via Zoom • Instructional Learning Packets 	<ul style="list-style-type: none"> • Science A Closer Look – Macmillan McGraw Hill <ul style="list-style-type: none"> ○ <i>Reading Resources</i> 	<ul style="list-style-type: none"> • Monitoring/Observation of virtual meetings • Project Based Learning • Hands On 	<ul style="list-style-type: none"> • Completed Projects • Rubrics • Building Skills Assessment

		<ul style="list-style-type: none"> ○ Key Resources (Support instruction, build skills, and promote comprehension) <p>Supporting Resources (School to Home Activities, ELL)</p>	<ul style="list-style-type: none"> ● Targeted questioning ● Follow up questioning ● Physical response ● Show me ● Use of mini-white board responses ● Word Games ● Cold call ● Hand signals ● Progress monitoring ● Written Feedback ● Graphic Organizer ● Thinking Maps <p>Check for Understanding</p>	<ul style="list-style-type: none"> ● Research - Science Fair
1-3	<ul style="list-style-type: none"> ● Direct instruction via Zoom ● Instructional Learning Packets ● ROBOTIC/STEM Kits ● Science Boards 	<ul style="list-style-type: none"> ● Science A Closer Look – Macmillan McGraw Hill ○ Reading Resources ○ Key Resources (Support instruction, build skills, and promote comprehension) <p>Supporting Resources (School to Home Activities, ELL)</p>	<ul style="list-style-type: none"> ● Monitoring/Observation of virtual meetings ● Project Based Learning ● Hands On ● Targeted questioning ● Follow up questioning ● Physical response ● Show me ● Use of mini-white board responses ● Word Games ● Cold call ● Hand signals ● Progress monitoring ● Written Feedback ● Graphic Organizer ● Thinking Maps Check for Understanding 	<ul style="list-style-type: none"> ● Completed Projects ● Rubrics ● Building Skills Assessment ● Research - Science Fair ● AIMS (3rd Grade)

Distance Learning Plan Template 2020-2021

<p>4-6</p>	<ul style="list-style-type: none"> • Direct instruction via Zoom • Instructional Learning Packets • ROBOTIC/STEM Kits • Science Boards 	<ul style="list-style-type: none"> • Science A Closer Look – Macmillan McGraw Hill <ul style="list-style-type: none"> ○ Reading Resources ○ Key Resources (Support instruction, build skills, and promote comprehension) • Supporting Resources (School to Home Activities, ELL) • Prentice Hall Science Explorer • Monthly Science Journals 	<ul style="list-style-type: none"> • Monitoring/Observation of virtual meetings • Project Based Learning • Hands On • Targeted questioning • Follow up questioning • Physical response • Show me • Use of mini-white board responses • Word Games • Cold call • Hand signals • Progress monitoring • Written Feedback • Graphic Organizer • Thinking Maps Check for Understanding 	<ul style="list-style-type: none"> • Completed Projects • Rubrics • Building Skills Assessment • Research – Participate in District Science Fair
<p>7-8</p>	<p>TMS will be delivering the content instruction online</p> <ul style="list-style-type: none"> • Parents and students will sign an online learning agreement for accountability • Students will be provided laptops • Students will be provided daily support through phone calls, parent visits or through online one to one virtual meetings. 	<p>Mc Graw Hill</p>	<p>First two weeks in August 2020 Weekly Each quarter</p> <p>NWEA Aug 24 – Sept 4, 2020</p> <p>October 5 – 12, 2020</p> <p>December 1 – 8, 2020</p> <p>May 3 – 7, 2020</p> <p>Houghton Mifflin</p>	<p>Classroom End of Unit Test (as needed) Each Quarter May 2021</p> <p>Houghton Mifflin</p> <p>NWEA Aug 24 – Sept 4, 2020</p> <p>October 5 – 12, 2020</p> <p>December 1 – 8, 2020</p> <p>May 3 – 7, 2020</p>

Distance Learning Plan Template 2020-2021

	<ul style="list-style-type: none"> • Use of Blackboard that is part of the District Webpage • Students will be provided a link online for assessments to take on their own • Students will receive homework from the blackboard and will email completed work online to teacher through email or picture text. 		<p>Homework submission White boards Cue cards Show and tell how it was completed</p>	<p>AIMS/AZM2 March 22 – April 16, 2021</p>
9-12	<ul style="list-style-type: none"> • Direct Instruction through ZOOM • Independent Study • Teacher instructional videos • YouTube • Google Classroom • BlackBoard • Teacher Web pages 	<ul style="list-style-type: none"> • APEX Learning • PEG Writing 	NWEA 3X per year	<ul style="list-style-type: none"> • Pearson Online Unit assessment • APEX Online Unit assessment

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>	Teacher lessons delivered through ZOOM or written instructions for project based learning	Art, Cultural, Science, Social Studies Content areas will be embedded into the daily lesson plans.	Daily/weekly Student Returned assignments Cultural Board Science Fair Social studies Report	Quarterly Benchmarks NWEA

Distance Learning Plan Template 2020-2021

			Completed Young Author Book	
1-3	Teacher lessons delivered through ZOOM or written instructions for project based learning	Art, Cultural, Science, Social Studies Content areas will be embedded into the daily lesson plans.		Quarterly Benchmarks NWEA
4-6	Teacher lessons delivered through ZOOM or written instructions for project based learning	Art, Cultural, Science, Social Studies Content areas will be embedded into the daily lesson plans.		Quarterly Benchmarks NWEA
7-8	<p>TMS will be delivering the content instruction online</p> <ul style="list-style-type: none"> • Parents and students will sign an online learning agreement for accountability • Students will be provided laptops • Students will be provided daily support through phone calls, parent visits or through online one to one virtual meetings. • Use of Blackboard that is part of the District Webpage • Students will be provided a link online for assessments to take on their own • Students will receive homework from the blackboard and will email completed work online 	<p>Teacher Made Assessments End of Unit</p>	<p>First two weeks in August 2020 Weekly Each quarter</p> <p>Teacher Made Assessments</p> <p>Homework submission White boards Cue cards Show and tell how it was completed</p>	<p>Each Quarter May 2021</p>

Distance Learning Plan Template 2020-2021

	to teacher through email or picture text.			
9-12	<ul style="list-style-type: none"> • Direct Instruction through ZOOM • Independent Study • Teacher instructional videos • Google Classroom • BlackBoard • Teacher Web pages 	<ul style="list-style-type: none"> • APEX Learning 	<ul style="list-style-type: none"> • NWEA 3X per year 	<ul style="list-style-type: none"> • NWEA 3X per year • AIMS Science 10th

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	<ul style="list-style-type: none"> • Direct Instruction through ZOOM • Independent Study • Teacher instructional videos • Direct Instruction (smaller organized classes) 	<ul style="list-style-type: none"> • Microsoft 365 	<ul style="list-style-type: none"> • CTED delegated assessment calendar and provisions followed 	<ul style="list-style-type: none"> • CTED delegated assessment calendar and provisions followed

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
<p>1. The ESS teams at each school site will meet and gather data on Individual Education Plans (PLAAPF, goals, service time, and SDI).</p> <p>2. Based on data case managers will begin calling parents for the following:</p> <ul style="list-style-type: none"> • Update on student history (medical, academics, strengths, weakness) • Discuss and review current IEP and services • Access to a device and internet • How comfortable are families in regards to on-site therapy sessions • What ways can we support you as the family to ensure we meet student needs? <p>3. The information gathered from families will determine how case managers and related service staff will pursue therapy</p>	<p>ESS Director ESS Teachers</p> <p>ESS Related Service Staff</p>	<p>July 2020 – August 2020</p>	<ul style="list-style-type: none"> • ESS teams will meet and discuss plans including policies and procedures for SY 2020-2021. Each case manager will get an updated case load. Documentation will be collected through agenda and teacher electronic signature/zoom log-in • ESS teams will complete a parent contact log with information related to the conversations with parents. • Information will be gathered using google documents on each student’s ability to access general education curriculum and IEP goals and service time • Based on data collection case managers/related service staff will create a weekly schedule for all students on their caseload that will sent via e-mail to ESS Director and Principal • Documentation will kept through service logs on

<p>sessions to meet IEP goals/service time</p> <p>4. ESS teams at each school site will set up a schedule for individual students to meet their IEP needs whether in person, virtual, or telephone</p> <p>5. ESS teams will coordinate with general education teachers for virtual learning days/times so they can support students with general education curriculum (accommodations/modifications)</p> <p>5. ESS teams will provide weekly therapy/service logs for accountability of both students and staff</p> <p>6. Review and revisions of IEP will be on-going. Changes to IEP may be needed if parents/students do not agree to services; service time changes due to virtual learning; etc</p> <p>7. Initial and re-evaluations will be on-going. Evaluations will be held on-site following CDC guidelines if parents agree. If not, assessment will need to be done virtually</p> <p>8. Child Find dates and information disseminated to all principals. 45-day screening will</p>		<p>August 2020 – October 2020</p> <p>August 2020 – October 2020</p> <p>August 2020 – October 2020 On-going</p> <p>August 2020 – October 2</p>	<p>collaboration with general education teachers on accommodations/modifications for general education curriculum.</p> <ul style="list-style-type: none"> • ESS teams will turn in weekly therapy/service logs to ESS Director on a bi-weekly basis to ensure accountability of services to students • ESS teams will work together with families to ensure MET/IEP are up-to-date and reviewed and revised in a timely manner. ESS teams will schedule annual IEP meeting and ESS Director will attend as LEA representative along with school principal. Documentation will be kept using electronic signatures. • Initial and re-evaluations will be scheduled as needed. School psychologist will document in parent/teacher logs contacts made with case managers and parents. In some instances, evaluations will be conducted virtually. Documentation of testing will be verified and approved by ESS Director before proceeding to ensure best practices.
--	--	--	---

<p>continue for new and transfer students.</p>			<ul style="list-style-type: none"> • Child Find schedule has been created and principals have been informed of 45 day timelines for new and transfer students. Children birth to 5 will be screened virtually using the ASQ questionnaire and put on file in ESS office. If further assessment is needed teachers, related service staff, and parents will conduct a CDA using the Battelle Developmental Assessment Tool (questionnaire and observations) • K-12 students will be referred to the schools RTI/CST teams for interventions
--	--	--	--

Process for Implementing Action Step

--

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
<ul style="list-style-type: none"> • Receive content instruction by Teacher that will embed the ELD standards in their daily lesson plans. • Virtual ELL Instructional implementing ELD standards 	<p>ELL Lead Teacher Academic Director All Teachers who provide instruction to the ELL students and Site Principals.</p>	<p>Daily</p>	<p>Informal observations- ZOOM AZELLA Data and evidence will be comprised of:</p> <ul style="list-style-type: none"> ➤ Master Schedule ➤ Walk-Through Evidence ➤ Grade Book Data ➤ Lesson Plans

			<ul style="list-style-type: none"> ➤ NWEA assessments (growth) ➤ AZELLA assessments ➤ Instructional Artifacts (student work)
--	--	--	---

Process for Implementing Action Step

- Bill 1014
- Two Hour SEI Model plan to be used
- Teachers are SEI/ELD endorsed
- Targeted ELD Focus
- All ELL students will have an English class with an endorsed English teacher. Time in with Teacher will be 75 minutes.
- ELL students will have a class that focuses on the four domains within a 75-minute class.
- Students will be required to work on vocabulary 60 minutes a day at home.
- Students will be at grade level and will be placed with students within 2 adjacent proficiency levels {basic, intermediate, to be tested}.
- (note) Due to Covid-19 and reopening structure; there will be no in class discussions and students will be six feet apart per CDC recommendations
- Between class time during the week and vocabulary requirements at home under a “Hybrid” model to accommodate safety during the Covid-19 pandemic; students will have at least 600 minutes of SEI/ELL Instruction each week

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			
	Online Social Emotional videos				x	x
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person				X	X
	Phone	X	X	X	X	X
	Webcast					
	Email/IM					
	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. Teachers are required to refer all students who are at risk daily. All sites have a School Counselor and MS/HS have Asst. Principals to ensure students who are at risk receive supports either in district or services provide outside the district. K-12- the district has a MOU with Indian Health Service to provide onsite emotional counseling to our students. If necessary students are referred to Indian Health Services for additional service.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Referrals from families, teachers, school counselors and site Principals will determine related services needed.	Site Principals and School Counselors	Daily referrals/weekly check in with families/students	Telephone call logs Referral documentation

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
Summative assessments	Teachers and Site administrators	Weekly, monthly, quarterly, semester	Master of grade level state standards of student performance measured by: Daily student assignments, informal and formal summative tests from adopted district curriculum, pre and post formative tests results,

			quarterly formal evaluation using NWEA, PEG Writing, APEX.
--	--	--	--

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
<i>Kindergarten</i>	NWEA	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021
<i>1-3</i>	NWEA	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021
<i>4-6</i>	NWEA	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021
<i>7-8</i>	NWEA	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021
<i>9-12</i>	NWEA	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021

Benchmark Assessments (ELA)			
	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
<i>Kindergarten</i>	NWEA	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021
<i>1-3</i>	NWEA	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021
<i>4-6</i>	NWEA	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021
<i>7-8</i>	NWEA/PEG WRITING	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021
<i>9-12</i>	NWEA/PEG WRITING	Online/testing center	Aug 24-Sept 4, 2020 October 5-12, 2020 December 1-8, 2020 May 3-7, 2021

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.