

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:

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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	Santa Cruz Valley Unified School District No. 35	School District Entity ID	120235000
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Stephen Schadler	
Representative Telephone Number	520-375-8268		
Representative E-Mail Address	sschadler@scv35.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
Rio Rico High School	200	120235000
Coatimundi Middle School	140	120235000
Calabasas K-8 School	130	120235000
Mountain View Elementary School	120	120235000
San Cayetano Elementary School	110	120235000

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?	180
How many instructional days did the school district operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	3428	Start Date for Distance Learning	08/03/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	1332	Estimated Number of Students Participating in Distance Learning for a Portion of the year	2096
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 checked="" 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:	
8/31/2020- The District intends to continue to provide distance learning to our students until October 12, 2020, upon which time we will transition into hybrid learning as stated above.	
This decision is based on the Arizona Department Of Health Services COVID-19 Santa Cruz County Matrix data. Based on the progress that Santa Cruz County is making along with the recommendations from our local health department, this date will provide the best continuum of academic, social emotional and informal curriculum for our students and their families.	
We intend to operate a distance learning program as well as a remote learning model from August 3rd through August 30th. On August 31st our distance learning students will remain fully in the distance learning model. Our remote learning students will attend school in a hybrid model where the student attends school in person two days per week and engage in remote learning for the remaining three days per week.	

Is the school district requiring students to do distance learning?	YES
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?	YES.

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

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

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> SCVUSD No. 35 will ensure a student’s participation in DL through the use of a Parent Attendance Attestation Form. SCVUSD No. 35 will ensure a student’s participation in DL through the use of Edgenuity attendance tracker. 	<ol style="list-style-type: none"> Site Principal/Attendance Clerk Site Principal/Attendance Clerk 	<ol style="list-style-type: none"> Parents will attest to student attendance from August 3- August 30, 2020 and will adhere to the daily minutes as defined in statute. Daily attendance will be tracked using Edgenuity K-12 for students participating in distance learning only 	<ol style="list-style-type: none"> Parent attestation form Edgenuity Attendance Reports

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"> Attendance Clerks are required to attempt to contact families of absent students daily Parent Liaisons provide home support and answer family questions. They will also coordinate referral services to outside agencies Classroom Teacher will provide classroom instruction and/or support daily. Counselors will continue to provide academic counseling 	<ol style="list-style-type: none"> Attendance Clerk Parent Liaison Classroom Teacher Counselor Counselor 	<ol style="list-style-type: none"> Daily Daily Daily 30 minutes minimum per week K-5 Lessons and activities will be provided and completion of grade level college and career readiness plans will be evaluated weekly. 	<ol style="list-style-type: none"> SYNERGY (Student management) call logs Supervisor observation Recorded classrooms Character Counts will be implemented within small group lessons for ALL students on a weekly basis for at least 30 minutes in grades K-5 regardless of learning choice model. Lesson plans and activity completion will serve as evidence.

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<p>and social emotional support K-5</p> <p>5. Counselors will continue to provide academic counseling and social emotional support</p>			<p>5. Students regardless of learning model choice will provide college and career readiness activities in grades 6-12.</p>
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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>1. Teachers and staff will adhere to all regular expectations of employment as described in their respective job description.</p> <p>2. Teachers and staff who are working virtually must be working and/or available to work during regularly scheduled work hours.</p> <p>3. In addition to job description duties, teachers are expected to provide remote instruction via Google Classroom.</p> <p>4. Teachers are expected to maintain a period of regularly scheduled office hours for availability to students.</p>	<p>1. Site Principals / Supervisors</p> <p>2. Site Principals / Supervisors</p> <p>3. Site Principals / Supervisors</p> <p>4. Site Principals / Supervisors</p>	<p>1. Daily</p> <p>2. Daily</p> <p>3. Daily</p> <p>4. Daily</p>	<p>1. Job evaluations</p> <p>2. Job evaluations, AESOP / Kronos Time management Systems</p> <p>3. Job evaluations, Walkthrough forms</p> <p>4. Walkthrough, Supervisor observations.</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
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<ol style="list-style-type: none"> 1. Employees were provided training on recommended health and safety practices. 2. Staff were repeatedly reminded about available personal health resources (i.e. Teledoc.) 3. Implemented professional development, as detailed on district PD calendar, which include best practices for remote and hybrid learning. 4. Deliver training on remote and hybrid learning to all teachers during their first week back. 5. Provide virtual coaching to teachers and staff who need additional support. 	<ol style="list-style-type: none"> 1. Human Resources Manager; Site Principals 2. Human Resources Manager 3. Curriculum, Instruction, and Assessment (CIA) Specialists 4. Site Administrators, CIA Specialists, Instructional Coaches 5. Instructional Coaches, CIA Specialists, and TAI Team members 	<ol style="list-style-type: none"> 1. Semi-annually 2. Monthly 3. Mid-late July 4. Last week of July 5. Weekly and ongoing 	<ol style="list-style-type: none"> 1. Safe Schools Reports 2. Scheduled auto-send emails 3. PD Calendar, Training Organizer 4. Welcome Back Week-at-a-Glance Agendas 5. Sign-in sheets and agendas
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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. Remote Whole Staff and Small Group training 2. Specifically assigned webinars, online courses, and workshops 3. District-provided tutorials 	Curriculum, Instruction, and Assessment (CIA) Specialists coordinate and in some case provide the training in concert with Site Administrators and Site Instructional Coaches	Training will begin in mid-late July and will continue throughout the school year. Additional training will be timed to support teachers as needs surface.	<ol style="list-style-type: none"> 1. Classroom walkthroughs (virtual classrooms and in-person when available.) 2. Teacher observations and evaluations.

List Specific Professional Development Topics That Will Be Covered

Teaching and Learning in a Remote Environment, Teaching and Learning in a Hybrid Environment, What's New in Synergy, New Arizona Development Approach, Edgenuity, Screencasting lessons, Using Google Meet and Google Classroom, New Teacher Induction, Model Classroom, Using Google Forms for Lesson Delivery, Fluency Tutor, GoGuardian, Creating Learning Pathways, Using Single Point Rubrics for grading, and Instructional Technology Training.

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	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
Other: Work Hours from 7:30am-4:00pm	X	X	X

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>
Kindergarten	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Pearson Envision Math Program</i>	<i>District formative assessments as applicable and teacher-generated formative assessments via observations from live meetings and student work</i>	<i>Strategies will include one-on-one meetings to evaluate math skills and submission of student work. Envisions assessments given every 5-10</i>

			<i>on assignments. Formative assessments will be ongoing and daily through student work on math mats.</i>	<i>days, depending on student readiness.</i>
1-3	<i>Direct Instruction via Google Meet and screencasted lessons. PathBlazer and Study Island programs also provide individualized direct instruction lessons.</i>	<i>Pearson Envision Math Program PathBlazer Study Island</i>	<i>District formative assessments, as applicable and teacher generated assessments. Formative assessments will be ongoing and daily. 1st and 2nd grade students will achieve this through work on math mats. 3rd grade students will access Pathblazer and Study Island assessments when students have demonstrated readiness.</i>	<i>Selected response and application type assessments will be used for summative measures. Envisions assessments given every 5-10 days, depending on student readiness.</i>
4-6	<i>Direct Instruction via Google Meet and screencasted lessons. PathBlazer and Study Island programs also provide individualized direct instruction lessons.</i>	<i>4th and 5th Grade: Pearson Envision Math Program PathBlazer Study Island 6th Grade: Big Ideas Math My Path</i>	<i>4th and 5th Grade: District formative assessments, as applicable and teacher generated assessments. Formative assessments will be ongoing and daily. Pathblazer and Study Island assessments are administered to students when students have demonstrated readiness. Strategies will include class discussions, virtual white board responses, and selected responses from</i>	<i>Selected response and application type assessments will be used for summative measures. Envisions assessments given every 5-10 days, depending on student readiness.</i>

			<p><i>informative assessment such as Google Forms.</i></p> <p>6th Grade: <i>See the 7th/8th grade model described below.</i></p>	
7-8	<p><i>Direct Instruction via Google Meet and screencasted lessons. MyPath also provides individualized direct instruction lessons.</i></p>	<p><i>Big Ideas Math My Path</i></p>	<p><i>Formative assessment will be ongoing so that instruction can be adjusted, as needed. Teachers will use formative assessment from the Big Ideas program as well as from class assignments. Strategies will include class discussions, virtual white board responses, and selected responses from informative assessment such as Google Forms.</i></p>	<p><i>Selected response and application type assessments will be used for summative measures. Assessments from Big Ideas math will be administered every 5-10 days, depending on length of lesson, unit and student readiness.</i></p>
9-12	<p><i>Direct Instruction via Google Meet and screencasted lessons.</i></p>	<p><i>Algebra I Common Core Algebra II Common Core Geometry Common Core Algebra and Trigonometry Calculus Graphical Numerical Algebraic</i></p>	<p><i>Formative assessment will be ongoing so that instruction can be adjusted, as needed. Strategies will include class discussions, virtual white board responses, and selected responses from informative assessment such as Google Forms.</i></p>	<p><i>Selected response and application type assessments will be used for summative measures. Assessments will be administered every 5-10 days, depending on length of lesson, unit and student readiness.</i></p>

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>

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<p>Kindergarten</p>	<p><i>Direct Instruction via Google Meet and screencasted lessons.</i></p>	<p><i>Reading Street by Pearson</i></p>	<p><i>District formative assessments as applicable and teacher-generated formative assessments via observations from live meetings and student work on assignments. Formative assessments will be ongoing and daily through class and group discussions, particularly for early literacy concepts.</i></p>	<p><i>Assessments or evaluations of progress will be given every 5-10 days, depending on student readiness. Strategies will include one-on-one meetings to evaluate reading readiness skills.</i></p>
<p>1-3</p>	<p><i>Direct Instruction via Google Meet and screencasted lessons. PathBlazer and Study Island programs also provide individualized direct instruction lessons.</i></p>	<p><i>Reading Street by Pearson</i></p>	<p><i>District formative assessments as applicable and teacher-generated formative assessments via observations from live meetings and student work on assignments. Formative assessments will be ongoing and daily through class and group discussions. 1st and 2nd will particularly focus on early literacy concepts.</i></p>	<p><i>Selected response and application type assessments will be used for summative measures. Students will also complete reading fluency measures every three weeks via Fluency Reader. Reading street program ELA assessments will be given every 5-10 days, depending on student readiness.</i></p>
<p>4-6</p>	<p><i>Direct Instruction via Google Meet and screencasted lessons. PathBlazer and Study Island programs also provide individualized direct instruction lessons.</i></p>	<p>4th and 5th Grade: <i>Reading Street by Pearson</i></p> <p>6th Grade: <i>Prentice Hall Literature Program 6-8</i> <i>My Path</i></p>	<p>4th and 5th Grade: <i>District formative assessments as applicable and teacher-generated formative assessments via observations from live meetings and student work on assignments. Formative assessments will be ongoing</i></p>	<p><i>Selected response and application type assessments will be used for summative measures. Students will also complete reading fluency measures every three weeks via Fluency Reader. Reading street program ELA assessments will be given</i></p>

			<p>and daily through class and group discussions.</p> <p>6th Grade: See the 7th/8th grade model described below.</p>	<p>every 5-10 days, depending on student readiness.</p>
7-8	<p>Direct Instruction via Google Meet and screencasted lessons. MyPath also provides individualized direct instruction lessons.</p>	<p>Prentice Hall Literature Program 6-8 My Path</p>	<p>Formative assessments will be ongoing and daily through class and group discussions. Teachers will frequently leave students feedback on assignments submitted via Google Classroom, especially on writing assignments.</p>	<p>Selected response, written response, and application type assessments will be used for summative measures. ELA assessments will be given every 5-10 days, depending on student readiness.</p>
9-12	<p>Direct Instruction via Google Meet and screencasted lessons.</p>	<p>Prentice Hall Literature Program 9-12</p>	<p>Formative assessments will be ongoing and daily through class and group discussions. Teachers will frequently leave students feedback on assignments submitted via Google Classroom, especially on writing assignments.</p>	<p>Selected response, written response, and application type assessments will be used for summative measures. ELA assessments will be given every 5-10 days, depending on student readiness.</p>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<p>Direct Instruction via Google Meet and screencasted lessons.</p>	<p>Amplify Science</p>	<p>Formative assessment will be ongoing and part of every lesson via group discussions and assignments submitted.</p>	<p>Summative assessment strategies will include application of science standards in the form of projects, pictures, diagrams, videos, and select response questions.</p>

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1-3	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Amplify Science</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions and assignments submitted.</i>	<i>Summative assessment strategies will include application of science standards in the form of projects, pictures, diagrams, videos, and select response questions.</i>
4-6	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Amplify Science</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions and assignments submitted.</i>	<i>Summative assessment strategies will include application of science standards in the form of projects, pictures, diagrams, videos, and select response questions.</i>
7-8	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Amplify Science</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions and assignments submitted.</i>	<i>Summative assessment strategies will include application of science standards in the form of projects, pictures, diagrams, videos, and select response questions.</i>
9-12	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Biology by Holt McDougal Environmental Science by Scott Foresman Physics- Glencoe Chemistry- Holt</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions and assignments submitted.</i>	<i>Summative assessment strategies will include application of science standards in the form of projects, pictures, diagrams, videos, and select response questions.</i>

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>

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Kindergarten	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Discovery Education BrainPOP Edgenuity</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions, assignments submitted, and performance assessments.</i>	<i>Summative assessment strategies will include application of content standards in the form of projects, pictures, diagrams, videos, performance tasks, and select response questions.</i>
1-3	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Discovery Education BrainPOP Edgenuity</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions, assignments submitted, and performance assessments.</i>	<i>Summative assessment strategies will include application of content standards in the form of projects, pictures, diagrams, videos, performance tasks, and select response questions.</i>
4-6	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Discovery Education BrainPOP Edgenuity</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions, assignments submitted, and performance assessments.</i>	<i>Summative assessment strategies will include application of content standards in the form of projects, pictures, diagrams, videos, performance tasks, and select response questions.</i>
7-8	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Discovery Education BrainPOP Edgenuity</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions, assignments submitted, and performance assessments.</i>	<i>Summative assessment strategies will include application of content standards in the form of projects, pictures, diagrams, videos, performance tasks, and select response questions.</i>

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9-12	<i>Direct Instruction via Google Meet and screencasted lessons.</i>	<i>Discovery Education BrainPOP Edgenuity</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions, assignments submitted, and performance assessments.</i>	<i>Summative assessment strategies will include application of content standards in the form of projects, pictures, diagrams, videos, performance tasks, and select response questions.</i>
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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>
9-12	<i>Santa Cruz Valley USD No. 35 regarding the statutory requirement of 15-391 4(B) is choosing to waive the instructional requirement and presenting alternative plans on how we will deliver the instruction remotely. District Instruction Via Google Meet and screencast lessons</i>	<i>Google Edgenuity Virtual Job Shadow Certiport</i>	<i>Formative assessment will be ongoing and part of every lesson via group discussions, assignments submitted, and performance assessments.</i>	<i>Summative assessment strategies will include application of content standards in the form of projects, pictures, diagrams, videos, performance tasks, and select response questions. Portfolios and demonstrations will also be used.</i>

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

In addition to the options above, our district will offer fully online learning for K-12 students through the Edgenuity platform. Students are assigned courses based on their current grade level, and grade level courses in the Edgenuity system will be aligned to our district curriculum calendars.

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
<ol style="list-style-type: none"> 1. Contact all parents/guardians of students with IEPs to determine preference for distance learning, need for internet/device, and provide a personalized opportunity for questions/concerns 2. Organize caseloads to reflect distance learning needs 3. Communicate tech needs with individual school sites 4. Communicate plan with Case Managers 5. Case Managers to call to follow-up with parents/guardians and set up IEP meetings 6. Hold IEP meetings 7. Provide services as determined either in person, online or a combination taking into consideration IEP team and LRE needs. 	<ol style="list-style-type: none"> 1. Special Education Coordinator/Sped Team Leaders/Sped Related Services Coordinator 2. Special Education Coordinator/Sped Team Leaders/Sped Related Services Coordinator 3. Special Education Coordinator/Sped Team Leaders/Sped Related Services Coordinator 4. Special Education Coordinator/Sped Team Leaders/Sped Related Services Coordinator 5. SPED Case Managers 6. IEP Team 7. IEP Team/Service provided as determined 	<ol style="list-style-type: none"> 1. July 27 2. July 27 3. July 27 4. July 27 5. July 27-31 6. August 3-17 7. Ongoing 	<ol style="list-style-type: none"> 1. Individual questionnaire for each student; Comprehensive spreadsheet 2. Spreadsheet and eIEPPro updates 3. Email correspondence 4. Email correspondence 5. Parent communication logs 6. IEP updates as needed 7. Related service provider and SPED teacher logs; IEP progress notes

Process for Implementing Action Step

This action step will follow the action steps as noted above and as additional guidance is determined by ADE Exceptional Student Services, we will monitor and adjust our plans. We will provide services in accordance with all applicable state and federal laws. The District also already is offering compensatory services as needed based on the students IEP from FY 20 and into FY 21.

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
<ol style="list-style-type: none"> 1. Ensure proper identification of English learners and placement by using Spring 2020 Reassessment data and the OELAS Identification for new non-English PHLOTE students. 2. Administer AZELLA Placement when in-class education begins. 3. Place ELs in SEI classrooms for designated times (120 min/day for K-5 and 100 min/day for 6-12). 4. Train all teachers on AZ Development Approach and components of SEI Models. 5. Train new teachers on Sheltered Instruction Observation Protocol methods. 6. Provide returning teachers with Sheltered Instruction Observation Protocol PD. 	<ol style="list-style-type: none"> 1. EL Coordinator and SEI Techs 2. AZELLA District Test Coordinator 3. SEI Tech and Counselor 4. EL Coordinator 5. Instructional Coaches and TAI teachers 6. Instructional Coaches and Site Administrators 	<ol style="list-style-type: none"> 1. July and ongoing, as new students enroll 2. To be determined- as soon as in-person learning begins. 3. Before August 3rd and as students enroll 4. End of July 5. Throughout SY20-21 6. Throughout SY20-21. 	<ol style="list-style-type: none"> 1. Student rosters and EL spreadsheets 2. Appointment list and AZELLA results 3. Class rosters 4. Agenda and sign in sheet 5. Agenda and sign in sheet 6. Agenda and sign in sheet

Process for Implementing Action Step

The EL/SEI Coordinator and SEI technicians at each site will ensure identification and placement of Els, in accordance with the guidance from EAS. Training on the new AZ Language Development Approach will begin at the beginning of the year and will be followed up at school site with Sheltered Instruction Observation Protocol training and observations in classrooms. Communication and updates on these steps will occur at the SEI Coordinator and Technician monthly meeting, the Instructional Coach monthly meetings, and district leadership weekly meetings.

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		
	Online Social Emotional videos			X	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	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
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Distance Learning Plan Template 2020-2021

<ol style="list-style-type: none"> 1. TEACHER CHECK IN- Classroom Teacher will frequently check in with students through virtual or traditional means K-12. 2. Character Counts Social Emotional Packets/Online Activities will be provided to students and families in grades K-5 and Kognito will be utilized in grades 6-12. 	<p>Teacher</p>	<p>Daily/or as requested</p>	<p>SYNERGY CALL LOGS, EMAILS, Completion of student PPP profile in SYNERGY or use of AZCIS Alternative.</p>
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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
<ol style="list-style-type: none"> 1. All assignments will be aligned with grade level, content-specific standards and noted in our gradebook. 2. Teachers will provide frequent formative assessments to monitor progress and provide necessary support. 3. Students needing additional support in the learning process will have small group intervention and/or targeted instruction and practice on skills needed prior to being ready for a summative assessment. 4. Teachers will administer summative assessments to determine mastery of content. 	<ol style="list-style-type: none"> 1. Teachers 2. Teachers 3. Teachers and intervention team 4. Teachers 	<p>Units are planned with pacing noted in district curriculum calendars. Assessments will be scheduled based on end of units of study as noted in curriculum calendars.</p>	<p>District Curriculum Calendars Synergy Gradebook</p>

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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)			
	<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	NWEA MAP Math Growth	In person	August 31-September 25
1-3	NWEA MAP Math Growth	In person	August 31-September 25
4-6	NWEA MAP Math Growth	In person	August 31-September 25
7-8	NWEA MAP Math Growth	In person	August 31-September 25
9-12	9 & 10- ACT Aspire Math 11 & 12- Edgenuity Math Benchmark	9 & 10 in person 11 & 12 online	September 14-September 18 August 17-21

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	DIBELS 8 th Edition	In person	August 31-September 25
1-3	1 st - DIBELS 8 th Edition 2 nd & 3 rd - NWEA MAP Reading Growth	In person In person	August 31-September 25 August 31-September 25
4-6	NWEA MAP Reading Growth	In person	August 31-September 25
7-8	NWEA MAP Reading Growth	In person	August 31-September 25
9-12	9 & 10- ACT Aspire Reading 11 & 12- Edgenuity ELA Benchmark	9 & 10 in person 11 & 12 online	September 14-September 18 August 17-21

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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).

The benchmark assessment plan above is for students learning remotely in August and are returning to school in-person on August 31st. Students who participate in our K-12 online learning program through Edgenuity will take the Edgenuity benchmark online during the week of August 17th.

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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