

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	Blue Ridge Unified School District	School District Entity ID	090232000
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Courtney Hoffmeyer, Blue Ridge Junior High Principal	
Representative Telephone Number		(928) 368-6126 ext. 4400	
Representative E-Mail Address		Choffmeyer@brusd.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
Blue Ridge Elementary School	090232000	090232101
Blue Ridge Junior High School	090232000	090232103
Blue Ridge High School	090232000	090232204
Blue Ridge Preschool	090232000	090232101

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	1,950 students	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	This will depend on the number of students who prefer to remain online when the schools are safe to reopen for in-person instruction.	Estimated Number of Students Participating in Distance Learning for a Portion of the year	1,950
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 <u>October 9, 2020</u> for all students.		

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	<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)
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<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>We will operate with a distance learning plan for all students until it is deemed safe to return to in-person instruction. At that time, students will be allowed to return to school (a.) 4 days per week, with one day of online instruction, (b.) in a hybrid format, in which they attend in-person two days per week and three days online, or (c.) fully online.</p>

Is the school district requiring students to do distance learning?	Choose an item.
<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><i>Onsite learning labs will be available at all campus locations in the event the state does not issue a statewide closure of in-person instruction. Schedules will be developed to allow us to follow social distancing guidelines.</i></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
1. Establish an attendance team at each campus. The attendance team will assist teachers in reaching out to students. 2. Provide attendance expectations to staff, students, and parents. 3. Teachers will communicate with students via Zoom 4. Daily/weekly assignments will be completed and submitted by the student. 5. Students will participate in virtual meetings or classroom sessions. 6. A shared, daily attendance tracking spreadsheet will be used to monitor attendance and contact non-participating students. 7. Attendance will be taken by end of in the SIS.	1. Campus Principals 2. Campus Principals 3. Teachers 4. Students 5. Students 6. Teachers, Campus Principals, Attendance Team 7. Teachers	1. By August 3, 2020 2. By August 3, 2020 3. Daily 4. Daily/Weekly 5. Daily 6. Daily 7. Daily	1. Email documentation 2. Attendance guidelines 3. Attendance verification through Synergy 4. Teacher gradebooks/attendance verification through Synergy 5. Attendance verification through Synergy 6. Attendance tracking spreadsheet 7. SIS attendance

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Teachers will submit daily attendance through Synergy. 2. Attendance Team will contact students not participating in virtual classrooms and/or not submitting class work as assigned. 3. Phone calls/conferences will be made to parents of struggling students. 	<ol style="list-style-type: none"> 1. Teachers 2. Attendance Team 3. Principal/Teachers/Counselor 	<ol style="list-style-type: none"> 1. Daily 2. Two to three times weekly 3. Weekly 	<ol style="list-style-type: none"> 1. Attendance verification logs 2. Communication log 3. Communication log

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
<ol style="list-style-type: none"> 1. Make contact with each student daily throughout the school week 2. Provide consistent, rigorous instruction and curriculum that is paced appropriately and aligned to state standards 3. Provide helpful, timely feedback to students 4. Maintain an updated gradebook 	<ol style="list-style-type: none"> 1. Teachers and support staff 2. Teachers 3. Teachers 4. Teachers 5. Teachers 6. Teachers and support staff 	<ol style="list-style-type: none"> 1. Daily 2. Daily 3. Daily/Weekly 4. Weekly 5. As needed 6. Daily/Weekly 	<ol style="list-style-type: none"> 1. Communication Log 2. Curriculum Modules 3. Communication Log/Gradebook 4. Gradebook 5. Communication Log 6. Communication Log

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<p>5. Notify parents when a student falls below expectations</p> <p>6. Be available and responsive to parent questions and concerns</p>			
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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
<p>1. Provide consistent communication about upcoming events or changes</p> <p>2. Assist families with access to online learning</p> <p>3. Assist students who are struggling to maintain expectations</p> <p>4. Provide staff members and community members resources that will ensure success of students</p>	<p>1. Campus Principals/District Administration</p> <p>2. Technology Department</p> <p>3. Campus Principals/Counselors</p> <p>4. Campus Principals/Counselors</p> <p>5. Campus Principals/District Administration/Facilities Department</p> <p>6. Campus Principals/District Administration</p>	<p>1. Weekly</p> <p>2. Computers/Hotspots will be delivered before the 1st day of school.</p> <p>3. Weekly</p> <p>4. Daily/Weekly</p> <p>5. Daily/Weekly</p> <p>6. Daily</p>	<p>1. Blackboard Communication/Social Media</p> <p>2. Distribution Log</p> <p>3. Communication Log</p> <p>4. Morning Announcements/Blackboard Communication/Website</p> <p>5. Email/Social Media</p> <p>6. Communication Log</p>

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<p>5. Put safety measures in place to protect students and staff including requirement for mask-wearing for students and staff. Social and physically distancing per CDC guidelines will be incorporated.</p> <p>6. Be available and responsive to parent questions and concerns, returning calls and emails within 24 hours Monday-Friday.</p>			
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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. Offer Canvas training for staff 2. Provide Preview of ASU Prep Digital Curriculum 3. Provide Training on ASU Prep Digital Curriculum and Online Teaching 4. Provide training as needed on virtual technology platforms and devices 	<ol style="list-style-type: none"> 1. District Technology Team 2. ASU Prep Digital 3. ASU Prep Digital 4. District Technology Team 	<ol style="list-style-type: none"> 1. June 13, 2020/July 21, 2020 2. July 23, 2020 3. August 3 –4, 2020 4. As needed 	<ol style="list-style-type: none"> 1. Calendar of professional development opportunities/agenda/sign-in 2. Agenda 3. Agenda/Sign-in 4. Email/Communication Log

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List Specific Professional Development Topics That Will Be Covered

Best practices and strategies for online teaching Introduction to ASU Prep Digital Curriculum Ongoing instruction strategies for online/hybrid model of instruction

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 SPED	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		X	
24/7 Support			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Zoom, Canvas</i>	<i>Backbone/Personalized Learning Plan. Provider: Lincoln Learning Solutions</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>1-3</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>4-6</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>7-8</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>9-12</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules</i>	<i>District Benchmark/quarterly</i>

			<i>Classwork/Homework Checks for understanding</i>	
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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>	<i>Zoom, Canvas</i>	<i>Backbone/Lincoln Learning Solutions.</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>Dibels – frequency?</i>
<i>1-3</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>Dibels – frequency? District Benchmark/quarterly</i>
<i>4-6</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>Star Testing – frequency? District Benchmark/quarterly</i>
<i>7-8</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>9-12</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>

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

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	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Zoom, Canvas</i>	<i>Backbone/Lincoln Learning Solutions.</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>1-3</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>4-6</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>7-8</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</i>
<i>9-12</i>	<i>Zoom, Canvas</i>	<i>ASU Prep Digital</i>	<i>Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding</i>	<i>District Benchmark/quarterly</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	Zoom, Canvas	Backbone/Personalized Learning Plan Lincoln Learning Solutions	Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding	
1-3	Zoom, Canvas	ASU Prep Digital	Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding	
4-6	Zoom, Canvas	ASU Prep Digital	Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding	
7-8	Zoom, Canvas	ASU Prep Digital	Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding	Pre-/Post-tests
9-12	Zoom, Canvas	ASU Prep Digital	Daily/weekly formative assessments throughout online modules Classwork/Homework Checks for understanding	Pre-/Post-tests

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	Zoom, Canvas	ASU Prep Digital TestOut Adobe Creative Cloud	Daily/weekly formative assessments throughout online modules	In-person lab time scheduled according to social distancing guidelines

			<i>Classwork/Homework Checks for understanding</i>	
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Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

Students who experience difficulty connecting to internet will have the opportunity to be onsite, following COVID-19 safety protocols, in order to access their classes. This criteria also applies to students residing in environments deemed unsafe.

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. Provide onsite learning lab as an option for SPED students (waived in the case of a state closure) 2. Provide small group, specialized instruction/related services 3. Provide transportation to SPED, ELL Monday through Thursday 4. Create a schedule that will allow for social distancing measures on campus 5. Continue to review, monitor, and implement IEPs. 6. Conduct IEP/reevaluation meetings virtually through Zoom. 	<ol style="list-style-type: none"> 1. Campus principal, teacher, special education director, ELL director 2. Teachers/paraprofessionals 3. Transportation department 4. Special education director, ELL director, teachers, campus principals 5. Special education director, teachers, campus principals 6. Special education director, teachers, campus principals 7. Special education director, facilities director, campus principals 	<ol style="list-style-type: none"> 1. Daily/as directed in IEP 2. Daily/as directed in IEP 3. Daily, M – Th 4. By August 10th 5. Daily 6. As scheduled 7. By August 17th 	<ol style="list-style-type: none"> 1. Learning Lab schedule 2. Calendar of Services/Progress Reports 3. Transportation Log 4. Learning Lab schedule/Calendar of Services 5. Progress Reports 6. IEP Meeting Calendar 7. Purchase order

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7. Provide PPE equipment (masks, gloves, shields) for staff and students.			
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Process for Implementing Action Step

Special education teachers will be contacting families to ascertain which students will be onsite for services. Students who do not come on campus will still be provided services through virtual instruction.

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. Provide onsite learning lab as an option for ELL students (waived in the case of a state closure) 2. Provide small group instruction via Zoom or onsite 3. Provide transportation to ELL students Monday through Thursday 4. Create a schedule that will allow for social distancing measures on campus 5. Provide PPE equipment to staff who will be working with students. 	<ol style="list-style-type: none"> 1. Campus principal, teacher, ELL director 2. Teachers/paraprofessionals/ELL support staff 3. Teachers/paraprofessionals/ELL support staff 4. ELL director, teachers, campus principals 5. ELL director, campus principals, facilities director 	<ol style="list-style-type: none"> 1. Daily/as directed by ELL director 2. Daily/as directed by ELL director 3. Daily, M – Th 4. By August 10th 5. By August 17th 	<ol style="list-style-type: none"> 1. Learning Lab Schedule 2. Learning Lab Schedule/Teacher Calendar 3. Transportation Log 4. Learning Lab Schedule 5. Purchase Order

Process for Implementing Action Step

ELL director and bilingual support staff will be contacting families to ascertain which students will be onsite for services. Students who do not come on campus will still be provided services through virtual 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	As needed	As needed	As needed	As needed	As needed
	Online Social Emotional videos	x	x	x	x	x
	Parent Training	As needed	As needed	As needed	As needed	As needed
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	As needed	As needed	As needed	As needed	As needed
	Phone	As needed	As needed	As needed	As needed	As needed
	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
<ol style="list-style-type: none"> Place morning announcements in student Canvas accounts. Using Microsoft Teams/Zoom, set up Peer support meetings with groups of students i.e. student ambassadors. Utilizing Microsoft Teams/Zoom for support groups (counselor lead) that convene throughout the week. Social Sentinel Alerts 	<ol style="list-style-type: none"> Becky Montoya , Melissa Grzelak, Jacki Dunsmore, Staff and Admin support. Student Peer Leaders, Becky Montoya , Melissa Grzelak, Jacki Dunsmore, Staff and Admin support. Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Staff and Admin support. Counselors and Admin. Teachers, SRO Officer, Staff, Counselors and Admin. 	<ol style="list-style-type: none"> Daily Weekly, as Needed/Allowed Weekly, as Needed/Allowed Assess Daily Weekly Initial set up by August 10th, with weekly updates and additions. Weekly, as Needed/Allowed Weekly, as Needed/Allowed Initial list by July 24th, with weekly updates and additions. As scheduled by staff member. 	<ol style="list-style-type: none"> Canvas, School Website. Microsoft Teams, Zoom. Microsoft Teams, Zoom. Social Sentinel platform with email, phone, and/or written documentation on follow-up. Canvas, Zoom, Email, Phone Log, Home Visit documentation. Canvas, School Website. Group log. Home visit log.

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<ol style="list-style-type: none"> 5. Personal weekly contact with each student by a staff member 6. Build Counseling Offices in Canvas with supports for students, parents and staff. 7. Small group meetings will be set up (10 students). 8. Home Visits 9. Create At-Risk Students document within each school to keep track and monitor supports for students we are concerned about <ol style="list-style-type: none"> a. Initial lists ready by July 24 10. Suicide prevention training to meet Mandate available through QPR online 11. Safe Spaces for students available online through Canvas Office 12. Educate regarding online predators 13. On-Campus space for students with heightened concern 14. Assess, adapt and adjust Social Emotional supports weekly. 	<ol style="list-style-type: none"> 6. Becky Montoya , Melissa Grzelak, Jacki Dunsmore. 7. Becky Montoya , Melissa Grzelak, Jacki Dunsmore, Staff and Admin support 8. Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Rebecca Frazee, Terry Hurst, Kris Slaughter, Jen Olney, Denice Hall, Brad Pico, Teachers, SRO Officer, Staff and Admin. 9. Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Rebecca Frazee, Terry Hurst, Kris Slaughter, Jen Olney, Denice Hall, Brad Pico, Teachers, SRO Officer, Staff and Admin. 10. Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Staff and Admin support. 11. Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Rebecca Frazee, Terry Hurst, Kris Slaughter, Jen Olney, Denice Hall, Brad Pico, Teachers, SRO Officer, Staff and Admin. 12. Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Rebecca Frazee, Terry Hurst, Kris Slaughter, Jen Olney, Denice Hall, Brad Pico, Teachers, SRO Officer, Staff and Admin. 13. Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Rebecca Frazee, Terry Hurst, Kris Slaughter, Jen Olney, Denice Hall, Brad Pico, 	<ol style="list-style-type: none"> 11. Initial set up by August 10th, with weekly updates and additions. 12. Initial resources available by August 10th, with weekly updates and additions. 13. Daily, bi-weekly, weekly as needed/allowed. 14. Weekly 	<ol style="list-style-type: none"> 9. Shared document within each school. 10. QPR verification. District Office record of staff completion. 11. Canvas, Zoom. 12. Canvas, Zoom. 13. Daily log 14. Shared document, email, zoom, canvas.
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	<p>Teachers, SRO Officer, Staff and Admin.</p> <p>14. Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Rebecca Frazee, Terry Hurst, Kris Slaughter, Jen Olney, Denice Hall, Brad Pico, Teachers, SRO Officer, Staff and Admin.</p> <p>Social Emotional Team: Becky Montoya, Melissa Grzelak, Jacki Dunsmore, Rebecca Frazee, Terry Hurst, Kris Slaughter, Jen Olney, Denice Hall, Brad Pico, Teachers, SRO Officer, Staff, Admin, Student Peer Leaders</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. Administer pre-tests/Galileo pre-tests/Dibels at the beginning of the school year. 2. Review data from pre-tests to guide instruction. 3. Administer formative assessments available through Lincoln Learning (K) and ASU Prep Digital (1st - 12th) 4. Administer Galileo assessments (1st - 12th grade) 5. Administer Dibels assessments (K-5) 	<ol style="list-style-type: none"> 1. Teachers 2. Teachers/PLC Groups/Administration 3. Teachers 4. Teachers 5. Teachers/Paraprofessionals 	<ol style="list-style-type: none"> 1. By August 24 2. By August 24 3. Weekly 4. Quarterly 5. September, December, and May 	<ol style="list-style-type: none"> 1. Pre-test data results 2. Pre-test data results 3. Test data results 4. Test data results 5. Dibels calendar schedule

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>
<i>Kindergarten</i>	<i>Teacher -created assessments</i>	<i>Online/ onsite as needed for special education or ELL</i>	<i>Week of August 17 Week of October 5</i>
<i>1-3</i>	<i>Galileo</i>	<i>Online/ onsite as needed for special education or ELL</i>	<i>Week of August 17 Week of October 5</i>
<i>4-6</i>	<i>Galileo</i>	<i>Online/ onsite as needed for special education or ELL</i>	<i>Week of August 17 Week of October 5</i>
<i>7-8</i>	<i>Galileo</i>	<i>Online/ onsite as needed for special education or ELL</i>	<i>Week of August 17 Week of October 5</i>
<i>9-12</i>	<i>Galileo</i>	<i>Online/ onsite as needed for special education or ELL</i>	<i>Week of August 17 Week of October 5</i>

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>
<i>Kindergarten</i>	<i>Dibels/Acadience</i>	<i>Online/ onsite as needed for special education or ELL</i>	<i>Week of August 17 Week of October 5</i>
<i>1-3</i>	<i>Galileo</i>	<i>Online/ onsite as needed for special education or ELL</i>	<i>Week of August 17 Week of October 5</i>
<i>4-6</i>	<i>Galileo</i>	<i>Online/ onsite as needed for special education or ELL</i>	<i>Week of August 17 Week of October 5</i>

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7-8	Galileo	Online/ onsite as needed for special education or ELL	Week of August 17 Week of October 5
9-12	Galileo	Online/ onsite as needed for special education or ELL	Week of August 17 Week of October 5

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.

The District has implemented quality online curriculum to help guide students k-12 through virtual learning. Clear expectations are established to ensure students, parents, teachers and support staff are well-informed regarding their responsibilities. The District provides computers for every student and hotspots for those without internet connectivity. Our teachers were trained to support online and hybrid learning. We are well prepared to support our students and families for the 2020-21 School Year, come what may.