

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 <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.*

School District Name	Globe Unified School District	School District Entity ID	4208
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Suzy Morales	
Representative Telephone Number		924-402-5900 ext. 3206	
Representative E-Mail Address		Suzy.morales@globeschools.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
Copper Rim Elementary	4854	040201003
High Desert Middle School	85831	040201005
Globe High School	4855	040201004

Distance Learning Background Information

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

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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?	150 (4 day week)
How many instructional days did the school district operate for School Year 2019-2020?	150 (4 day week)

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1600	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	500	Estimated Number of Students Participating in Distance Learning for a Portion of the year	1600 (until we can move into phase 2 and 3 of the safe return to in-person instruction plan)
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 checked="" 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)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
The parents of students in Globe Unified School District have been offered three instructional options for the first trimester of school in the 2020-2021 school-year. Parents chose between 1.) All day everyday – 4-days per week, our regular school schedule; 2.) Hybrid -2-days per week in-school, 2 days-per week remote learning; and 3.) Online instruction through Tiger Knowledge Online (which is an online learning platform through Backbone PLP). Families are committed to at least one trimester of online learning through TKO. Parental learning options will commence for students when the health metrics for GUSD, Globe and/or Gila Country support a safe move to Phase II or III of the safe return to in-person instruction guidance. GUSD has committed to operating in distance learning only mode until at least September 28, 2020 and will only move to a hybrid or in-person learning model if the health metrics support a shift in instruction.

Is the school district requiring students to do distance learning?	Choose an item.
If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	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
<ul style="list-style-type: none"> Consult with mentor teachers at each to develop and implement a procedure to document daily completed assignments, parent attestation and student participation. Implement procedures Monitor/Feedback Print daily attendance records for students. Hybrid students will be required to log-in each day they are doing remote learning. Parent attestation/completed assignments will also be used to verify student learning activity engagement as needed for those students without computer access. 	<ul style="list-style-type: none"> Online Coordinator, Mentor Teachers Online Coordinator Online Coordinator Online Coordinator Teacher (2), Student(s), and Parents Teacher (2), Student(s), and Parents 	<ul style="list-style-type: none"> Scheduled virtual daily meetings until developed. Prior to beginning of school with weekly modifications if necessary. Weekly Weekly Daily 2 x per week 	<ul style="list-style-type: none"> Agenda, sign-in sheet Records and phone log Phone log Notes Attendance report submitted next day. Supervising Teacher Attendance Records

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
<ul style="list-style-type: none"> Establish a designated meeting time with students via virtual classroom. Communication regarding school events delivered by principals 	<ul style="list-style-type: none"> Mentor Teachers Site Principals 	<ul style="list-style-type: none"> Weekly Weekly 	<ul style="list-style-type: none"> Phone log and notes Screen shot

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<ul style="list-style-type: none"> Teachers supervising hybrid students will contact students via phone call and email. 	<ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> 2 x per week 	<ul style="list-style-type: none"> Teacher communication logs
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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
<ul style="list-style-type: none"> Monitor student progress Adjust/differentiate curriculum as needed Provide student support as needed Assign new curriculum as needed Create/develop student goals and expectations 	<ul style="list-style-type: none"> Mentor Teacher/ Primary Academic Teacher Mentor Teacher/Primary Academic Teacher Mentor Teacher/Primary Academic Teacher Mentor Teacher/Primary Academic Teacher Mentor/Primary Academic Teacher 	<ul style="list-style-type: none"> Daily As needed Daily Upon successful completion of existing curriculum Minimum twice per week 	<ul style="list-style-type: none"> Daily reports Student/mentor log Assignment completion report Student log Teacher logs, differentiated curriculum

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"> Purchase of online learning management system with curriculum that is linked to state standards Human resource policy and support for employees including COVID related 	<ul style="list-style-type: none"> Deputy Superintendent/Business Manager Human Resources Mgr/Deputy Superintendent Online Coordinator/Principal/Superintendent Online Coordinator 	<ul style="list-style-type: none"> Before August 1, 2020 Before August 17, 2020 Ongoing/Weekly Week of August 10, 2020 Ongoing/as needed 	<ul style="list-style-type: none"> P.O. and access to program Communication of policy Email documentation Sign-in sheets, electronic documentation Sign-in sheets, electronic documentation

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<ul style="list-style-type: none"> leave and work accommodations. Regular communication from administration Training on learning management system Ongoing training and support on learning management system. 	<ul style="list-style-type: none"> Online Coordinator 		
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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
<ul style="list-style-type: none"> Initial Set Up with Administrators Initial Teacher/Admin Professional development training Follow up Teacher/Admin Professional development training Ongoing on demand internal support and professional development within the LMS 	<ul style="list-style-type: none"> District District/School Personnel SchoolsPLP Training & Implementation Team Online Coordinator/Schools PLP 	<ul style="list-style-type: none"> Before rolling out to staff Before Start of Program Follow Up Training Sessions Ongoing on demand support 	<ul style="list-style-type: none"> Receipt of meeting, training notes Training sign-in sheets Attendance and performance items will be tracked Attendance and performance items will be tracked

List Specific Professional Development Topics That Will Be Covered

<ul style="list-style-type: none"> Assign, modify, adjust student work All components of internal gradebook Provide student feedback on student progress Communication utilizing internal social media platform (chat room, google meet, go-to meeting) Become acquainted with various curriculum on learning platform

- Importing/exporting additional supplemental resources

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	X		
24/7 Support			
Other: PLP support through help links, FAQ's and internal "knowledge base".	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>
<i>Kindergarten</i>	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Pre and Post assessments and screeners -Benchmark Assessments
<i>1-3</i>	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Pre and Post assessments and screeners -Benchmark Assessments
<i>4-6</i>	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments
<i>7-8</i>	Synchronous & Asynchronous LMS based e-	Schools PLP	Daily and weekly standards aligned formative	-Standards based Unit Exams -Benchmark Assessments

	Learning with digital and teacher instruction		assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Midterm/Final Exams & Projects -Benchmark Assessments
9-12	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments

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>	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Pre and Post assessments and screeners -Benchmark Assessments
1-3	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students	-Pre and Post assessments and screeners -Benchmark Assessments

			mastery both online and offline.	
4-6	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments
7-8	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments
9-12	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments

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>	Synchronous & Asynchronous LMS based e-	Schools PLP	Daily and weekly standards aligned formative assessments are built into	-Pre and Post assessments and screeners -Benchmark Assessments

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	Learning with digital and teacher instruction		the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	
1-3	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Pre and Post assessments and screeners -Benchmark Assessments
4-6	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments
7-8	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments
9-12	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments

			objects assess students mastery both online and offline.	
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Pre and Post assessments and screeners -Benchmark Assessments
<i>1-3</i>	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Pre and Post assessments and screeners -Benchmark Assessments
<i>4-6</i>	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments
<i>7-8</i>	Synchronous & Asynchronous LMS based e-	Schools PLP	Daily and weekly standards aligned formative	Standards based Unit Exams -Benchmark Assessments

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	Learning with digital and teacher instruction		assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Midterm/Final Exams & Projects -Benchmark Assessments
9-12	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments

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	Synchronous & Asynchronous LMS based e-Learning with digital and teacher instruction	Schools PLP	Daily and weekly standards aligned formative assessments are built into the curriculum and tracked in real time. Multiple learning objects assess students mastery both online and offline.	-Standards based Unit Exams -Benchmark Assessments -Midterm/Final Exams & Projects -Benchmark Assessments

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
<ul style="list-style-type: none"> All content in the LMS can be accommodated and modified to meet the specific needs of the student IEP/504 All digital content and assessments can be read to and high-lighted with the internal tool Any content can be inserted into the LMS on a student by student basis 	<ul style="list-style-type: none"> District SPED Personnel Classroom Teachers Student Aids/Paraprofessional/teachers 	<ul style="list-style-type: none"> Appropriate curriculum assigned to the student before school year begins Ongoing real time accommodations and adjustments made to the courses Ongoing accommodations as needed by students 	<ul style="list-style-type: none"> Real time data tracked in the LMS for ongoing review Standards mastery reports Tracked content in the online management system
Process for Implementing Action Step			
<ul style="list-style-type: none"> District personnel and teachers will evaluate the needs of each student's IEP and made appropriate placements and accommodations. Teachers will continuously make accommodations to meet student's individual needs 			

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"> All digital content and assessments can be read to the English Learners with the internal tool All digital content and assessments can be translated 	<ul style="list-style-type: none"> District Administrators and specialists Classroom Teachers and aids Classroom teachers and aids 	<ul style="list-style-type: none"> All accommodations & modifications of curriculum are ongoing and can be made in real time All accommodations & modifications of curriculum are 	<ul style="list-style-type: none"> All data can be tracked within the LMS All data can be tracked within the LMS All data can be tracked within the LMS

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and read in their native language for English Learnings with the internal tool <ul style="list-style-type: none"> All content in the LMS can be modified to meet the specific needs of the student 		ongoing and can be made in real time <ul style="list-style-type: none"> All accommodations & modifications of curriculum are ongoing and can be made in real time 	
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Process for Implementing Action Step

<ul style="list-style-type: none"> District personnel will assess the needs of each English Language Learning and made appropriate placements and accommodations. Teachers will continuously make accommodations to meet student's individual needs.

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	X	X
	Parent Training	X	X	X	X	X
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	X
	Phone	X	X	X	X	X
	Webcast					
	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
<ul style="list-style-type: none"> Regular check ins Teacher Referrals 	<ul style="list-style-type: none"> Mentor teachers, principals, counselors Mentor teachers 	<ul style="list-style-type: none"> As needed As needed or observed 	<ul style="list-style-type: none"> Counseling logs Referrals

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
<p>Students will participate in standards bases learning activities. Some example of these are:</p> <ul style="list-style-type: none"> Assessments: Online and offline Formative & Summative with questions types: fill-in the blank, short answer, multiple choice, multiple answer, ordering, extended response, essays, cloze response questioning, & oral Offline extension activities Discussion Boards Journals Student & Group Projects (Online & Offline) Verbal or video explanation or demonstrations Virtual presentations (individual or group) Reading Logs Writing Portfolios containing various forms of student writing examples Research Projects 	<ul style="list-style-type: none"> Mentor Teachers & Assigned Course/Homeroom teachers 	<ul style="list-style-type: none"> Real Time and ongoing Progress, pace, and performance are clearly indicated in real time to allow teachers to make data driven decisions Teachers can insert intervention, enrichment, and advancement items to create a personalized learning plan for every student at any time End of each Trimester/Course 	<ul style="list-style-type: none"> All learning activities are graded and documented by the computer or teacher All grades are real time and available to teachers, administrators, students, and parents Standards mastery reports at the student and class level Progress, pace, and performance are clearly indicated in real time

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>Star Math</i>	<i>Online</i>	<i>Pre-test, Oct. 5-8, Dec. 7-13, Feb. 8-12, Post-test</i>
<i>1-3</i>	<i>Star Math</i>	<i>Online</i>	<i>Pre-test, Oct. 5-8, Dec. 7-13, Feb. 8-12, Post-test</i>
<i>4-5</i>	<i>Star Math</i>	<i>Online</i>	<i>Pre-test, Oct. 5-8, Dec. 7-13, Feb. 8-12, Post-test</i>
<i>6-8</i>	<i>Star Math</i>	<i>Online</i>	<i>Pre-test, Oct. 26-29, Feb. 22-25, Post-test</i>
<i>9-12</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>Star Reading</i>	<i>Online</i>	<i>Pre-test, Oct. 5-8, Dec. 7-13, Feb. 8-12, Post-test</i>
<i>1-3</i>	<i>Star Reading</i>	<i>Online</i>	<i>Pre-test, Oct. 5-8, Dec. 7-13, Feb. 8-12, Post-test</i>
<i>4-6</i>	<i>Star Reading</i>	<i>Online</i>	<i>Pre-test, Oct. 5-8, Dec. 7-13, Feb. 8-12, Post-test</i>
<i>7-8</i>	<i>Star Reading</i>	<i>Online</i>	<i>Pre-test, Nov. 2-5, Feb. 15-18, Post-test</i>

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9-12	SchoolsPLP	Online	Pre-test, Nov. 2-5, Feb. 15-18, Post-test
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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).

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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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