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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	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	Douglas Unified School District	School District Entity ID	3963
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Ana Samaniego, Superintendent		
Representative Telephone Number	520-364-2447 ext. 7010		
Representative E-Mail Address	asamaniego@douglasschools.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
Clawson Elementary School	4765	02-02-27-102
Faras Elementary School	4767	02-02-27-105
Joe Carlson Elementary School	4766	02-02-27-104
Sarah Marely Elementary School	4768	02-02-27-106
Stevenson Elementary School	4769	02-02-27-107
Paul Huber Middle School	4771	02-02-27-109
Ray Borane Middle School	4770	02-02-27-108

Douglas High School	4773	02-02-27-210

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	4000	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	577	Estimated Number of Students Participating in Distance Learning for a Portion of the year	1,101
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen.		

	☐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 Monday/Thursday and half of the students Tuesday/Friday, half of the students come each week, etc.).
	☒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:

At DUSD we will continue offering online instruction for all students until the Governing Board allows for students to resume in-person instruction.

- Online instruction is to be extended for all DUSD students at least until December 23, 2020.
- It is the intention of DUSD to resume some type of in-person instruction to begin on January 7, 2021, with Board approval.
- A Hybrid model will be offered for parents who would like their child to receive a combination of online and in-person instruction. Students will attend school for two (2) days of in-person instruction (either Monday and Thursday or Tuesday and Friday) and three (3) days of online instruction.
- A Safe Learning Space will be offered at every site as required by Executive Order and funding eligibility for those parents who want their child to attend their school every day, due to either childcare or instructional reasons. For the duration of online school, those attending the Safe Learning will complete their online school work at their school site and be provided adequate supervision and support by instructional support staff. While DUSD remains on HYBRID model, those students attending the Safe Learning Space will follow the HYBRID plan with two (2) days of In-person instruction and three (3) days of online instruction. All schools will accommodate as many students as possible, but will have a limited number of spaces due to adequate supervision and space availability and as long as we can follow our mitigation plan to ensure the health and safety of all staff and students.
- If DUSD is allowed to resume In-person instruction, all parents will have the option of continuing their child's education online for the entire year if they choose or until they feel it's safer to do so. Therefore, parents are asked to select a model of attendance as soon as in-person instruction is allowed to resume, but they are able to contact the site principal and school office to smoothly transition to another model before end of quarter or semester. Parents will be able to change their option prior to the end of each quarter.
- As DUSD circumstances and situations change due to COVID-19, schools may need to go back to 100% online at any point during the school year.

Distance Learning Plan Template 2020-2021

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
All student attendance will be tracked on a daily basis via the following methods: • Google classroom attendance • Google meets log-in • Google Forms completed • Student participation in a virtual meeting or classroom session • Daily assignments that are completed and submitted by the student	Attendance will be mainly the responsibility of teachers, but may include the following staff: • Teachers • Administrators • Secretary • Parent Liaison	• Attendance will be taken daily for elementary students • Attendance will be taken daily and every period for middle and high school students • Attendance will be recorded daily as long as one of the action steps listed under column one is met	• PowerSchool • Attendance logs • Google Forms/Attendance Assignment • Completed student assignments • Emails and/or any form of communication from parent or student about their participation in class

• Parent attestation or documentation of time spent on educational activities • Screenshot of Google Meets • Phone Call Home and Log • <mark>Parent or student Communication with teacher or school via telephone, email, Google Meets</mark>			

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
• Via Google classroom (email, scheduled Google hangouts, blog) • Parent contact via phone calls, letters, parent link communication, emails. • Home visits	• Teachers • Instructional Assistants • Administrators • Parent Liaison • School Secretary • Security	• Daily to weekly communication.	• Google calendar • Schedule • Emails • Parent contact log • Google classroom • PowerSchool log • <mark>Teacher Office Hour Logs</mark>

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

• 5-Day Distance Learning in the classroom/online
• Daily attendance required
• Synchronous and Asynchronous Learning
• Weekly Student/Parent communication
• Office Hours on Wednesday
• Weekly Lesson Plans
• Input Grades- 2 per week per subject
• Focus on essential standards
• Summative/Formative Assessments
• Instructional support by IA's
• Social/Emotional Learning
• Health Support
• Professional Expectations
• Provide direct instruction during instructional time
• Attend required meetings
• Elementary and middle school students will have scheduled RTI time
• Engage with their students attending Safe Learning Spaces as permitted with teacher schedules
	• Teacher
	• Administrators
	• Support Staff
	• Counselor
	• Nurse/Health Aide
		• Daily:
		  o Instruction
		  o Attendance
		  o Check-in with students
		  o Instructional Assistant support
		
		• Weekly:
		  o Lesson plans
		  o Office hours
		  o Parent communication
		  o Grades
		  o Formative assessments
		  o Meetings
		  o RTI
		
		• Monthly:
		  o Summative assessment
		
		• As Needed:
		  o Health support
			• Grades
			• Student work/assignments
			• Lesson Plans that include RTI
			• Contact/Phone Logs
			• Emails
			• Attendance Sheets
			• Virtual Walkthroughs by Admin
			• PowerSchool Log Entries

b. *Describe commitments on delivery of employee support services including but not limited to:*
- o *Human resource policies and support for employees; and*
- o *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
• Weekly ADM communication • Weekly staff meetings • Staff trainings on COVID-19 Protocols, Social Emotional Learning, Anxiety and Stress • Professional Development on various instructional topics and technology resources • Trainings for support staff from ESS, HR, IT and Curriculum and Instruction • Support services and teacher mentoring through Curriculum and Instruction Department • COVID -19 Protocol Handbook for Staff and Students to mitigate spread and provide guidance on school safety • DUSD Staff Handbook with district expectations and policies • EAP counseling services • HR services and support through our COVID-19 Task Force Committee • Central Office Communication • Website App and information • HR onboarding services • HR coordinating of district events for staff • Fingerprint services	• School Administration • Counselors • Department Directors • HR staff • District Leadership	• Communication will be ongoing • Weekly Staff Meetings • Ongoing Staff trainings as needed for COVID -19 protocols • All support for employees will be ongoing and needs will be addressed on a daily basis as needed • Personal meetings once a week • Administrator meetings once a month	• Agendas for all meetings, agendas, or special events • Communications letters, newsletters, fliers, • Town hall meeting dates and times • PD calendars • HR meeting notices and sign in sheets • HR Communication • Handbooks for staff • Information on Websites

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
• PD may be provided at each site during our Wednesday Distance Learning Days • PD will be provided by Instructional Coaches, School Principals and/or teacher leaders. • PD may be virtual to adhere to social distancing guidelines when 10 or more people are present • PD may be provided in small groups of 10 • PD will be aligned to school needs	• School and District Administrators • Instructional Coaches • Teachers • Nurses • HR Staff • District Supervisors	• Frequency will be determined based on needs at a minimum once a month.	• Agendas • Sign-in sheets • Google Calendars • PD calendar • Observations by ADM and District Leaders

List Specific Professional Development Topics That Will Be Covered

- Google Classroom Trainings
- ELA K-12 Curriculum
- ELD Targeted and Integrated Instruction
- Dyslexia
- Health and Safety Protocols
- Mandated trainings such as Safe Schools, Duty to Report Sexual Harassment, McKinney Vento, Migrant, etc..
- ESS IEP writing and goals
- Teaching Virtually
- Data analysis
- RTI and math interventions
- Improving Instruction through virtual lessons
- Social-Emotional and Trauma informed lessons

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

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	• Direct instruction via Google Classroom and Meets	• Eureka Math • Khan Academy	• Quizzes • Tests	• Mid-Modules • End-Modules

	• Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning	• Study Island • Exact Path	• Exit Tickets *Weekly/Bi-weekly*	• Tests • Projects • Benchmarks *Minimum 1 x per month*
1-3	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning	• Eureka Math • Khan Academy • Study Island • Exact Path	• Quizzes • Tests • Exit Tickets *Weekly/Bi-weekly*	• Mid-Modules • End-Modules • Tests • Projects • Benchmarks *Minimum 1 x per month*
4-6	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning	• Eureka Math • Khan Academy • Study Island • Exact Path	• Quizzes • Tests • Exit Tickets *Weekly/Bi-weekly*	• Mid-Modules • End-Modules • Tests • Projects • Benchmarks *Minimum 1 x per month*
7-8	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning • Weekly Summary/Checklist	• Eureka Math • Khan Academy • Study Island • Exact Path	• Quizzes • Tests • Exit Tickets *Weekly/Bi-weekly*	• Mid-Modules • End-Modules • Tests • Projects • Benchmarks *Minimum 1 x per month*
9-12	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets	• Engage NY • Google Classroom Suite • Study Island • Illustrative Math	• Quizzes • Tests • Exit Tickets *Weekly/Bi-weekly*	• Mid-Modules • End-Modules • Tests • Projects

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
	- Independent Study - Synchronous/ Asynchronous Learning Weekly	- AP Classroom - Khan Academy		- Benchmarks - Finals *Minimum 1 x per month*

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	- Direct instruction via Google Classroom and Meets - Project-Based learning - Instructional Packets - Independent Study - Synchronous/ Asynchronous Learning	- SAVVAS - Study Island - Exact Path - Google Classroom Suite	- Quizzes - Tests - Exit Tickets *Weekly/Bi-weekly*	- Mid-Unit Assessment - End-Unit Assessment - Projects - Benchmarks *Minimum 1 x per month*
1-3	- Direct instruction via Google Classroom and Meets - Project-Based learning - Instructional Packets - Independent Study - Synchronous/ Asynchronous Learning	- SAVVAS - Study Island - Exact Path - Google Classroom Suite	- Quizzes - Tests - Exit Tickets *Weekly/Bi-weekly*	- Mid-Unit Assessment - End-Unit Assessment - Projects - Benchmarks *Minimum 1 x per month*
4-6	- Direct instruction via Google Classroom and Meets - Project-Based learning - Instructional Packets - Independent Study - Synchronous/ Asynchronous Learning	- SAVVAS - Study Island - Exact Path - Google Classroom Suite	- Quizzes - Tests - Exit Tickets *Weekly/Bi-weekly*	- Mid-Unit Assessment - End-Unit Assessment - Projects - Benchmarks *Minimum 1 x per month*
7-8	- Direct instruction via Google Classroom and Meets - Project-Based learning	- SAVVAS - Study Island - Exact Path - Expeditionary learning	- Quizzes - Tests - Exit Tickets	- Mid-Unit Assessment - End-Unit Assessment - Projects

	• Instructional Packets • Independent Study • Synchronous/ • Asynchronous Learning	• Google Classroom Suite	*Weekly/Bi-weekly*	• Benchmarks *Minimum 1 x per month*
9-12	• Independent Study • Direct Instruction • Synchronous/ • Asynchronous Learning	• SAVVAS • Study Island • Exact Path • Google Classroom Suite • AP Classroom • Khan Academy	• Quizzes • Tests • Exit Tickets *Weekly/Bi-weekly*	• Mid-Unit Assessment • End-Unit Assessment • Projects • Benchmarks • Finals *Minimum 1 x per month*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study	• Study Island • Online Resources	• Quizzes • Tests • Exit Tickets • Projects *Weekly/Bi-weekly*	• Tests • Projects *Minimum 1 x per month*
1-3	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study	• Study Island • Online Resources	• Quizzes • Tests • Exit Tickets • Projects *Weekly/Bi-weekly*	• Tests • Projects *Minimum 1 x per month*
4-6	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Instructional Videos Independent Study • Synchronous/ • Asynchronous Learning	• Study Island • Online Resources	• Quizzes • Tests • Exit Tickets • Projects *Weekly/Bi-weekly*	• Tests • Projects • Benchmarks *Minimum 1 x per month*

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
7-8	- Direct instruction via Google Classroom and Meets - Project-Based learning - Instructional Packets - Instructional Videos - Weekly Summary/Checklist - Independent Study - Synchronous/ - Asynchronous Learning	- Study Island - Online Resources	- Quizzes - Tests - Exit Tickets - Projects - Labs *Weekly/Bi-weekly*	- Tests - Projects - Benchmarks *Minimum 1 x per month*
9-12	- Direct instruction via Google Classroom and Meets - Project-Based learning - Instructional Packets - Instructional Videos - Independent Study - Synchronous/ - Asynchronous Learning	- BSCS - Google Classroom Suite - Study Island - AP Classroom - Khan Academy - Pivot Interactives - Labster	- Quizzes - Tests - Exit Tickets - Projects - Labs *Weekly/Bi-weekly*	- Tests - Projects - Benchmarks - Finals *Minimum 1 x per month*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	- Direct instruction via Google Classroom and Meets - Project-Based learning - Instructional Packets - Independent Study - Synchronous/ Asynchronous Learning	- Study Island - Online Resources - Textbooks	- Quizzes - Tests - Exit Tickets - Projects - Labs *Weekly/Bi-weekly*	- Tests - Projects - Benchmarks *Minimum 1 x per month*

1-3	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning	• Study Island • Online Resources • Textbooks	• Quizzes • Tests • Exit Tickets • Projects • Labs *Weekly/Bi-weekly*	• Tests • Projects • Benchmarks *Minimum 1 x per month*
4-6	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning	• Study Island • Online Resources • Amplify (4-5) • Textbooks	• Quizzes • Tests • Exit Tickets • Projects • Labs *Weekly/Bi-weekly*	• Tests • Projects • Benchmarks *Minimum 1 x per month*
7-8	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning	• Study Island • Online Resources • Textbooks	• Quizzes • Tests • Exit Tickets • Projects • Labs *Weekly/Bi-weekly*	• Tests • Projects • Benchmarks *Minimum 1 x per month*
9-12	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning	• SS - Ways of the World, AMSCO World History, AMSCO US History, Econ Today and Tomorrow, MacGruder's American Government, Google Classroom Suite, Study Island, AP Classroom • PE/Health – Google Classroom Suite, Study Island	• Quizzes • Tests • Exit Tickets • Projects • Labs *Weekly/Bi-weekly*	• Tests • Projects • Benchmarks • Labs • Finals *Minimum 1 x per month*

		• Foreign Language – Paso a Paso, Temas, Themes, Bienvenue, A Bord, Online Culture Adventures, Peardeck.com, Conjugamos.com, Google Classroom Suite, Study Island • Fine Arts - Google Classroom Suite, Study Island		

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
9-12	• Direct instruction via Google Classroom and Meets • Project-Based learning • Instructional Packets • Independent Study • Synchronous/ Asynchronous Learning	• Arizona CTE Curriculum, • Curriculum for Agricultural Science Education, • Project Lead the Way, • G-W Online Textbook- Marketing Dynamics, • Certiport-Adobe, CDX Learning, • Intellitek Robotics Engineering, • Google Classroom Suite, • Pivot Interactives, • Labster	• Quizzes • Tests • Exit Tickets • Projects • Labs *Weekly/Bi-weekly*	• Tests • Projects • Benchmarks • Labs • Finals *Minimum 1 x per month*

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

DUSD schools will be following the 2-1-2 model for instructional days. The 2-1-2 model includes 4 days of live instruction via online and one day of distance learning. Wednesdays are designated as distance learning days for all students, professional development days for staff, and thorough sanitizing day for custodial staff. Students will be assigned to an **A** or **B** day and they will alternate their days. **A** Day student will participate in scheduled synchronous learning on Monday and Thursdays and participate in asynchronous learning on Tuesday, Wednesday, and Friday. **B** Day student will participate in synchronous learning on Tuesday and Friday and participate in asynchronous learning on Monday, Wednesday and Friday. All teachers will utilize the Google Classroom Suite to deliver all instruction and materials to their students. In addition, office hours have been built into the schedule to allow students and parents the ability to reach out to their teacher for additional support. Teachers will be doing live teaching and

utilizing various techniques to make online learning a pleasant experience. Instruction will take place 5 days a week for 180 days. In addition to the scheduled instructional time, teachers may have individual or small group tutorial sessions via online, video uploads to reinforce the learning, small RTI groups in the afternoon, and one-to one student scheduled times. Unfortunately, DUSD is not a 1-1 Technology Device District, but we were able to loan out about 1500 laptops/IPad. DUSD was also able to offer hotspots for some families who live in remote areas and don't have access to Wi-Fi. If ADE knows of any extra financial assistance or grants specifically for technology, please contact us. After three days of no student attendance, DUSD will try to locate students by phone, email, or home visit. For those students and families who can't participate online, they will be provided Paper Distance Learning Packets with the same learning opportunities as those who are online. We know that distance learning will be challenging for students and parents, but schools will provide training for parents on Google Classrooms and various other topics. To assist parents and keep them well informed, DUSD Superintendent and school administrators held several Virtual Town Hall meetings before implementing this plan.

ESS, ELD, Migrant and McKinney Vento students will continue to be supported by the teachers and respective departments to ensure their academic, social, emotional and academic needs are being met during the online portion of our school year. DUSD provided training to teachers and support staff on how use the Google Classroom Suite prior to the start of school on August 17. In addition to the online portion of our plan, all of our eight schools will be open to students who need a safe learning environment in which they can do their online learning. Those students who attend daily will be monitored and supervised by support staff as they do their online work with their teachers via their Google Classroom. All students will continue to be provided breakfast and lunch during the 20-21 SY.

DUSD currently plans to start the school year online until October 23, 2020. We will assess our current situation by mid-October to make a decision in regards to resuming our plan for our HYBRID Model where students could attend school for in person instruction twice a week with small group of students, while three days of the week would be distance learning. The support and training for our staff will be ongoing and we will reevaluate our plan as we go and may any adjustments as needed. It is our goal to do the best job that we can under these challenging times. DUSD is committed to building relationships, developing rigorous lessons, and making distance learning relevant to students. We will continue to educate with HEART and make students our top priority!

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
ESS Academic Support	ESS Director Site Principals ESS Teachers ESS IA's	Weekly	Google Calendar Google Attendance Power School Attendance Google Calendar Email Phone Logs

ESS Behavioral Support	ESS Director Site Principals ESS Teachers Counselor Behavioral Specialist	As required per IEP	Google Calendar Email Phone Logs
ESS Evaluations	ESS Director Site Principals ESS Teachers Psychologist Related Service Providers	As needed	MET Reports Signature Pages
ESS Related Services	ESS Director Site Principals ESS Teachers Related Service Providers	As required per IEP	Google Calendar Email Phone Logs

Process for Implementing Action Step

Academic Support
ESS Teacher will schedule regular Google Hangout meetings with Students to provide academic support per IEP.
ESS Teacher will have office hours to answer any questions or reach out to students needing additional support.
IA's will schedule regular Google Hangouts to provide students with support with classwork.
IA's will communicate daily with student via email and/or phone to check in on student to answer any questions.
IA's will monitor progress of student in their general education classrooms.

Behavioral Support
Counselor and/or Behavioral Specialist will schedule regular Google Hangout meetings to provide behavioral support minutes per IEP.
Counselor and/or Behavioral Specialist will communicate weekly with students via Gmail/phone.

Evaluations
ESS Teacher and School Psychologist, Related Service Providers will schedule all necessary evaluations.
All evaluations will take place at the District Office in person.

Related Services
Providers will provide teletherapy services via Google Hangouts and or Zoom.
Providers will provide handouts regularly to parents and students that demonstrate how to do the therapy activities with their child.
Google Hangouts/phone conferences to check in on students to monitor progress.

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
ELL Academic Support • Integrated Instruction -ELA • Targeted ELL Instruction	Director of Curriculum and Instruction Site Principal Certified SEI Endorsed Teacher Director of Curriculum and Instruction Site Principal Certified SEI Endorsed Teacher	**Elementary:** 60 minutes per day/300minutes per week **Secondary:** 50 minutes per day/ 250 minutes per week **Elementary:** 60 minutes per day/300minutes per week **Secondary:** 50 minutes per day/ 250 minutes per week	Google Calendar Google Attendance Power School Schedule and Attendance Lesson Plans with ELP Standards Google Classroom Assignments and Grades Progress Monitoring/Benchmark Elementary: Reports from Success Maker Secondary: Reports from iLit (ELD Companion)

Process for Implementing Action Step

Integrated Instruction
The teacher will schedule regular Google Hangout meetings with all students.
EL students will receive integrated language instruction within ELA class period at their assigned grade level.
EL students will receive SEI instruction from Certified/SEI Endorsed teacher during the *Integrated Instruction* in ELA

Targeted Instruction
All EL students will receive *Targeted Instruction* from Certified SEI Endorsed Teacher based on proficiency levels to provide support in accessing information in the content areas.

Data driven instruction based on data from AZELLA placement and academic progress monitoring for al EL students.

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					
	Online Social Emotional videos					X

	Kinder	1-3	4-5	6-8	9-12
Parent Training					
Other:	X	X	X	X	X

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

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
Based on student need	Teacher Counselor	Depending on need	Contact Log Lesson plan

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

Ongoing progress monitoring:
• Formative Assessment
  o Homework
  o Classwork
  o Discussion Questions
  o Quizzes
• Summative Assessment
  o Projects
  o Labs
  o Tests
	• School and District Administrators
	• Teachers
	• Instructional Assistants
	• Instructional Coaches
		• Formative will occur at a minimum daily
		• Summative will occur at a minimum monthly
			• Grades
			• Student work/assignments
			• Lesson Plans
			• Contact/Phone Logs
			• Emails
			• Virtual Walkthroughs by Admin
			• Power School
			• Google Classroom

o Benchmarks o Finals			

Benchmark Assessments (1.a.vii)

In the tables below, __list__ the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Dec. 2020; April 2021
1-3	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Dec. 2020; April 2021
4-6	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Dec. 2020; April 2021
7-8	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Dec. 2020; April 2021
9-12	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Jan. 2021; April 2021

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Dec. 2020; April 2021
1-3	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Dec. 2020; April 2021
4-6	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Dec. 2020; April 2021
7-8	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Dec. 2020; April 2021
9-12	Study Island Benchmarks, Edmentum	Online	Aug. 2020; Jan. 2021; April 2021

Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).

District will use the Edmentum online platform Study Island to administer all District benchmarks. Teacher will schedule and administer benchmarks during the Fall, Winter and Spring benchmark testing window.

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.

Three Task Force Subcommittees within the District were formed at the beginning of June to plan for all reopening scenarios. Meetings were held with each subcommittee at a minimum once per week. Subcommittees reflected on practices implemented during the Spring closure to identify areas of strengths and areas of weaknesses. Plans were formulated and stakeholder input was gathered. The school board voted to push back the start of the school year prior to the Executive Order at the recommendation of the Superintendent to allow for an adequate number of days to provide teachers and support staff training on how to use the Google Classroom Suite to provide quality distance learning to all students at Douglas Unified School District. In addition, the District purchased Chromebooks, Wi-Fi antennas, and hotspots to ensure the students of DUSD had the resources necessary to access their distant learning.