

Distance Learning Plan Template for School Districts

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at EmergencyDL@azed.gov to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to EmergencyDL@azed.gov, as specified in communications from ADE.

In the sections found on pages 3-5, a school district will populate background information regarding school district and school information, including basic information about each school district's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the school district to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the school district has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Distance Learning Plan Template 2020-2021

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|--|---|---|--|
| <ol style="list-style-type: none"> 1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on 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 | Balsz School District | School District Entity ID | 86-6000495 |
| Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan) | | Dr. Arleen M. Kennedy | |
| Representative Telephone Number | | 602-629-6410 | |
| Representative E-Mail Address | | akennedy@balsz.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 |
|------------------------|-----------|-------------|
| Brunson-Lee Elementary | | 07-0431 105 |
| Crockett Elementary | | 07-0431 102 |
| Griffith Elementary | | 07-0431 103 |
| Tillman Middle School | | 07-0431 101 |

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? | 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 | 2400 | Start Date for Distance Learning | 08/17/2020 |
| Estimated Number of Students Participating in Distance Learning for the Full Year | Approx. 1200 | Estimated Number of Students Participating in Distance Learning for a Portion of the year | Approx. 2000 |
| 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 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: |
| |

| | |
|---|-----|
| Is the school district requiring students to do distance learning? | Yes |
| If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure? | Yes |

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

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

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

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

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|--|--|---|--|
| <ol style="list-style-type: none"> 1. Technology Department has the attendance extension program that track take attendance as student log-in virtually for live session. (Google Meet Attendance Extension) 2. Teacher manual tracking of attendance based upon presence for direct instruction. 3. Teachers will manually input attendance into Synergy from the extension report. 4. Students sign-in via Google meet. | <p>Technology Department</p> <p>Grade Level Teachers</p> | <p>Daily</p> <p>2x Daily for Middle School*</p> <p>*Please note it will documented in system once but confirmed twice.</p> | <p>Daily assignment completed or assigned.</p> |

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

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|---|--|---|--|
| <ol style="list-style-type: none"> Instructional aides are assigned to teachers in order to assist teachers in communication practices. Instructional aides will communicate information, along with teachers to families. Instructional aides will also assist with remediation efforts of student learning. The District will require monthly virtual parents' engagement meetings. | <ul style="list-style-type: none"> Technology Department Grade Level Teachers Instructional Aides | <p>Daily</p> <p>2x Daily for Middle School*</p> <p>*Please note it will documented in system once but confirmed twice.</p> | <p>Daily assignment completed or assigned.</p> <p>Instructional Aides will track their phone calls.</p> <p>Instructional Aides</p> |

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"> Teachers will provide 3.5 hours of direct synchronous instruction that will support the FLVS curriculum. (M,T,Th, F) Teachers will provide for four- 40-minute small | <p>School Administration</p> <p>Instructional Coaches (Wed. PDs)</p> | <p>Daily</p> | <p>Lesson Plans, Assessments, Student Work</p> |

| | | | |
|---|--|--|--|
| <p>group sessions with dual asynchronous learning for students to complete independent work. (M,T,Th, F)</p> <p>3. Teachers will follow the same master schedule for Wednesday, with the exception of shortened times based upon ½ day schedule for teacher weekly PDs. (Wed.)</p> | | | |
|---|--|--|--|

b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|---|--|---|---|
| <p>1. August 5-14, 2020 – Teacher return and Professional Development.</p> <p>2. 07/31/2020 – New Teacher Orientation (Small groups) in-person staggered entry for on-boarding.</p> <p>3. 08/05/2020 – Policies/Procedures- staff</p> | <p>1. School Administration</p> <p>2. District Office/HR</p> <p>3. District/School Administration</p> | <p>Professional Development days 08/05/2020-08/14/2020</p> <p>Daily</p> | <p>Lesson Plans, Assessments, Student Work</p> |

| | | | |
|--|---|--|--|
| <p>updated via virtual/ in-person meetings.</p> <p>4. 08/12-13/2020 - Safety/Cleanliness Trainings for in-person options.</p> <p>5. District will provide weekly updates on changes via Video Town Halls. Recordings posted on website and social media outlets.</p> | <p>4. Maintenance Director</p> <p>5. Superintendent</p> | | |
|--|---|--|--|

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

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|---|---|--|--|
| <p>1. Teachers will have the option of both virtual and in-person attendance at professional development.</p> <p>2. Once Governor orders re-opening of schools, PDs held on site.</p> | <p>School Administration</p> <p>Instructional Coaches</p> | <p>School-based Professional Development is held once weekly (Wednesdays).</p> <p>District-based Professional Development is held once monthly (4th Wednesday of the month)</p> | <p>Agendas; Attendance Logs</p> |

List Specific Professional Development Topics That Will Be Covered

Digital Learning, Culturally Relevant Teaching, Data-Driven Instruction, Differentiated Instruction, Data Dives, Test-Taking Strategies, etc.

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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 | | |
| Personal Contact and Discussion | x | x | x |
| Needs Assessment-Available data | | x | x |
| Other: | | x | x |
| 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) | x | x | 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 | x | x | x |
| 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) |
|--|

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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> |
|--------------|---|--|---|---|
| Kindergarten | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies |
| 1-3 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies |
| 4-6 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies; Core Specific Daily Summative Assessments |
| 7-8 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Core Specific Daily Summative Assessments |
| 9-12 | N/A | | | |

| 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> |
| Kindergarten | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; | Daily Summatives/Small Group Strategies |

| | | | | |
|------|--|--|---|---|
| | | | Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | |
| 1-3 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies |
| 4-6 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies; Core Specific Daily Summative Assessments |
| 7-8 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Core Specific Daily Summative Assessments |
| 9-12 | N/A | | | |

| Instructional Methods, Content Delivery, and Monitoring Student Learning (Science) | | | | |
|---|---|--|---|--|
| | <i>Educational Delivery Methodologies</i> | <i>Content Provider/Program Used</i> | <i>Formative Assessment Strategies and Frequency</i> | <i>Summative Assessment Strategies and Frequency</i> |
| Kindergarten | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies |

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| | | | | |
|------|--|--|---|---|
| 1-3 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies |
| 4-6 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies; Core Specific Daily Summative Assessments |
| 7-8 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Core Specific Daily Summative Assessments; Core Specific Daily Summative Assessments |
| 9-12 | N/A | | | |

| 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> | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies |
| 1-3 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; | Daily Summatives/Small Group Strategies |

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| | | | | |
|------|--|--|---|--|
| | | | AZELLA; Pre-Tests (Diagnostics);Post-Tests | |
| 4-6 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Daily Summatives/Small Group Strategies |
| 7-8 | <i>See substantive schedules below</i> | <i>Florida Virtual Learning Curriculum</i> | Quarterly Benchmarks proscribed through FLVS; Semester Tests; Unit assessments; AZELLA; Pre-Tests (Diagnostics);Post-Tests | Core Specific Daily Summative Assessments |
| 9-12 | N/A | | | |

| 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 | N/A | <i>Florida Virtual Learning Curriculum</i> | | |

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

| Elementary School Teaching Schedule Virtual/ In-Person (M,T,TH, F) | | | | | |
|---|---------------|----------------|-----------------|---------------|--|
| | Monday | Tuesday | Thursday | Friday | Lunch first two weeks (in-class). Covered by aides. |
| | | | | | |

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| | | | | | | |
|--|--|--|--|--|--|--|
| <p>8:30 (except 4th grade that will start at (9:00 due to specials.)</p> | <p>All student Log on with teacher for instructions, SEL, and Morning Message Synchronous learning</p> | <p>All student Log on with teacher for instructions, SEL, and Morning Message Synchronous learning</p> | <p>All student Log on with teacher for instructions, SEL, and Morning Message Synchronous learning</p> | <p>All student Log on with teacher for instructions, SEL, and Morning Message Synchronous learning</p> | <p>K – 10:15 1 – 10:45 2 – 11:15 3 – 11:45 4 – 12:15 5 – 12:45</p> | |
| <p>9:00 -12:30 This can include small group in person or online meetings. All teachers will remain logged in to FLVS provide feedback for students during this time.</p> | <p>2-5 student log onto FLVS to start daily lesson Asynchronous learning K-1 teachers work with students live online/in person (Synchronous learning) to support movement to Asynchronous learning. All teachers will remain logged in to FLVS provide feedback for students during this time.</p> | <p>2-5 student log onto FLVS to start daily lesson Asynchronous learning K-1 teachers work with students live online/in person (Synchronous learning) to support movement to Asynchronous learning. All teachers will remain logged in to FLVS provide feedback for students during this time.</p> | <p>2-5 student log onto FLVS to start daily lesson Asynchronous learning K-1 teachers work with students live online/in person (Synchronous learning) to support movement to Asynchronous learning. All teachers will remain logged in to FLVS provide feedback for students during this time.</p> | <p>2-5 student log onto FLVS to start daily lesson Asynchronous learning K-1 teachers work with students live online/in person (Synchronous learning) to support movement to Asynchronous learning. All teachers will remain logged in to FLVS provide feedback for students during this time.</p> | <p>Specials M,T,Th,F (30 min. (Synchronous learning w/ 30. min Asynchronous learning) 4th Grade – 8:30 5th Grade – 9:30 2nd Grade – 10:30 1st Grade – 11:30 Kinder - 12:30 3rd grade - 1:30 2:00pm – 3:00 will be used for small group, feedback and phone calls.</p> | |
| <p>12:30</p> | <p>Group 1 small groups In person/online</p> | <p>Group 1 small groups In person/online</p> | <p>Group 1 small groups In person/online</p> | <p>Group 1 small groups In person/online</p> | | |
| <p>1:00</p> | <p>Group 2 small groups In person/online</p> | <p>Group 2 small groups In person/online</p> | <p>Group 2 small groups In person/online</p> | <p>Group 2 small groups In person/online</p> | | |
| <p>1:30</p> | <p>Group 3 small groups In person/online</p> | <p>Group 3 small groups In person/online</p> | <p>Group 3 small groups In person/online</p> | <p>Group 3 small groups In person/online</p> | | |

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| | | | | |
|-------------|---|---|---|---|
| 2:00 | Group 4 small groups In person/online | Group 4 small groups In person/online | Group 4 small groups In person/online | Group 4 small groups In person/online |
| | Monday | Tuesday | Thursday | Friday |
| 2:30 | Group 5 small groups In person/online | Group 5 small groups In person/online | Group 5 small groups In person/online | Group 5 small groups In person/online |
| 3:10 | Final all student Log on with teacher for instructions and Afternoon Message Synchronous learning | Final all student Log on with teacher for instructions and Afternoon Message Synchronous learning | Final all student Log on with teacher for instructions and Afternoon Message Synchronous learning | Final all student Log on with teacher for instructions and Afternoon Message Synchronous learning |
| 3:20 | Dismissal #1 (3,4,5) | Dismissal #1 (3,4,5) | Dismissal #1 (3,4,5) | Dismissal #1 (3,4,5) |
| 3:30 | Dismissal #2 (K,1,2) | Dismissal #2 (K,1,2) | Dismissal #2 (K,1,2) | Dismissal #2 (K,1,2) |

Elementary School Teaching Schedule Virtual/ In-Person (Wed.)

| | Wednesday | |
|---|--|--|
| 8:30 (except 4 th grade that will start at (9:00 due to specials.) | All student Log on with teacher for instructions, SEL, and Morning Message Synchronous learning | Lunch first two weeks (in-class). Covered by aides. |
| 9:00 -12:30 This can include small group in person or online meetings. All teachers will remain logged in to FLVS provide feedback for students during this time. | 2-5 student log onto FLVS to start daily lesson Asynchronous learning K-1 teachers work with students live online/in person (Synchronous learning) to support movement to Asynchronous learning. All teachers will remain logged in to FLVS provide feedback for students during this time. | K – 10:15 1 – 10:45 2 – 11:15 3 – 11:45 4 – 12:15 5 – 12:45 |
| 12:30 | Group 1 small groups | |

| | |
|--------------|--|
| | In person/online |
| 12:50 | Group 2 small groups In person/online |
| 1:20 | Dismissal #1 (3,4,5) |
| 1:30 | Dismissal #2 (K,1,2) |

Middle School Teaching Schedule In-Person

| Monday/Thursday (A,B,C,D, E) | | Tuesday/Friday (A,B,C,D, E) | | Wednesday (A,B,C,D, E) | |
|------------------------------|------------------------|-----------------------------|----------------------------------|------------------------|--------------------|
| Time | Schedule | Time | Schedule | Time | Schedule |
| 7:30-8:15 | Elective | 7:30-8:15 | Elective | 7:30-8:00 | Elective |
| 8:15-9:00 | Homeroom | 8:15-9:00 | Homeroom | 8:00-9:00 | Homeroom (SEL) |
| 9:00-10:00 | Period 1 | 9:00-10:00 | Period 4 | 9:00-10:00 | Period 4 (Writing) |
| 10:00-11:00 | Period 2 | 10:00-11:00 | Period 5 | 10:00-12:00 | Office Hours |
| 11:00-12:00 | Period 3 | 11:00-12:00 | Period 7 | 12:00-12:30 | Lunch |
| 12:00-12:30 | Lunch | 12:00-12:30 | Lunch | Early Release Day | |
| 12:30-1:15 | Small Group Period 1/5 | 12:30 - 1:30 | Period 8 | | |
| 1:15-2:30 | Small Group Period 2/7 | 1:30-2:00 | Small Group Period3/8 | | |
| | | 2:00-2:30 | Small Group Period 4/Specialized | | |
| Monday/Thursday (F,G,H,I,J) | | Tuesday/Friday (F,G,H,I,J) | | Wednesday (F,G,H,I,J) | |
| Time | Schedule | Time | Schedule | Time | Schedule |
| 7:30-8:15 | Homeroom | 7:30-8:15 | Homeroom | 7:30-8:00 | Elective |
| 8:15-9:00 | Elective | 8:15-9:00 | Elective | 8:00-9:00 | Homeroom (SEL) |
| 9:00-10:00 | Period 1 | 9:00-10:00 | Period 4 | 9:00-10:00 | Period 4 (Writing) |
| 10:00-11:00 | Period 2 | 10:00-11:00 | Period 5 | 10:00-12:00 | Office Hours |
| 11:00-12:00 | Period 3 | 11:00-12:00 | Period 7 | 12:00-12:30 | Lunch |
| 12:00-12:30 | Lunch | 12:00-12:30 | Lunch | Early Release Day | |
| 12:30-1:15 | Small Group Period 1/5 | 12:30 - 1:30 | Period 8 | | |
| 1:15-2:30 | Small Group Period 2/7 | 1:30-2:00 | Small Group Period3/8 | | |
| | | 2:00-2:30 | Small Group Period 4/Specialized | | |

Middle School Teaching Schedule Virtual – Teacher Schedule

| Monday/Thursday | | Tuesday/Friday | | Wednesday | |
|-----------------|------------------------|----------------|----------------------------------|-------------|--------------------|
| Time | Schedule | Time | Schedule | 7:30-8:00 | Feedback |
| 7:30-9:00 | Feedback | 7:30-9:00 | Feedback | 8:00-9:00 | Homeroom (SEL) |
| 9:00-10:00 | Period 1 | 9:00-10:00 | Period 4 | 9:00-10:00 | Period 4 (Writing) |
| 10:00-11:00 | Period 2 | 10:00-11:00 | Period 5 | 10:00-12:00 | Office Hours |
| 11:00-12:00 | Period 3 | 11:00-12:00 | Period 7 | 12:00-12:30 | Lunch |
| 12:00-12:30 | Lunch | 12:00-12:30 | Lunch | 12:30-2:30 | PD |
| 12:30-1:15 | Small Group Period 1/5 | 12:30-1:30 | Period 8 | | |
| 1:15-2:30 | Small Group Period 2/7 | 1:30-2:00 | Small Group Period3/8 | | |
| | | 2:00-2:30 | Small Group Period 4/Specialized | | |

Middle School Teaching Schedule Virtual – Student Schedule

| Monday/Thursday | | Tuesday/Friday | | Wednesday | |
|-----------------|------------------------|----------------|----------------------------------|-------------|---------------------|
| Time | Schedule | Time | Schedule | 7:30-8:00 | Bbreakfast/Homework |
| 7:30-9:00 | Breakfast/Homework | 7:30-9:00 | Breakfast/Homework | 8:00-9:00 | Homeroom (SEL) |
| 9:00-10:00 | Period 1 | 9:00-10:00 | Period 4 | 9:00-10:00 | Period 4 (Writing) |
| 10:00-11:00 | Period 2 | 10:00-11:00 | Period 5 | 10:00-12:00 | Office Hours |
| 11:00-12:00 | Period 3 | 11:00-12:00 | Period 7 | 12:00-12:30 | Lunch |
| 12:00-12:30 | Lunch | 12:00-12:30 | Lunch | 12:30-2:30 | Early Release Day |
| 12:30-1:15 | Small Group Period 1/5 | 12:30-1:30 | Period 8 | | |
| 1:15-2:30 | Small Group Period 2/7 | 1:30-2:00 | Small Group Period3/8 | | |
| | | 2:00-2:30 | Small Group Period 4/Specialized | | |

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.

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| Action Step | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|---|---|--|---|
| Students eligible for special education services will receive FAPE. Students will receive the services detailed on their Individual Education Plan. IEP and MET meetings will continue and deadlines will be met. | Special Education Teachers, Special Education Related Service Staff, School Psychologists, School and District Administration | Special Education Services will be delivered throughout the scheduled school days. | Special Education Staff will be tracking individual special education services delivered to students on a daily basis. IEP and METs will be completed on time and submitted according to deadlines. |

Process for Implementing Action Step

- Special Education Teachers and Related Service providers will contact parents prior to school starting to review how their IEP plan will be implemented online.
- All teachers, including general education teachers, will receive IEP information on their students who qualify for special education services. Accommodations and modifications will be detailed and delivered during online instruction.
- All students will have access to a computer at home – computers will be distributed prior to school starting on August 17th.
- Special Education Teachers have established an Online Classroom for their students to participate with the special education teacher, participate in activities, and receive support from assignments students are completing within the general education classrooms.
- Special Education Teachers are joining the General Education Online Classrooms to support teachers and students in the general education environments.
- Related Service Staff, Speech Pathologists, Occupational Therapist, Physical Therapist, Hearing Teacher, and Vision Teacher are providing teletherapy.
- Special Education Staff is providing services for the homebound, homeschooled, and private schooled students through Online Classrooms.
- IEP meetings are being conducted with Google Meets and all staff are participating. Parents are able to participate through the phone or online.
- IEP Services are being documented – date, minutes, and IEP services delivered
- IEP Progress reports will be completed and shared with parents as detailed in the IEP.
- School on-sight services are available to ALL special education students

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 Students will receive the services with the general population. | ELL Teachers, ELL Related Service Staff, School Psychologists, School and District Administration | ELL Education Services will be delivered throughout the scheduled school days. | Student assignments, assessments, and attendance tracking. |

Process for Implementing Action Step

- All students will have access to a computer at home – computers will be distributed prior to school starting on August 17th.
- ELL Teachers are joining the General Education Online Classrooms to support teachers and students in the general education environments.
- School on-sight services are available to ALL ELL students.
- AZELLA testing will be modified to address 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 | |
| | Packet of Social and Emotional Topics | X | X | X | X | |
| | Online Social Emotional videos | X | X | X | X | |
| | Parent Training | X | X | X | X | |
| | Other: SEAD SPECIALIST SESSIONS | X | X | X | X | |

| | | Kinder | 1-3 | 4-5 | 6-8 | 9-12 |
|----------------------------|-----------|--------|-----|-----|-----|------|
| Counseling Services | In-Person | X | X | X | X | |
| | Phone | X | X | X | X | |
| | Webcast | X | X | X | X | |
| | Email/IM | X | X | X | X | |

| | | | | | |
|--------|---|---|---|---|--|
| Other: | 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 |
|---|--|--|---|
| <ul style="list-style-type: none"> • Provides support for students regarding trauma’s impact on learning via counseling (Teletherapy) • Convey, to parents and staff, information concerning specific student needs in social, intellectual, emotional and educational areas. • Provide support for staff, students and families around restorative practices. (Telehealth) • Provide or assist in providing the students, parents and staff with programs and skills in self-awareness, social awareness, responsible decision-making, self-management, and relationship skills. (Independent support) • Assist classroom teachers in planning classroom level interventions and strategies that support | <p style="text-align: center;">SEAD Specialist(s)</p> <p style="text-align: center;">Counselors</p> <p style="text-align: center;">Asst. Principals</p> | <p style="text-align: center;">Daily</p> <p style="text-align: center;">Scheduled Appointments</p> | <p style="text-align: center;">Evaluation Tools</p> <p style="text-align: center;">Student monitoring</p> |

| | | | |
|---|--|--|--|
| <p>students considered at-risk, either academically or behaviorally.</p> <ul style="list-style-type: none"> • Collect and use data to determine appropriate interventions. • Assist classroom teachers, intervention teachers, special education, tutors, specialists, etc. in monitoring the progress of students receiving Tier 1, Tier 2 and Tier 3 interventions. • Assist classroom teachers in facilitating professional learning communities. | | | |
|---|--|--|--|

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 |
|---|-----------------------|-------------------------|---|
| <ul style="list-style-type: none"> • Students will demonstrate ongoing competency through a variety of assignments in FLVS to complete throughout the each course taken, such as | Teacher | Daily | Daily assignments and assessments posted and graded in FLVS |

| | | | |
|--|--|--|--|
| <p>discussion-based assessments, quizzes, worksheets, writing assignments, and projects.</p> <ul style="list-style-type: none"> To measure learning, students will complete self-checks, practice lessons, multiple-choice questions, projects, discussion-based assessments, and discussions as they move through FLVS lessons. Summative and formative assessments will be given within each module. | | | |
|--|--|--|--|

Benchmark Assessments (1.a.vii)

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

| Benchmark Assessments (Math) | | | |
|-------------------------------------|---|---|---|
| | <i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i> | <i>Plan for Assessment (online, in person, at testing center, etc.)</i> | <i>Proposed date(s) of assessments</i> |
| Kindergarten | <i>Edulastic</i> | <i>online or in person</i> | <i>9/21/2020-10/2/2020; 12/7/2020-12/18/2020; 2/22/20-3/5/2020; 5/10/2020-5/20/2020</i> |
| 1-3 | <i>Edulastic</i> | <i>online or in person</i> | <i>9/21/2020-10/2/2020; 12/7/2020-12/18/2020; 2/22/20-3/5/2020; 5/10/2020-5/20/2020</i> |

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| | | | |
|------|------------------|----------------------------|---|
| 4-6 | <i>Edulastic</i> | <i>online or in person</i> | <i>9/21/2020-10/2/2020; 12/7/2020-12/18/2020; 2/22/20-3/5/2020; 5/10/2020-5/20/2020</i> |
| 7-8 | <i>Edulastic</i> | <i>online or in person</i> | <i>9/21/2020-10/2/2020; 12/7/2020-12/18/2020; 2/22/20-3/5/2020; 5/10/2020-5/20/2020</i> |
| 9-12 | <i>N/A</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>Edulastic</i> | <i>online or in person</i> | <i>8/31/20-9/11/20; 12/7/20-12/18/2020; 2/22/20-3/5/2020; 5/10/2020-5/20/202</i> |
| <i>1-3</i> | <i>Edulastic</i> | <i>online or in person</i> | <i>8/31/20-9/11/20; 12/7/20-12/18/2020; 2/22/20-3/5/2020; 5/10/2020-5/20/202</i> |
| <i>4-6</i> | <i>Edulastic</i> | <i>online or in person</i> | <i>8/31/20-9/11/20; 12/7/20-12/18/2020; 2/22/20-3/5/2020; 5/10/2020-5/20/202</i> |
| <i>7-8</i> | <i>Edulastic</i> | <i>online or in person</i> | <i>8/31/20-9/11/20; 12/7/20-12/18/2020; 2/22/20-3/5/2020; 5/10/2020-5/20/202</i> |
| <i>9-12</i> | <i>N/A</i> | | |

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 most significant thing to add as an option is that this plan is subject to modifications based upon the ever-changing paradigm of the learning settings.

The distance learning is intended to be available for ALL students whose health may be compromised during this pandemic and would require distance learning for an extended period.

This option can also be available to support the creation of an AOI program moving forward in this district.