

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 <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	Painted Desert Montessori Academy	School District Entity ID	991308
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Cynthia Gonzalez	
Representative Telephone Number		623-900-5132	
Representative E-Mail Address		cynthiag@pdmabuckeye.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
Painted Desert Montessori Academy	991308	07-82-78-001

Distance Learning Background Information

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

Distance Learning Plan Template 2020-2021

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?	144
How many instructional days did the school district operate for School Year 2019-2020?	144

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	350	Start Date for Distance Learning	8-17-20
Estimated Number of Students Participating in Distance Learning for the Full Year	100	Estimated Number of Students Participating in Distance Learning for a Portion of the year	Zero, unless mandated by closure
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input 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:
Painted Desert Montessori will be offering two program options for the school year 2020-2021. Families have the option to enroll in either the on campus or distance learning (PDMA Virtual) programs. If we are mandated or procedurally obligated to close campus or delay in person instruction, our in-person program will be shifted to the same format as the Virtual program until students are permitted to be back on campus. We are acquiring the 1:1 technology to enable this.

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
<p>The day will start off with a class meeting, so students are able to build and feel connection to their virtual classroom community. Attendance will be taken at that time. The day will be scheduled utilizing Google Classroom, with assignments and individual, small group, and whole group meetings virtually with the teacher throughout the day. Through these meetings, along with work completion and software that students will be utilizing such as IXL; teachers will keep records and be able to monitor a student’s attendance during the school day.</p> <p>The day will conclude with a whole group meeting to close the day (participation required). We will utilize our SIS (Synergy) to track and submit student attendance.</p>	<p>Teacher, Teacher Assistant, with support from Office Staff</p>	<ol style="list-style-type: none"> 1. Daily Attendance 2. Weekly Meetings 3. Weekly Assigned work 	<ol style="list-style-type: none"> 1. Daily whole, small, and individual student Google Meet sessions 2. Google Classroom 3. IXL assignments

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
<p>Teachers and Teacher Assistants will follow up on student’s attendance through Google meet.</p> <p>Teachers and Teacher Assistants will track student’s involvement and completion of assignments on Google classrooms.</p> <p>Teachers will utilize the Bloomz communication app to communicate with parents as well.</p>	<p>Teachers</p> <p>Teacher Assistant</p>	<p>Weekly</p>	<p>Bloomz data</p> <p>Student work completion</p> <p>Attendance records</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
<p>Teachers and staff are expected to run their virtual classroom and fulfill their job description throughout the normal working hours of our school.</p>	<p>Teachers, Teacher Assistant, Paraprofessional, Side by Side</p>	<p>Monday -Thursday: 7:00 AM - 4:00 PM (School Day)</p> <p>Friday: 8:00 AM-12:00 PM (Professional Development Time)</p>	<p>Google Meetings</p> <p>Email logs</p> <p>Virtual staff meeting logs</p>

Distance Learning Plan Template 2020-2021

--	--	--	--

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
Regular communication with staff will be held via email, virtual meetings through google meet, and in person when appropriate.	Executive Director	Daily and as needed	Email and meeting logs

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
We have four hours each Friday set aside for staff professional development and collaboration. This professional development is being planned to allow us to offer it through in-person, fully digital, or a hybrid based upon staff distancing needs and requirements from state and CDC guidelines.	Executive Director Director of Student Services Director of Immersive Education	Fridays, Preservice trainings in July and August, Grade Level Meetings	E-mail and Meeting Logs

<p>Methods include but are not limited to videoed training sessions, video conferencing, in-person trainings (as appropriate); whole, small and individual virtual training sessions and support.</p>			
---	--	--	--

List Specific Professional Development Topics That Will Be Covered

<p>Policies & Procedures COVID Specific Policies and Procedures Mission and Vision Google Classroom IXL NWEA Reading Fluency NWEA Map Growth Transparent Classroom Bloomz Curriculum and Curriculum Implementation Training Virtual Reality Device use and implementation</p>

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			
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)	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			
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)				
	<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>	Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and	Google Meet/ Google Classroom Assignments IXL Transparent Classroom	Checking for understanding daily. Observation-Daily Data from Guided Practice-Weekly Via IXL And Teacher made assessment	<i>Quarterly NWEA assessments</i>

	<p>supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in Math and Language Arts. Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and learning expectations for the day. Teachers will assign students with selected lessons on IXL for content practice and formative assessment feedback for lesson planning. Teachers will google meet with students to guide them on sensorial and practical life works.</p>			
<p>1-3</p>	<p>Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in math.</p>	<p><i>Google Meet/ Google Classroom Assignments IXL Transparent Classroom</i></p>	<p><i>Checking for understanding daily. Journal-Weekly Observation-Daily Data from Guided Practice-Weekly from IXL and Teacher made assessment</i></p>	<p><i>Quarterly NWEA assessments Quarterly research project IXL assignments</i></p>

Distance Learning Plan Template 2020-2021

	<p>Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and learning expectations for the day.</p> <p>Teachers will assign students with selected lessons on IXL for content practice and formative assessment feedback for lesson planning.</p>			
4-6	<p>Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in math.</p> <p>Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and learning expectations for the day.</p> <p>Teachers will assign students with selected lessons on IXL for content practice and</p>	<p><i>Google Meet/ Google Classroom Assignments</i></p> <p><i>IXL</i></p> <p><i>Transparent Classroom</i></p> <p><i>Virtual Reality Meetings and experiences</i></p>	<p><i>Checking for understanding daily.</i></p> <p><i>Journal-Weekly</i></p> <p><i>Observation-Daily</i></p> <p><i>Data from Guided Practice-Weekly</i></p>	<p><i>Quarterly NWEA assessments</i></p> <p><i>Evaluation- One every two weeks.</i></p> <p><i>Project-Once a month.</i></p> <p><i>IXL assignments</i></p>

Distance Learning Plan Template 2020-2021

	formative assessment feedback for lesson planning.			
7-8	Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in math. Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and learning expectations for the day. Teachers will assign students with selected lessons on IXL for content practice and formative assessment feedback for lesson planning.	<i>Google Meet/ Google Classroom Assignments IXL Transparent Classroom Virtual Reality Meetings and experiences</i>	<i>Checking for understanding daily. Journal-Weekly Observation-Daily Data from Guided Practice-Weekly</i>	<i>Evaluation- One every two weeks. Project-Once a month Summative Unit Test, Presentation, and Demonstrations at the end of each 6-week unit Quarterly NWEA assessments</i>
9-12				

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>

Distance Learning Plan Template 2020-2021

<p><i>Kindergarten</i></p>	<p>Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in reading. Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and learning expectations for the day. Teachers will assign students with selected lessons on IXL for content practice and formative assessment feedback for lesson planning.</p>	<p><i>Google Meet/ Google Classroom Assignments IXL Transparent Classroom</i></p>	<p><i>Checking for understanding daily. Observation-Daily Data from Guided Practice-Weekly</i></p>	<p><i>Quarterly NWEA assessments</i></p>
<p><i>1-3</i></p>	<p>Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to</p>	<p><i>Google Meet/ Google Classroom Assignments IXL Transparent Classroom</i></p>	<p><i>Checking for understanding daily. Journal-Weekly Observation-Daily Data from Guided Practice-Weekly</i></p>	<p><i>Quarterly NWEA assessments Quarterly research project IXL assignments</i></p>

Distance Learning Plan Template 2020-2021

	<p>practice instructed concepts in reading, Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and learning expectations for the day. Teachers will assign students with selected lessons on IXL for content practice and formative assessment feedback for lesson planning.</p>			
4-6	<p>Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in reading. Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and learning expectations for the day.</p>	<p><i>Google Meet/ Google Classroom Assignments</i> <i>IXL</i> <i>Transparent Classroom</i></p>	<p><i>Checking for understanding daily.</i> <i>Journal-Weekly</i> <i>Observation-Daily</i> <i>Data from Guided Practice-Weekly</i></p>	<p><i>Quarterly NWEA assessments</i> <i>Evaluation- One every two weeks.</i> <i>Project-Once a month.</i> <i>IXL assignments</i></p>

	Teachers will assign students with selected lessons on IXL for content practice and formative assessment feedback for lesson planning.			
7-8	Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in reading. Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and learning expectations for the day. Teachers will assign students with selected lessons on IXL for content practice and formative assessment feedback for lesson planning.	<i>Google Meet/ Google Classroom Assignments IXL Transparent Classroom</i>	<i>Checking for understanding daily. Journal-Weekly Observation-Daily Data from Guided Practice-Weekly</i>	<i>Evaluation- One every two weeks. Project-Once a month Summative Unit Test, Presentation, and Demonstrations at the end of each 6 week unit Quarterly NWEA assessments</i>
9-12				

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

Distance Learning Plan Template 2020-2021

	<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>	Teachers will provide demonstration and hands on learning experiments in whole, small, and individual groups. Students will conduct their own investigations.	<i>Google Meet/ Google Classroom Assignments Hands-on/Demonstration lessons IXL Transparent Classroom</i>	<i>Teacher made assessments and student work samples during unit</i>	<i>Unit Assessments</i>
<i>1-3</i>	Teachers will provide demonstration and hands on learning experiments in whole, small, and individual groups utilizing Google meet and classroom. Students will conduct their own investigations through assignments.	<i>Google Meet/ Google Classroom Assignments Hands-on/Demonstration lessons IXL Transparent Classroom</i>	<i>Teacher made assessments and student work samples during unit</i>	<i>Unit Assessments</i>
<i>4-6</i>	Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in science (4 & 8). Google Classroom will support organization of instruction and assignments,	<i>Google Meet/ Google Classroom Assignments Hands-on/Demonstration lessons IXL Transparent Classroom</i>	<i>Checking for understanding daily. Observation-Daily Data from Guided Practice-Weekly</i>	<i>Evaluation- One every two weeks. Project-Once a month. Demonstration-Once a quarter. IXL assignments</i>

Distance Learning Plan Template 2020-2021

	<p>so students know their assignments, schedule, and learning expectations for the day.</p> <p>Teachers will assign students with selected lessons on IXL for content practice and formative assessment feedback for lesson planning. Teachers will provide demonstration and hands on learning experiments in whole, small, and individual groups. Students will conduct their own investigations.</p>			
7-8	<p>Teachers will provide grade-level and on-level direct instruction to students in small groups or individually utilizing google meet and supported by google classroom applications. Students at all levels will utilize the program IXL to practice instructed concepts in science (4 & 8). Google Classroom will support organization of instruction and assignments, so students know their assignments, schedule, and</p>	<p><i>Google Meet/ Google Classroom</i> <i>Classroom Assignments</i> <i>Hands-on/Demonstration lessons</i> <i>IXL</i> <i>Transparent Classroom</i></p>	<p><i>Checking for understanding daily.</i> <i>Observation-Daily</i> <i>Data from Guided Practice-Weekly</i></p>	<p><i>Evaluation- One every two weeks.</i> <i>Project-Once a month.</i> <i>Demonstration-Once a quarter.</i> <i>IXL assignments</i></p>

	<p>learning expectations for the day. Teachers will provide demonstration and hands on learning experiments in whole, small, and individual groups. Students will conduct their own investigations.</p>			
9-12				

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>	Teachers will provide demonstration and hands on learning experiences in whole, small, and individual groups; utilizing Google meet and classroom. Students will conduct their own research through assignments.	<i>Google Meet/ Google Classroom Classroom Assignments Hands-on/Demonstration lessons IXL Transparent Classroom</i>	<i>Teacher made assessments and student work samples during unit</i>	<i>Unit Assessments</i>
<i>1-3</i>	Teachers will provide demonstration and hands on learning experiences in whole, small, and individual groups; utilizing Google meet and classroom. Students will conduct their own research through assignments.	<i>Google Meet/ Google Classroom Classroom Assignments Hands-on/Demonstration lessons IXL Transparent Classroom</i>	<i>Teacher made assessments and student work samples during unit</i>	<i>Unit Assessments</i>

Distance Learning Plan Template 2020-2021

4-6	Teachers will provide demonstration and hands on learning experiences in whole, small, and individual groups; utilizing Google meet and classroom. Students will conduct their own research through assignments.	Google Meet/ Google Classroom Classroom Assignments Hands-on/Demonstration lessons IXL Transparent Classroom	Teacher made assessments and student work samples during unit	Unit Assessments
7-8	Teachers will provide demonstration and hands on learning experiences in whole, small, and individual groups; utilizing Google meet and classroom. Students will conduct their own research through assignments.	Google Meet/ Google Classroom Classroom Assignments Hands-on/Demonstration lessons IXL Transparent Classroom	Teacher made assessments and student work samples during unit	Unit Assessments
9-12				

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				

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
<p>We are increasing our Special Education staff to better support our students with smaller pull-out groups as well as distance learning.</p> <p>Special Education teachers will work with the classroom teacher and parents of the distance learner to ensure that there is cohesion in approach for each child; and that they are addressing any shifting needs for accommodations or modifications the child needs to be successful in the at home learning environment.</p>	<p>Special Education Teacher SPED Team</p>	<p>Service Schedule</p>	<p>Service Schedule</p>

Process for Implementing Action Step

The Special Education teacher(s) will have a schedule that allows them to meet with both on campus students and Virtual Academy students to meet their service 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
-------------	-----------------------	-------------------------	----------------------------

Utilizing the child's ILLP teacher will focus instruction and student content practice to ensure that the student is growing in their language development.	Teacher Director of Student Services	Daily	ILLP Formative Teacher made assessments Student work samples AZELLA testing
---	---	-------	--

Process for Implementing Action Step

The virtual classroom resources we have put together will enable teachers of ELL students the ability to focus on their language needs. For example: Google Meet application will allow the listening and speaking lesson to be met. Reading and Writing will be supported through Google Classroom and IXL.

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					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	X	X	X	X	
	Webcast	X	X	X	X	
	Email/IM					
	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
<p>Teachers will continue to provide lessons during community meeting time to support the social/emotional development of their students. Teachers and/or assistant teachers will meet with students individually to provide support or basic counseling when needed. If the concern is identified to be larger than the Director of Student Services will be notified and a decision will be made to utilize the best means to provide the needed support. Parents will be contacted at the appropriate time.</p>	<p>Teacher Assistant Teacher Director of Student Services On-Call Counseling and Social/Emotional Services</p>	<p>As needed</p>	<p>Email logs Meeting notes</p>

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>Teachers will utilize Transparent Classroom to record student mastery as evidenced through student work samples and assessments. IXL reports will show students mastery of concepts</p>	<p>Teacher</p>	<p>Daily & Weekly</p>	<p>Transparent Classroom reports Assessment Data from IXL and NWEA</p>

NWEA will provide teachers with Benchmark assessment mastery.			
---	--	--	--

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	IXL	In person/ Online	Fall 8/24/20-9/3/20 Winter 11/30/20-12/10/20 Spring 2/22/21-3/4/21
1-3	IXL 1 st -2 nd NWEA Map Growth Math 3 rd	In person/ Online	Fall 8/31/20- 9/10/20 Winter- 11/30/20- 12/16/20 Spring 3/1/21-3/18/21
4-6	MAP Growth Math	In person/Online	Fall 8/31/20- 9/10/20 Winter- 11/30/20- 12/16/20 Spring 3/1/21-3/18/21
7-8	MAP Growth Math	In person/ Online	Fall 8/31/20- 9/10/20 Winter- 11/30/20- 12/16/20 Spring 3/1/21-3/18/21
9-12			

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	NWEA Reading Fluency	In person/ Online	Fall 8/24/20-9/3/20

Distance Learning Plan Template 2020-2021

			<i>Winter 11/30/20-12/10/20</i> <i>Spring 2/22/21-3/4/21</i>
1-3	<i>NWEA Reading Fluency 1-3</i> <i>NWEA Map Growth ELA 3rd</i>	<i>In person/Online</i>	<i>Fall 8/31/20- 9/10/20</i> <i>Winter- 11/30/20- 12/16/20</i> <i>Spring 3/1/21-3/18/21</i>
4-6	<i>NWEA Map Growth ELA</i>	<i>In person/Online</i>	<i>Fall 8/31/20- 9/10/20</i> <i>Winter- 11/30/20- 12/16/20</i> <i>Spring 3/1/21-3/18/21</i>
7-8	<i>NWEA Map Growth ELA</i>	<i>In person/Online</i>	<i>Fall 8/31/20- 9/10/20</i> <i>Winter- 11/30/20- 12/16/20</i> <i>Spring 3/1/21-3/18/21</i>
9-12			

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.

