

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.

Distance Learning Plan Template 2020-2021

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	Clarkdale-Jerome Elementary School District #3	School District Entity ID	4486
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Steve Doerksen, Principal	
Representative Telephone Number		928-634-5035 x306	
Representative E-Mail Address		sdoerksen@cjsd3.net	

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
Clarkdale-Jerome School	6122	13-04-03-000

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

Distance Learning Plan Template 2020-2021

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	450	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	80	Estimated Number of Students Participating in Distance Learning for a Portion of the year	370
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:
We intend to offer two models of instruction: 1) Online Academy instruction wherein approximately 80 students will be enrolled only in online intermittent instruction, 2) Distance Online instruction which will occur only during times of school closure for students who would otherwise attend in-person.

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/>

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1) Daily attendance will be taken on a Google Form that syncs with a spreadsheet that is accessible to the front attendance office.</p> <p>2) Utilizing the Google Form spreadsheet, the front office will input the daily attendance into the student database, School Master.</p> <p>3) The criteria for considering a student “present” during online learning will be that s/he satisfactorily engaged in the daily learning activities, including assigned Zoom meetings, Loom sessions, communication threads, digital assignments from the varied online curricula, completion of projects/assessments, and the overall participation in the digital learning environment.</p>	<p>1) Parents, Students, Classroom Teachers</p> <p>2) School secretary</p> <p>3) Classroom Teachers</p>	<p>1) Daily in the morning</p> <p>2) Daily</p> <p>3) Daily</p>	<p>1) Completed and synced Google Form spreadsheet</p> <p>2) The attendance for all students is daily updated in School Master.</p> <p>3) The attendance for all students is daily updated in School Master. Other evidence may include participation records stored in the various online curricula and Google Classroom records.</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
<p>1) Classroom Zoom meetings</p> <p>2) Teacher/student communication threads</p> <p>3) Individual student/parent contact and outreach efforts</p>	<p>1) Classroom teachers</p> <p>2) Classroom teachers</p> <p>3) Classroom teachers / Secretary / Principal</p>	<p>1) Bi-weekly</p> <p>2) Daily – Weekly</p> <p>3) As the need arises. For students who have not weekly participated in 1 and 2 (above), individual, purposeful outreaches will be made to contact</p>	<p>1) Teachers will keep student participation logs on Google Forms for their online activities.</p> <p>2) All communications are saved on Google Classroom and Gmail.</p> <p>3) The principal and secretary will maintain a shared Google Contact Log</p>

Distance Learning Plan Template 2020-2021

		those students and parents via email, telephone, or home visits.	for those students who have not kept in communication and who have not participated in the learning process consistently. The log will document the attempts and results of contacting such parents.
--	--	--	--

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>1) Physically work from the classroom from 7:45-12:00. The remainder of the contract hours may be worked from home unless otherwise instructed by administration. Faculty and staff will be available for staff meetings and grade-level meetings in the afternoons.</p> <p>2) Teach to the academic standards, covering all subject matter.</p> <p>3) Maintain regular contact with every student and parent</p> <p>4) Maintain the standardization of online instruction, including the curriculum and the Google Classroom platform that has been determined by the Online Academy and Distance Learning committees.</p> <p>5) Provide estimated minimal instructional hours at four hours daily for grades K-3 and five hours daily for grades 4-8.</p>	1-5) Classroom teachers and paras	1-5) During online instruction as determined by intermittent school closures	<p>1) It will be clearly evident which teachers are physically in their classrooms and which teachers are engaged in instructional activities at home via physical observation and monitoring of the Google Classroom activities.</p> <p>2) Lesson plans and activities posted to Google Classroom</p> <p>3) Contact logs for those students who do not regularly (at least weekly) participate in the online curriculum.</p> <p>4) Lesson plans and the learning activities can be viewed on Google Classroom.</p> <p>5) Lesson plans and the learning activities can be viewed on Google Classroom. Lesson plans will show the respective time expectations for the grade level.</p>

Distance Learning Plan Template 2020-2021

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) Emails to staff and Zoom meetings will be used in communicating human resource policies and support services to staff.</p> <p>2) Regular faculty and grade level Zoom meetings and emails.</p>	<p>1) Kristy Aston</p> <p>2) Danny Brown, Steve Doerksen</p>	<p>1) Emails - weekly. Zoom – as needed during the weekly Zoom faculty meetings. Zoom meetings for classified staff will occur as needed.</p> <p>2) Weekly</p>	<p>1) Agenda and minutes of meetings</p> <p>2) Agenda and minutes of meetings</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) PD will be provided to teachers and staff for the following: online instruction for the Online Academy, Distance Education, Edgenuity, IXL, and Google Classroom.</p>	<p>1) Administration, Teachers, Paras</p>	<p>1) Before the start of school during the 5-day in-service week: August 3-7, 2020.</p>	<p>1) PD training sign-in sheets</p>

List Specific Professional Development Topics That Will Be Covered

The professional development topics will include: Covid Protocols, the CJSJ Online Academy, Distance Online Learning, In-Person Learning, Edgenuity, IXL, Generation Genius, and Google Classroom.

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
Needs Assessment-Available data		x	x
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x	N/A	x
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other: (referral to Internet Service Provider)	x	x	x
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>

Distance Learning Plan Template 2020-2021

<i>Kindergarten</i>	<i>Direct Instruction via Zoom</i>	<i>Go Math</i>	<i>Go Math and Star Math Formative Assessments, Online, Bi-monthly</i>	<i>Star Math Benchmarks: Pretest, Mid-year, End of Year</i>
<i>1-3</i>	<i>Direct Instruction via Zoom</i>	<i>Go Math</i>	<i>Go Math and Star Math Formative Assessments, Online, Bi-monthly</i>	<i>Star Math Benchmarks: Pretest, Mid-year, End of Year</i>
<i>4-6</i>	<i>Direct Instruction via Zoom</i>	<i>Go Math</i>	<i>Go Math and Star Math Formative Assessments, Online, Bi-monthly</i>	<i>Star Math Benchmarks: Pretest, Mid-year, End of Year</i>
<i>7-8</i>	<i>Direct Instruction via Zoom</i>	<i>Go Math</i>	<i>Go Math and Star Math Formative Assessments, Online, Bi-monthly</i>	<i>Star Math Benchmarks: Pretest, Mid-year, End of Year</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom</i>	<i>Reading Street</i>	<i>Reading Street and Star Reader/Early Literacy Formative Assessments, Online, Weekly</i>	<i>Star Reader Benchmarks: Pretest, Mid-year, End of Year</i>
<i>1-3</i>	<i>Direct Instruction via Zoom</i>	<i>Reading Street</i>	<i>Reading Street and Star Reader/Early Literacy Formative Assessments, Online, Weekly</i>	<i>Star Reader Benchmarks: Pretest, Mid-year, End of Year</i>
<i>4-6</i>	<i>Direct Instruction via Zoom</i>	<i>Reading Street</i>	<i>Reading Street and Star Reader Formative Assessments, Online, Bi-monthly.</i>	<i>Star Reader Benchmarks: Pretest, Mid-year, End of Year</i>

Distance Learning Plan Template 2020-2021

7-8	<i>Direct Instruction via Zoom</i>	<i>EngageNY</i>	<i>Reading Street and Star Reader Formative Assessments, Online, Bi-monthly.</i>	<i>Star Reader Benchmarks: Pretest, Mid-year, End of Year</i>
9-12	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom</i>	<i>IXL and Generation Genius</i>	<i>Formative assessments from IXL and Generation Genius, Online, Bi-monthly</i>	<i>Assessments from IXL and Generation Genius, Online, Benchmarks: Pretest, Mid-year, End of Year</i>
<i>1-3</i>	<i>Direct Instruction via Zoom</i>	<i>IXL and Generation Genius</i>	<i>Formative assessments from IXL and Generation Genius, Online, Bi-monthly</i>	<i>Assessments from IXL and Generation Genius, Online, Benchmarks: Pretest, Mid-year, End of Year</i>
<i>4-6</i>	<i>Direct Instruction via Zoom</i>	<i>IXL and Generation Genius</i>	<i>Formative assessments from IXL and Generation Genius, Online, Bi-monthly</i>	<i>Assessments from IXL and Generation Genius, Online, Benchmarks: Pretest, Mid-year, End of Year</i>
<i>7-8</i>	<i>Direct Instruction via Zoom</i>	<i>IXL and Generation Genius</i>	<i>Formative assessments from IXL and Generation Genius, Online, Bi-monthly</i>	<i>Assessments from IXL and Generation Genius, Online, Benchmarks: Pretest, Mid-year, End of Year</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)
--

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>	<i>Direct Instruction via Zoom</i>	<i>IXL</i>	<i>Formative assessments from IXL, Online, Bi-monthly</i>	<i>Assessments from IXL, Online, Benchmarks: Pretest, Mid-year, End of Year</i>
<i>1-3</i>	<i>Direct Instruction via Zoom</i>	<i>IXL</i>	<i>Formative assessments from IXL, Online, Bi-monthly</i>	<i>Assessments from IXL, Online, Benchmarks: Pretest, Mid-year, End of Year</i>
<i>4-6</i>	<i>Direct Instruction via Zoom</i>	<i>IXL</i>	<i>Formative assessments from IXL, Online, Bi-monthly</i>	<i>Assessments from IXL, Online, Benchmarks: Pretest, Mid-year, End of Year</i>
<i>7-8</i>	<i>Direct Instruction via Zoom</i>	<i>IXL</i>	<i>Formative assessments from IXL, Online, Bi-monthly</i>	<i>Assessments from IXL, Online, Benchmarks: Pretest, Mid-year, End of Year</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Art)				
	<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>Recorded Zoom and/or Loom</i>	<i>Supplemental materials</i>	<i>Informal and anecdotal observation and participation, via Zoom, Weekly</i>	<i>Informal and anecdotal Observation and participation, via Zoom, Quarterly</i>
<i>1-3</i>	<i>Recorded Zoom and/or Loom</i>	<i>Supplemental materials</i>	<i>Informal and anecdotal observation and participation, via Zoom, Weekly</i>	<i>Informal and anecdotal Observation and participation, via Zoom, Quarterly</i>

Distance Learning Plan Template 2020-2021

4-6	<i>Recorded Zoom and/or Loom</i>	<i>Supplemental materials</i>	<i>Informal and anecdotal observation and participation, via Zoom, Weekly</i>	<i>Informal and anecdotal Observation and participation, via Zoom, Quarterly</i>
7-8	<i>Recorded Zoom and/or Loom</i>	<i>Supplemental materials</i>	<i>Informal and anecdotal observation and participation, via Zoom, Weekly</i>	<i>Informal and anecdotal Observation and participation, via Zoom, Quarterly</i>
9-12	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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

	<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>Recorded Zoom and/or Loom</i>	<i>Supplemental materials</i>	<i>Informal and anecdotal observation and participation, via Zoom, Weekly</i>	<i>Informal and anecdotal Observation and participation, via Zoom, Quarterly</i>
<i>1-3</i>	<i>Recorded Zoom and/or Loom</i>	<i>Supplemental materials</i>	<i>Informal and anecdotal observation and participation, via Zoom, Weekly</i>	<i>Informal and anecdotal Observation and participation, via Zoom, Quarterly</i>
<i>4-6</i>	<i>Recorded Zoom and/or Loom</i>	<i>Supplemental materials</i>	<i>Informal and anecdotal observation and participation, via Zoom, Weekly</i>	<i>Informal and anecdotal Observation and participation, via Zoom, Quarterly</i>
<i>7-8</i>	<i>Recorded Zoom and/or Loom</i>	<i>Supplemental materials</i>	<i>Informal and anecdotal observation and participation, via Zoom, Weekly</i>	<i>Informal and anecdotal Observation and participation, via Zoom, Quarterly</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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	N/A	N/A	N/A

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

The primary content providers and curricula listed above may be supplemented by some teachers with the following curricula: Newsela, Scholastic News (science and social studies for grades 1, 2, and 5), Studies Weekly (social studies for grade 4), various literature books (ELA for grades 7-8), Math Seeds (math for grades K-2), and Reading Eggs (ELA for grades K-2).

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
1) Child find, referrals, and testing, and meetings will occur as usual, according to physical guidelines and guidance documents. Meetings and communications will occur primarily via email and Zoom. 2) The instruction, accommodations and modifications, goals, progress reports and other services and criteria set forth in the student IEPs and 504s will be adhered to. 3) Itinerant services will be provided.	1-2) IEPs – Beth Wylie, Jessica Gaff, and homeroom teachers; 504s: Rolande Karn (school counselor) and classroom teachers. 3) Specialists	1) As the needs arise. 2) Daily or weekly hours as per the students’ IEP or 504 plan. 3) As needed	1) Child find documentation, referrals, testing results, and meeting minutes, SpEd documentation. 2) Lesson plans, logs, Google Classroom, Zoom, and other online curricular records. 3) Documentation of services rendered.
Process for Implementing Action Step			

Distance Learning Plan Template 2020-2021

Direct instruction and other services listed in the IEP and 504 will take place using Zoom. As with regular education, Google classroom will be the primary learning platform. Through Google Classroom, other curricular online materials can be launched by the students. Discussion boards and emails will provide other forms of communication with students and families. For additional skill practice, special education paraprofessionals will regularly Zoom with students, either in groups or individual students. Accommodations and modifications will be made to student assignments as per the IEPs and 504s. Regular communication will be made between the special education teachers and the 504 coordinator with the homeroom teachers in order to address the IEP and 504 accommodations and modifications.

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
1) AZELLA Placement tests will occur according to the guidance information, along with physical distancing. 2) The SEI Pull-Out model will be utilized. Teachers will fulfill the 100-120 minutes per day utilizing Zoom. 3) AZELLA Reassessment Tests will occur according to the guidance information when it comes out.	1) Steve Doerksen 2) Classroom Teachers having ELL students 3) Steve Doerksen	1) Within two weeks of enrollment. 2) Daily 3) March-April, 2021	1) Completed AZELLA Placement Test 2) Lesson plans and online activity records. 3) Completed AZELLA Reassessment Test

Process for Implementing Action Step

Action steps regarding testing will occur according to guidance and to physical distancing. Steve Doerksen will monitor to make sure the evidence of implementation is contained in the lesson plans.

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	N/A
	Packet of Social and Emotional Topics					N/A
	Online Social Emotional videos	x	x	x	x	N/A

Distance Learning Plan Template 2020-2021

Parent Training	x	x	x	x	N/A
Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					N/A
	Phone	x	x	x	x	N/A
	Webcast					N/A
	Email/IM				x	N/A
	Other: (Zoom)	x	x	x	x	N/A

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>1) The school counselor and the SRO will provide routine, whole class instruction via Zoom regarding various and essential topics such as: stress, coping skills, grief, substance abuse, etc.</p> <p>2) The school counselor will provide individual “counseling” and support sessions based on student needs as referred by teachers, student, and parents.</p> <p>3) For advanced concerns, coordination with Spectrum and other outside services will be made.</p>	<p>1) Rolande Karn and Officer Brundridge when needed</p> <p>2) Roland Karn</p> <p>3) Roland Karn</p>	<p>1) Each homeroom class per quarter.</p> <p>2) As the needs arise according to teacher, student, and parent referrals.</p> <p>3) As the individual needs arise</p>	<p>1) Zoom log, lesson plans</p> <p>2) Counseling log</p> <p>3) Referral log</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
Students will demonstrate mastery based on their performance on the	Classroom teacher	For formative use – every two weeks. For grades – quarterly.	Assessment data is stored in online curriculum programs, and Star Reader

Distance Learning Plan Template 2020-2021

varied assessments: formative and benchmark assessments, assessments provided by online curricula, Star Reader and Star Math, as well as teacher-made assessments.			and Star Math. Teacher assessments will also be inputted into the School Master grading program.
--	--	--	--

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	Star Math	Historically, all kinder assessments have been done in-person, one-on-one. Research is currently being done to see if Zoom would be an option.	Three time: August – December - May
1-3	Star Math	Online	Three time: August – December - May
4-6	Star Math	Online	Three time: August – December - May
7-8	Star Math	Online	Three time: August – December - May
9-12	N/A	N/A	N/A

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>

Distance Learning Plan Template 2020-2021

<i>Kindergarten</i>	<i>Star Reader and Early Literacy</i>	<i>Historically, all kinder assessments have been done in-person, one-on-one. Research is currently being done to see if Zoom would be an option.</i>	<i>Three time: August – December - May</i>
<i>1-3</i>	<i>Star Reader and Early Literacy</i>	<i>Online</i>	<i>Three time: August – December - May</i>
<i>4-6</i>	<i>Star Reader</i>	<i>Online</i>	<i>Three time: August – December - May</i>
<i>7-8</i>	<i>Star Reader</i>	<i>Online</i>	<i>Three time: August – December - May</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</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.

