

Distance Learning Plan Template for School Districts

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

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

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

Instructions

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

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

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on 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	Naco Elementary School District	School District Entity ID	#23
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Superintendent/Principal Timothy Mayclin	
Representative Telephone Number		520-432-5060	
Representative E-Mail Address		tmayclin@naco.k12.az.us	

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
Naco Elementary School	#23 (4176)	

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	312	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0 (we are still gathering data)	Estimated Number of Students Participating in Distance Learning for a Portion of the year	300-312
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 checked="" 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:
<p>We will follow the Governors orders, but we will likely reopen in stages to be able to physically distance and we will require masks and have purchased the machines and chemicals to make sure our staff and students are as safe as possible. Once the Cases, Hospitalizations and deaths are -+completely minimized and things are under control we will get to full enrollment on site everyday as quickly as possible and safe. We are working with our county health department and County Superintendent to make sure all available info is shared with all concerned parties. The phase in plan will be 50% in school 50% online alternating days until we get to full occupation daily. Besides using Google classroom for live and taped lessons for our students, we will also provide printed packets for the students who do not have internet available at home (If necessary we will open our 2 computer rooms to students who do not have internet for a 2 hour block and rotate so we can serve as many students in this position as well as working with the Library and wellness centers in our area to have as many computers available at these sites to make accessibility as easy as we can.</p>

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
Teachers will use Classroom DoJo, "What's App" and/or Live Google Classroom telecasts to communicate with students, they will also be available for tutoring for up to an hour after school release of students. We are also going to have student logs for each student in their weekly packets we print for those who cannot make it to school to use our resources, the Wellness center or the public libraries we are served by. We are also hopeful some of our students can at least communicate with a phone to talk with teachers to answer questions on lessons and materials. We will also count personal communications for attendance and the daily assignments when completed will equate to attendance for that day.	Classroom Teacher, Attendance Secretary/Office manager F. Elias Prin./Supt- T Mayclin	We plan right now to do this weekly- the only concern is getting logs back from parents weekly, we may need to give extra time for that such as the following Monday or Tuesday or go to Bi-weekly for the students who use those logs. These will be cross-referenced with assignments and Dojo and lice Google classroom discussions as well.	Teachers will keep logs of contacts on Classroom Dojo, What's App and by phone or email. We are also looking into how we can use the google classroom for the attendance be it marking down interactions with students during class or what we can do in that regard to give credit as well. Student logs with parent signatures and We may need to include logs for the school's computer rooms, the wellness center and the public libraries if we find too many holes in our attendance without them. We of course also have the ability to use assignments completed and the teachers will have an area for that on their weekly log.

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
Each teacher will have a contact log and it is up to them to contact the student, parent or guardian weekly in one of the	Individual Teacher and logs will go to Attendance and then Principal.	This will be monitored weekly	We will have the logs filed for each teacher or each week, whichever system seems to make the most sense. These

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<p>previously mention ways, preferably verbally each week.</p>			<p>discussions are still happening , we will make a final decision when the people are all back from summer vacation and we can all be included in that decision.</p>
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Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Teachers will be working on site each day with the possibility of Fridays once we start back to halftime on site half online that Fridays may require them to work online from home or with their partner, we may keep one of our computer rooms available, but we have laptop computers for our staff to use this year equipped with programs and curriculum for the ELL students so they will have the capability to work remotely when we do deep cleans on Fridays and this also helps our staff make sure they have more available to improve the learning environment for our bi-lingual students as we are about 95% bi-lingual or working to be bi-lingual and learning English.</p>	<p>Teacher will report to campus, unless the Principal and the Technology Coordinator decide that remote work would be a better option when deep cleaning with chemicals that are supposed to kill the virus and other germs and bacteria.</p>	<p>Continuous, the Friday decisions will be made as we see how everything works- how potent the chemical disinfecting odors are for staff, we will make accommodations for anyone who is allergic to the smell of these cleaning agents and make sure they are not in the area when the active spraying of classrooms is done.</p>	<p>We will have Logs for the Fridays Teachers are working and the Tech coordinator will also monitor screen time for the google classroom for the teacher on Fridays. We will also be able to see the taped lessons that staff put together on Fridays for the upcoming week.</p>
<p>Hourly employees will be working shifts and have job requirements that may differ from their usual roles, these jobs will include but not be limited to Taking Temperatures of students loading the bus or entering school, helping clean and disinfect the different areas in our</p>	<p>Principal, Head Custodian and the Head of Food Service are the people responsible for assigning time and work to the hourly employees</p>	<p>Same as above. Our plan is to rotate who we have doing all the different jobs so there is no claim of favoritism or unfair assignment.</p>	<p>The time sheets and if we need to have employees do logs to show and document how often we clean and what we use and that they do we may need to use a log for each employee involved in cleaning .</p>

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<p>building, like door handles, drinking fountains, sinks etc. We will do our best to keep the workers hours as close to regular as we can.</p>			
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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>The employees are all briefed (reminded) of their benefits and support services available to them, they can check on those services with the Business Manager at any time. The staff has meetings at least every 2 weeks and receive emails updating them on plans or changes when they are about to occur.</p>	<p>Business Manager and Principal/Superintendent</p>	<p>Meetings are generally bi-weekly and emails go out whenever necessary</p>	<p>Email train or meeting agendas and calendar. Generally we have a sign in for our meetings, especially if we are covering anything of real importance.</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>We have online trainings set up for the week from July 31 to August and have been offering training on Google classroom all summer. The trainings in the summer are of course voluntary so we will have set trainings on Google Classroom, NWEA MAP testing data</p>	<p>Technology Coordinator, Technology Assistant and Trainers for onsite training on Reading centers , Guided Math & Reading and Classroom management</p>	<p>Scheduled during welcome back to school week- Possible extended sessions into the fall for those who require more training.</p>	<p>We will have agendas; workshop or training attendance sign in sheets. Hopefully much improved online learning experiences for our students and staff.</p>

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information and also classroom management training this fall.			
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List Specific Professional Development Topics That Will Be Covered

Google Classroom, NWEA Data Dive- Reading centers and how to best use them, Guided Math & Guided Reading.

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Contact and Discussion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Needs Assessment-Available data	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WIFI Hot Spot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Utility Support (Internet)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other:	Loaner devices to be used at on campus work sites. Added	Teacher were all given a laptop computer to go	Loaner devices can be used if available but teachers

	available sites listed above	along with their desktop computers to allow them to take them with and be more mobile .	get the devices first and then it is first come first served.
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	x	x	x
Extended Weekday Hours		x	x
24/7 Support		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)				
	<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>Using google Classroom & Google Classroom Meets to model activities and practice skills such as number introduction and number lines and basic math skill if we master the first two before we get back to face to</i>	<i>Relax Homeschooler, Math without Tears and Go Math from Houghton Mifflin</i>	<i>NWEA- Map testing to get a baseline and allow for tracking student growth as we move forward. Students will all participate in many skill development assessments online until we</i>	<i>Teachers for kindergarten do summative assessments weekly. They work through basic skills and most assessments throughout the year are hands on activity assessments with alphabet,</i>

	<i>face brick and mortar instruction.</i>		<i>can get back to our regular classroom setting.</i>	<i>numerical ability and use of manipulatives.</i>
1-3	<i>Using google Classroom & Google Classroom Meets to model activities and deliver lecture and educational instructions</i>	<i>We use Math without Tears and Go Math from Houghton Mifflin. We also use Moby Max and Math Playground links are provided to students to allow them to work on more math fact memorization with addition, subtraction, multiplication skills to help our students. We make sure we are implementing the state standards in our instruction daily.</i>	<i>We will use end of Topic subject weekly assessments, monthly benchmarks and unit tests along with the Google Classroom individual assessments we make visually during class and in grading our daily assignments. Some staff will supply online quizzes and daily assignments to show the students understanding of the topics or standards we have been teaching in class. We also get a daily and weekly report from Moby max when our students work on their individual math skills. Minimally we will do weekly tests on the standards covered to see what our understanding is and we will work toward monthly benchmarks for our students in the upper grades especially as their skills are a little more developed at this time.</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual student and state testing if that is used for the school year. Teachers will also use longer Unit or multiple unit tests to check for understanding of the standards and concepts covered in class.</i>
4-6	<i>Using google Classroom & Google Classroom Meets to model activities and deliver lecture and educational instructions</i>	<i>Go Math and Houghton Mifflin Online Support Resources. Use of Moby Max to check Math facts memorization as well.</i>	<i>End of week and End of topic or unit tests to check comprehension and ability to master standards taught.</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual student and state testing if</i>

				<i>that is used for the school year.</i>
7-8	<i>Using google Classroom & Google Classroom Meets to model activities and deliver lecture and educational instructions</i>	<i>Go Math and Houghton Mifflin Online Support Resources. Occasionally we use Moby max for review of math facts.</i>	<i>End of week and End of topic or unit tests to check comprehension and ability to master the standards we have taught.</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual student and state testing if that is used for the school year.</i>
9-12	NA	NA	NA	NA

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>Using google Classroom & Google Classroom Meets to model activities and practice skills such as Alphabetic Letter introduction and drawing letters using Writing without Tears curriculum and program and basic written and enunciation skills if we master the first two before we get back to face to face brick and mortar instruction.</i>	<i>Relax Homeschooler, Reading and writing without Tears and Journey's from Houghton Mifflin. We also use A-Z Learning to supplement our curriculum and personalize assignments varied on ability and individually challenging each student at and slightly above their level and ability. We make sure we are implementing the state standards in our instruction daily.</i>	<i>NWEA- Map testing to get a baseline and track student growth. Students will all participate in many skill development assessments online until we can get back to our regular classroom setting.</i>	<i>Teachers for kindergarten do summative assessments weekly. They work through basic skills and most assessments throughout the year are hands on activity assessments with alphabet, listening skills and basic phonetic sounds and use of manipulatives like pencils and crayons for writing. Things like proper grip how to draw letters with writing without tears etc. are evaluated and assessed continually so we do not allow bad habits to develop.</i>
1-3	<i>Using google Classroom & Google Classroom Meets to model activities and deliver</i>	<i>We use Reading and writing without Tears and Journey's from Houghton Mifflin. We</i>	<i>We will use end of Topic subject weekly assessments, monthly benchmarks and unit</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual</i>

	<i>lecture and educational instructions</i>	<i>also use A-Z Learning to supplement our curriculum as well as Lexia to help our 2nd language learners and young students with their English and phonetic skills and to personalize their assignments varied on ability and individually challenging each student at and slightly above their level and ability. We make sure we are implementing the state standards in our instruction daily.</i>	<i>tests along with the Google Classroom individual assessments we make visually during class and in grading our daily assignments. Some staff will supply online quizzes and daily assignments to show the students understanding of the topics or standards we have been teaching in class. We also get a daily and weekly report from Moby max when our students work on their individual math skills. Minimally we will do weekly tests on the standards covered to see what our understanding is and we will work toward monthly benchmarks for our students in the upper grades especially as their skills are a little more developed at this time.</i>	<i>student and state testing if that is used for the school year. Teachers will also use longer Unit or multiple unit tests to check for understanding of the standards and concepts covered in class.</i>
4-6	<i>Using google Classroom & Google Classroom Meets to model activities and deliver lecture and educational instructions</i>	<i>We use Journey's from Houghton Mifflin. We also use A-Z Learning to supplement our curriculum as well as Lexia to help our 2nd language learners and young students with their English and phonetic skills and to personalize their assignments varied on ability and</i>	<i>End of week and End of topic or unit tests to check comprehension and ability to master standards taught.</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual student and state testing if that is used for the school year.</i>

		<i>individually challenging each student at and slightly above their level and ability. We also study grammar and sentence structure and journal writing for our students. We make sure we are implementing the state standards in our instruction daily.</i>		
7-8	<i>Using google Classroom & Google Classroom Meets to model activities and deliver lecture and educational instructions</i>	<i>We use Journey’s from Houghton Mifflin. We also use A-Z Learning to supplement our curriculum as well as Lexia to help our 2nd language learners and young students with their English and phonetic skills and to personalize their assignments varied on ability and individually challenging each student at and slightly above their level and ability. We also study grammar and sentence structure and journal writing for our students to help improve their writing skills and improve their vocabulary. We make sure we are implementing the state standards in our instruction daily.</i>	<i>End of week and End of topic or unit tests to check comprehension and ability to master standards taught.</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual student and state testing if that is used for the school year.</i>
9-12	NA	NA	NA	NA

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>Using google Classroom & Google Classroom Meets to model activities and read stories about animals, plants and other scientific items that students may be interested in and assign coloring and hands on activities they may enjoy until we get back to face to face brick and mortar instruction.</i>	<i>Relax Homeschooler, we also use A-Z Learning to supplement our curriculum and personalize assignments varied on ability and individually challenging each student at and slightly above their level and ability.</i>	<i>NWEA- Map testing to get a baseline and track student growth. Students will all participate in many skill development assessments online until we can get back to our regular classroom setting. They will do some basic activities if the parents allow such as planting a seed to see what the plants look like as they grow since we will not be in class for this experiment right away this fall.</i>	<i>Teachers for kindergarten do summative assessments weekly. They work through basic skills and most assessments throughout the year are hands on activity assessments with alphabet, listening skills and basic phonetic sounds and use of manipulatives like pencils and crayons for writing. As stated before we will use soil, cups and seeds to attempt to grow some plants if we are still out of school when we reach these topic areas.</i>
<i>1-3</i>	<i>Using google Classroom & Google Classroom Meets to model activities and read stories about animals, plants and other scientific items that students may be interested in, this is basic introductory science limited to stories, and a few hands on activities.</i>	<i>We use Fusion from Houghton Mifflin and Harcourt Online Resources</i>	<i>We will use end of Topic subject weekly assessments, monthly benchmarks and unit tests along with the Google Classroom individual assessments we make visually during class and in grading our daily assignments.</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual student and state testing if that is used for the school year. Teachers will also use longer Unit or multiple unit tests to check for understanding of the standards and concepts covered in class.</i>

4-6	<i>Using google Classroom & Google Classroom Meets to model activities and deliver lecture and educational instructions</i>	<i>We use Fusion from Houghton Mifflin and Harcourt Online Resources</i>	<i>End of week and End of topic or unit tests to check comprehension and ability to master standards taught.</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual student and state testing if that is used for the school year. Teachers will also use longer Unit or multiple unit tests to check for understanding of the standards and concepts covered in class.</i>
7-8	<i>Using google Classroom & Google Classroom Meets to model activities and deliver lecture and educational instructions</i>	<i>We use Fusion from Houghton Mifflin and Harcourt Online Resources</i>	<i>End of week and End of topic or unit tests to check comprehension and ability to master standards taught.</i>	<i>We will use the NWEA test at the end of the year to see the growth of each individual student and state testing if that is used for the school year. Teachers will also use longer Unit or multiple unit tests to check for understanding of the standards and concepts covered in class.</i>
9-12	NA	NA	NA	NA

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
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<p>Use adaptations to work or work level as declared in each I.E.P. We also have programs such as Lexia (especially good for Phonetics, MOBY MAX for ELA, Social Studies and Math facts (drill and kill is what we call the fast repetition of problems to help students gain mastery and confidence. Our teachers also us A-Z Learning to help our students better grasp and understand their studies.</p>	<p>.Teacher (Classroom & SPED), Tech Coordinator and Assistant to supply licenses and usernames and URL's when necessary.</p>	<p>When implemented we use Lexia every day for up to 30 minutes at a time. Moby Max is similar up to 30 minutes per subject area. A-Z Learning is usually in a packet format for the kids so the teachers can get it set up for each child's learning or reading level.</p>	<p>For this we do have an online tracking available but we will also likely add an area for the parents to sign off on for the students with this program.</p>
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Process for Implementing Action Step

Our Special Education department follows the I.E.P.'s of each individual student, adapting work accordingly per individual. We use multiple adjustments to make the work compliant with each of their individual plans. We use the classroom online teaching components; we also use Lexia in some cases for phonetic teaching in many cases. Our teacher also uses A-Z Learning as they have the ability to find materials at each level for the individual students. We have many other programs such as MOBY MAX (for ELA, Social Studies and Math supplements) Typing without Tears to help improve our keyboarding skills these are a couple of the more often used programs and programs that we have individual licenses for so our students can use them at home of offsite/online.

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
<p>Use of Lexia learning program on line at home or remotely.</p>	<p>Each teacher in coordination with the Technology Coordinator and Assistant</p>	<p>When implemented we use Lexia every day for up to 30 minutes at a time.</p>	<p>For this we do have an online tracking available but we will also likely add an area for the parents to sign off on for the students with this program.</p>

Process for Implementing Action Step

If we are in an online setting for an extended period of time, we will then implement use of Lexia at home for our students. Lexia is a program we use with our English learner students to help with phonics and attaining and improving the use of the English language. Our students seem to have a much better success rate when they use Lexia and we have the ability to provide each students sign in and a URL to them and they can then use this program and track their time and success.

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	NA
	Packet of Social and Emotional Topics	X	X	X	X	NA
	Online Social Emotional videos	X	X	X	X	NA
	Parent Training	X	X	X	X	NA
	Other: Handouts for parents with topics that may help	X	X	X	x	NA

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	NA	NA	NA	NA	NA
	Phone	X	X	X	X	NA
	Webcast	X	X	X	X	NA
	Email/IM	X	X	X	X	NA
	Other: Special Education counseling is all we have available, students are scattered K-8	X	X	X	X	NA

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
1 on 1 counseling and video's and discussions with students and Parents	School SPED Counselor Darcy & Teachers	Bi=Weekly with some counseling occurring weekly	We use our SPED Collaborative for Counseling and our teachers have weekly to Bi-weekly meetings with parents and Daily classes and discussions with their students in large and small groups.

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
Daily and weekly assignments and tests following topic or standard teaching of units. We check daily for understanding.	Classroom Teachers	Daily and Weekly, with final quarterly grades	Parent conferences and report cards

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	NWEA Map Tests (ELA, Math & Reading Fluency)	Online in our computer rooms with a Test Coordinator present to monitor testing	As soon as we return to school in person part time or full time
1-3	NWEA Map Tests (ELA, Math & Reading Fluency)	Online in our computer rooms with a Test Coordinator present to monitor testing	As soon as we return to school in person part time or full time
4-6	NWEA Map Tests (ELA, Math & Reading Fluency)	Online in our computer rooms with a Test Coordinator present to monitor testing	As soon as we return to school in person part time or full time
7-8	NWEA Map Tests (ELA, Math & Reading Fluency)	Online in our computer rooms with a Test Coordinator present to monitor testing	As soon as we return to school in person part time or full time
9-12	NA	NA	NA

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>NWEA Map Tests (ELA, Math & Reading Fluency)</i>	<i>Online in our computer rooms with a Test Coordinator present to monitor testing</i>	<i>As soon as we return to school in person part time or full time</i>
<i>1-3</i>	<i>NWEA Map Tests (ELA, Math & Reading Fluency)</i>	<i>Online in our computer rooms with a Test Coordinator present to monitor testing</i>	<i>As soon as we return to school in person part time or full time</i>
<i>4-6</i>	<i>NWEA Map Tests (ELA, Math & Reading Fluency)</i>	<i>Online in our computer rooms with a Test Coordinator present to monitor testing</i>	<i>As soon as we return to school in person part time or full time</i>
<i>7-8</i>	<i>NWEA Map Tests (ELA, Math & Reading Fluency)</i>	<i>Online in our computer rooms with a Test Coordinator present to monitor testing</i>	<i>As soon as we return to school in person part time or full time</i>
<i>9-12</i>	<i>NA</i>	<i>NA</i>	<i>NA</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).

We will also administer NWEA tests for Science in Grades 4-8.

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.

As stated earlier, we also have tutoring time set up for either in person help when approved or online through zoom, Class DoJo, phone or email. The choice of the student and parent as to which medium they will use to get the help they need.

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