

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 <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.



DISTANCE LEARNING PLAN 2020-2021

Amphitheater Unified School District #10

Tucson, Arizona

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	Amphitheater Unified School District #10	School District Entity ID	
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Dr. Roseanne Lopez, Associate Superintendent for Elementary Education		
Representative Telephone Number	520-696-5174		
Representative E-Mail Address	rlopez@amphi.com		

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

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Site	CTDS #	Entity ID #
Amphi Academy Online	10-02-10-285	91755
Amphitheater High School	10-02-10-281	6055
Amphitheater Middle School	10-02-10-166	5805
Canyon Del Oro High School	10-02-10-282	5808
Copper Creek Elementary School	10-02-10-118	5802
Coronado K-8 School	10-02-10-115	5799
E C Nash School	10-02-10-110	5796
Frances Owen Holaway Elementary School	10-02-10-108	5794

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Helen Keeling Elementary School	10-02-10-109	5795
Ironwood Ridge High School	10-02-10-280	79378
L M Prince School	10-02-10-111	5797
La Cima Middle School	10-02-10-165	5804
Lawrence W Cross Middle School	10-02-10-167	5806
Lulu Walker School	10-02-10-112	5798
Marion Donaldson Elementary School	10-02-10-106	5792
Mesa Verde Elementary School	10-02-10-116	5800
Painted Sky Elementary School	10-02-10-114	79282
Richard B Wilson Jr School	10-02-10-168	5807

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Rillito Center	10-02-10-125	5803
Rio Vista Elementary School	10-02-10-117	5801
The Innovation Academy	10-02-10-119	12976
Winifred Harelson Elementary School	10-02-10-107	5793

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each school district shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the school district operate for School Year 2020-2021?	176 (180 equivalent)
How many instructional days did the school district operate for School Year 2019-2020?	178 (180 equivalent)

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b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	12,925	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	1000	Estimated Number of Students Participating in Distance Learning for a Portion of the year	12,925
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 checked="" type="checkbox"/> 2. We intend to operate distance learning until <u>we are advised by our local and state health officials that it is safe to return to school</u> 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:
In addition to distance learning only during required closures, will operate distance learning for the full year for those students who choose this option under our previously approved AOI, Amphitheater (Amphi) Academy Online.

Is the school district requiring students to do distance learning?	Yes
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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
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**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
Attendance plan is determined.	Amphitheater Superintendent's Cabinet members	July 2020	Attendance plan is complete and communicated to teachers.
Attendance plan: Elementary students who are present for a ZOOM lesson, log in to the online	Amphitheater teachers and principals Amphitheater parents Amphitheater students	Daily beginning August 10, 2020 until in person learning can resume.	Attendance records in the student data information system (Tyler SIS) beginning August 10, 2020 with documentation

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<p>platform, teacher contact by phone, or complete daily assignments will be counted as present for that morning or afternoon. Attendance taken twice per day. (Online by necessity)</p> <p>Secondary students who are present for a ZOOM lesson, log in to the online platform, teacher contact by phone, or complete daily assignments for a class period will be counted as present for that period.</p> <p>Elementary and secondary students whose parents submit attestation of time spent on educational activities both on and off line will be counted as present and minutes recorded in the Amphi Academy Online record in Tyler SIS. Documented time in the online software entered into Tyler SIS.</p>			<p>evidence including one or more of the following:</p> <ul style="list-style-type: none"> • Time markers in software we are using for instruction (e.g., i-Ready, Waterford, ALEKS, etc.). • Google Classroom records • ZOOM session time markers. • Teacher gradebooks with times designated on assignments given to students. • Parent attestations of time on task and work completion as needed.
<p>Students who must be "offline" due to lack of internet access are given materials and activities to complete to meet stated objectives.</p>	<p>Teachers and principals Graphics and Printing</p>	<p>Weekly beginning August 10, 2020</p>	<p>Completed packets with time estimates for completion of work in a given week.</p> <p>Completed work and documentation for the completed work in teacher gradebooks.</p> <p>Teacher check-ins with students by phone to document and assist student progress and participation.</p>
<p>Design school schedules for virtual instruction that align with bell schedules in the student data management system.</p>	<p>School Principals Associate Superintendents Tyler SIS manager</p>	<p>July, Early August 2020</p>	<p>School schedules prepared and distributed to teachers and parents Student information system alignment with distributed schedules</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
Use of Google Classroom 2-12 Use of Seesaw PK-1 ZOOM Lessons	Teachers Principals	Daily	Record of interactions on the platforms
District-wide emails District-wide voice mails School site specific emails School site specific voice mails District-wide written communications	District Communications Department School Principals District Administration	As needed, weekly, monthly	Email tracking, voice mail records, written communications
Updated web sites with timely and relevant information regarding instructional models, health related protocols, etc.	District Communications Department School based web masters	Continuously	Observation of web pages
Phone calls from teachers and the principal to parents and students as appropriate.	Principals and teachers	Weekly	Documentation phone logs
Social media (e.g., Facebook, Twitter, Instagram)	District Communications Department School Principals or designees	Weekly and per event	Social media pages
Phone calls from teachers Phone calls from the principal, counselors, social workers, etc.	Teachers, principals, school personnel	Weekly or daily as needed	Phone logs/records

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
All teachers 2-12 use Google Classroom	Teachers, instructional technology specialist, principals, District Administration	Daily	Principal review of use, assessed on rubric scale
All PreK-1 teachers use Seesaw	Teachers, instructional technology specialist, principals, District Administration	Daily	Principal review of use, assessed on rubric scale
Determine teaching location (e.g., home or classroom)	Principals, District Administration	August 2020	Documentation of work site Documentation that teachers and other staff working from home have the capacity to do so
Teachers follow guidance included in the "Teacher Planning Guide for Remote Learning by Necessity".	Associate Superintendents Principals Teachers	August 2020	Document distributed Principals monitor implementation
Non-teaching staff (professional and support personnel) will utilize Seesaw, Google Classroom, or individual contacts outside of online platforms to provide general and special services.	Non-Teaching Professionals (e.g., Psychologists, OTs, PT's, etc). Teaching Assistants/Classroom Aides Behavioral Intervention Monitors Principals District Administration	Ongoing	IEP Records Online Platform Records Professional Contact Logs

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.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
The District notifies employees that it follows the outbreak control measures and other directives of the Department of Health Services (DHS) and local health agencies for an outbreak of a communicable disease.	The Superintendent is responsible to implement District Policy GBGCB (Staff Health and Safety). The Superintendent has designated the Director of Health Services to communicate with the public health departments in the event of an outbreak.	District Policy GBGCB (Staff Health and Safety) applies daily to direct District procedures for a communicable disease.	District Policy GBGCB (Staff Health and Safety) is available for review in the Amphitheater Policy Manual on the District's website.
Employees are trained about COVID-19 and the CDC guidelines for avoiding the spread of the virus so that they feel knowledgeable and empowered to protect themselves during the pandemic.	The District's Certification and Training Specialist has assigned the following COVID-19 trainings modules to all employees through the District's LMS Safe Schools: <ol style="list-style-type: none"> 1. Coronavirus Awareness 2. Coronavirus: Preparing Your Household 3. Coronavirus: Managing Stress & Anxiety 4. Coronavirus: CDC Guidelines for Masking & Using Cloth Face Coverings 5. Coronavirus: Cleaning and Disinfecting Your Workplace 	These trainings are assigned to employees in the District's Safe Schools online learning platform. Employees are notified by email when they return to work for SY 2020-2021. The notice explains that they are expected to complete the trainings before students return to school. Employees must successfully complete the assessment given at the end of the training for proof of completion. Supervisors have been directed to set aside time for employees to complete the trainings during work hours. Supervisors are notified by Safe Schools about the employee's status for completion of the trainings. The trainings are maintained on the Safe Schools LMS and can be retaken by employees as needed.	Safe Schools online professional development catalog maintains evidence of all trainings assigned to employees and the date that the training is completed.
Health and safety protocols established for employees to feel protected from expose to COVID-19 at work.	District Administration developed protocols through consultation with a stakeholder taskforce and public health departments. Site supervisors will train employees and implement the protocols at the sites	Supervisors train employees in their line of supervision on the District's health and safety protocols immediately upon return to work for the 2020-2021 school year. Supervisors have been directed to implement the health and safety protocols with the employees in their line of supervision and appropriately address employees who fail to comply using available disciplinary processes.	Supervisors will provide follow up their trainings for employees about the health and safety protocols related to COVID-19 in writing. Supervisors will notify employees about their expectation for compliance with the District's health and safety protocols related to COVID-19 through written communication. Employee COVID-19 Manual Distributed to all employees.

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			Supervisor's COVID-19 Manual distributed to supervisors.
Flexibility is provided through paid leave available to qualified employees who need to quarantine at home for themselves or their family.	<p>The District provides all employees up to 40 hours of earned paid sick leave for compliance with the Arizona Health Families and Minimum Wage Act.</p> <p>Qualified employees can accrue up to 8 days of paid sick leave and an additional 5 days of paid personal leave. The sick leave which rolls over to the consecutive year and may continue to be used as available.</p> <p>Employees may also be paid for up to two additional weeks through the Family First Coronavirus Relief Act (FFCRA) if they need to quarantine due to COVID-19.</p> <p>Employees who exhaust sick leave may apply for donations of the same from other employees through the District's Human Resources Department.</p> <p>Employees may apply for extended unpaid leaves of absence from work through the District's leave of absence policies.</p>	<p>The following District Policies and their corresponding regulations and exhibits apply daily to direct District procedures for employee leaves of absence:</p> <ol style="list-style-type: none"> 1. GCC (Professional Staff Leave and Absences) 2. GCCA (Professional Staff Sick Leave) 3. GCCAA (Professional/Support Staff Earned Paid Sick Time) 4. GCCB (Professional Staff Personal/Emergency/Religious Leave) 5. GCCC (Professional Staff Leaves of Absence without Pay) 6. GDC (Support Staff Leave and Absences) 7. GDCA (Support Staff Sick Leave) 8. GDCB (Support Staff Personal/Emergency/Religious Leave) 9. GDCC (Support Staff Leaves of Absence without Pay) <p>Paid leave of absence for employees is available as it accrues. The exception to this is the FFCRA paid leave for which employees must meet the prerequisites established by the FFCRA.</p> <p>Unpaid extended leaves of absences are available to employees upon request.</p>	<p>The District policies and corresponding regulations and exhibits identified in the preceding column are available for employees to review in the District's Policy Manual on the District website.</p> <p>Supervisors are responsible to approve paid leave request. Requests and approvals are maintained in the District's ERP programs of Infinite Visions and Time Clocks Plus, which are accessible to all employees through the District website.</p> <p>Requests for FFCRA leave are approved through the Human Resources Department. Employees can access the fillable verification form through the District website.</p> <p>Information about requests for an unpaid leave of absence is available to employees on the District website. These requests are processed through the Benefits Department and approved by the Governing Board as appropriate.</p> <p>Documentation of sick leave donations and use.</p>
The District provides regular communications to employees about District processes and changes caused by COVID-19.	<p>The Superintendent has designated the following administrators to assist with employee communication:</p> <ul style="list-style-type: none"> • Director of Communications • Associate Superintendents • Associate to the Superintendent/General Counsel • Human Resources Manager 	<p>District-wide communications are sent to employees as needed. These communications are maintained on the District's internal SharePoint in the Communications and/or the Human Resources folders. They can be accessed by employees at any time through the</p>	<p>Employee communications are maintained through email and on the District's SharePoint.</p> <p>Records of meetings are maintained on employee calendars and, as appropriate, the District's SharePoint.</p>

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	<ul style="list-style-type: none"> Benefits Manager 	<p>District website using their District-assigned login information.</p> <p>The Superintendent holds a monthly meeting with all District leaders to discuss relevant changes that affect employees.</p> <p>The Associate Superintendents hold weekly principal meetings to provide instructions on communications to be provided to school site employees and parents.</p> <p>The Communications Department sends a regular newsletter to employees through their District email.</p>	
The District offers fringe benefits to employees, which include free access to services through Teledoc and the ASBAIT Employee Assistance Program (EAP).	The Superintendent is responsible to implement District Policies GCBD (Professional Staff Fringe Benefits) and GDBD (Support Staff Fringe Benefits). The Superintendent has designated the Benefits Manager to implement these policies and assist employees with respect to fringe benefits.	<p>The following District Policies and their corresponding regulations and exhibits apply daily to direct District procedures with respect to fringe benefits:</p> <ol style="list-style-type: none"> 1. GCBD (Professional Staff Fringe Benefits) 2. GDBD (Support Staff Fringe Benefits) <p>Employees are responsible to contact Teledoc or the EAP directly as needed.</p>	<p>The District policies and corresponding regulations and exhibits identified in the preceding column are available for employees to review in the District's Policy Manual on the District website.</p> <p>Contact information for Teledoc and the EAP is available for employees under the Employees Benefits tab on the District website.</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Coordination with professional development providers	Dr. Roseanne Lopez, Michael Bejarano, Dr. Shannon McKinney, Lauren McIntyre, Pam Vandivort, Polly Kimminau, Tassi Call, Kris McGraw	4-6 meetings or until planning complete, July to September	ZOOM Meeting records, posted professional development opportunities

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Coordinate with external PD providers and prepare requisitions	Dr. Roseanne Lopez, Mike Bejarano	July-August	Completed requisitions, procurement and scheduling of external PD provider professional development
Communicate professional development plan and options to teachers	Dr. Roseanne Lopez, Mike Bejarano, Lauren McIntyre	July-August 2020	Registrations of staff members in courses and training sessions, all virtual
Deliver professional development to teachers	External providers, social workers, instructional technology specialists	Week of August 3, 2020	Schedule on website, record of attendance
Assess professional development needs of teachers beyond summer offerings	Associate Superintendents	September 2020	Completed survey, survey data

List Specific Professional Development Topics That Will Be Covered

As of August 5, 2020:

Google Classroom

Using the Google Suite in Google Classroom

Seesaw

i-Ready Reading

i-Ready Math

Waterford Early Learning

Better Lesson (virtual teaching, secondary)

Edgenuity

Odysseyware

Virtual Teaching

Social Emotional Learning

Trauma Informed Practices

ALEKS Math

Everyday Math

Science instruction on line

COVID-19 Facts and Health Related Issues, Including Health Screening Protocols

Proper Cleaning and Sanitation Techniques

ZOOM

Pearson/Connexus

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot			
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
Other: Support Request Email address	X	X	X

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct instruction via ZOOM, Seesaw Classrooms, Waterford Early Learning Math	Everyday Math, Waterford Early Learning, Seesaw, Pearson Online/Connexus	Built into Waterford Software, continuous. Benchmark assessments in Everyday Math	Waterford, Benchmark assessments by quarter
1	Direct instruction via ZOOM, Seesaw Classrooms, Waterford Early Learning Math	Everyday Math, Waterford Early Learning, Seesaw, Pearson Online/Connexus	Built into Waterford Software, continuous. Benchmark assessments in Everyday Math	Waterford, Benchmark assessments by quarter
2-3	Direct instruction via ZOOM, online software, Google Classroom	Everyday Math, i-Ready Mat, Google Classroom, Pearson Online/Connexus	Built into i-Ready math and Everyday Math	i-Ready and Everyday Math by quarter. NWEA MAP three times per year.
4-5	Direct instruction via ZOOM, online software	Everyday Math, i-Ready Math, Pearson Online/Connexus	Built into i-Ready math and Everyday Math	i-Ready and Everyday Math by quarter. NWEA MAP three times per year.
6-8	Direct Instruction via Zoom, Google Classrooms	enVisionmath2.0, ALEKS, Edgenuity	Built into enVisionmath 2.0, ALEKS and Edgenuity	Unit assessments are built into enVisionmath 2.0, ALEKS benchmark assessments, Edgenuity assessments test for mastery and provide immediate, actionable feedback for students and teachers. NWEA MAP twice a year.
9-12	Direct instruction via ZOOM, online software, Google Classroom	Glencoe, McGraw Hill, High School Statistics, Bedford, Freeman and Worth, AP	Built into McGraw Hill, Bedford, Freeman and	Unit assessments are built into current curriculum, ALEKS benchmark

		<i>Calculus, Cengage, ALEKS, Edgenuity</i>	<i>Worth, Cengage, ALEKS and Edgenuity.</i>	<i>assessments, Edgenuity assessments test for mastery and provide immediate, actionable feedback for students and teachers.</i>
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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, Seesaw Classrooms, Waterford Early Learning Reading</i>	<i>Reading Street, Waterford Early Learning, Seesaw, trade books and resources, Pearson Online/Connexus</i>	<i>Built into Waterford Software, continuous. Benchmark assessments aligned with required reporting</i>	<i>Waterford, Benchmark assessments by quarter</i>
<i>1</i>	<i>Direct instruction via ZOOM, Seesaw Classrooms, Waterford Early Learning Reading</i>	<i>Reading Street, Waterford Early Learning, Seesaw, trade books and resources, Pearson Online/Connexus</i>	<i>Built into Waterford Software, continuous. Benchmark assessments aligned with required reporting</i>	<i>Waterford, Benchmark assessments by quarter</i>
<i>2-3</i>	<i>Direct instruction via ZOOM, online software, Google Classroom</i>	<i>Reading Street, i-Ready Reading, Google Classroom, Pearson Online/Connexus</i>	<i>Built into i-Ready reading, DRA</i>	<i>i-Ready Reading diagnostics and, NWEA MAP three times per year.</i>
<i>4-5</i>	<i>Direct instruction via ZOOM, online software, Google Classroom</i>	<i>Reading Street, i-Ready Reading, Google Classroom, Pearson Online/Connexus</i>	<i>Built into i-Ready reading, DRA</i>	<i>i-Ready Reading diagnostics and, NWEA MAP three times per year.</i>
<i>6-8</i>	<i>Direct instruction via ZOOM, online software, Google Classroom</i>	<i>Prentice Hall Literature 2012, Edgenuity</i>	<i>Built into Prentice Hall Literature and Edgenuity</i>	<i>Unit assessments are built into Prentice Hall Literature and Edgenuity assessments test for mastery and provide immediate, actionable feedback for students and teachers and MAP test twice a year.</i>

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9-12	<i>Direct instruction via ZOOM, online software, Google Classroom</i>	<i>Prentice Hall Literature 2012, Edgenuity</i>	<i>Built into Prentice Hall Literature and Edgenuity</i>	<i>Unit assessments are built into Prentice Hall Literature and Edgenuity assessments test for mastery and provide immediate, actionable feedback for students and teachers.</i>
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)				
	<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, online software, Seesaw classroom</i>	<i>My World, Pearson Online/Connexus</i>	<i>Built into current curriculum.</i>	<i>Unit assessments are built into the curriculum</i>
<i>1</i>	<i>Direct instruction via ZOOM, online software, Seesaw classroom</i>	<i>My World, Pearson Online/Connexus</i>	<i>Built into current curriculum.</i>	<i>Unit assessments are built into the curriculum</i>
<i>2-3</i>	<i>Direct instruction via ZOOM, online software, Google Classroom</i>	<i>My World, Pearson Online/Connexus</i>	<i>Built into current curriculum.</i>	<i>Unit assessments are built into the curriculum</i>
<i>4-5</i>	<i>Direct instruction via ZOOM, online software, Google Classroom</i>	<i>My World, Pearson Online/Connexus</i>	<i>Built into current curriculum.</i>	<i>Unit assessments are built into the curriculum</i>
<i>6-8</i>	<i>Direct instruction via ZOOM, online software, Google Classroom</i>	<i>US History- Discovering our Past 2018, McGraw Hill, World History- World Civilizations 2018, CIVICS, Houghton Mifflin, Edgenuity</i>	<i>Built into current curriculum.</i>	<i>Unit assessments are built into current curriculum and Edgenuity assessments test for mastery and provide immediate, actionable feedback for students and teachers.</i>

9-12	Direct instruction via ZOOM, online software, Google Classroom	<i>American Politics Today, W.W. Norton, World History and Geography- 2018 Edition, Understanding Economics 2018, McGraw Hill, Edgenuity</i>	<i>Built into current curriculum.</i>	<i>Unit assessments are built into current curriculum and Edgenuity assessments test for mastery and provide immediate, actionable feedback for students and teachers.</i>
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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, Seesaw Classrooms, Waterford Early Learning Science</i>	<i>Waterford Early Learning Math and Science, Seesaw, EiE, trade books and resources, Pearson Online/Connexus</i>	<i>Built into Waterford Software, continuous. Benchmark assessments aligned with required reporting</i>	<i>Waterford, Benchmark assessments by quarter</i>
<i>1</i>	<i>Direct instruction via ZOOM, Seesaw Classrooms, Waterford Early Learning Science</i>	<i>Waterford Early Learning Math and Science, Seesaw, EiE, trade books and resources, Pearson Online/Connexus</i>	<i>Built into Waterford Software, continuous. Benchmark assessments aligned with required reporting</i>	<i>Waterford, Benchmark assessments by quarter</i>
<i>2-3</i>	<i>Direct instruction via ZOOM, Assignments posted in Google Classroom</i>	<i>EiE, PLTW, teacher designed lessons, Pearson Online/Connexus</i>	<i>Teacher observation, project completion</i>	<i>Project completion</i>
<i>4-5</i>	<i>Direct instruction via ZOOM, Assignments posted in Google Classroom</i>	<i>EiE, PLTW, teacher designed lessons, Pearson Online/Connexus</i>	<i>Teacher observation, project completion</i>	<i>Project completion</i>
<i>6-8</i>	<i>Direct instruction via ZOOM, online software, Google Classroom</i>	<i>PLTW; Edgenuity, Glencoe Middle School Science Series, Glencoe/McGraw Hill, trade books and resources</i>	<i>Built into current curriculum</i>	<i>Unit assessments are built into current curriculum, PLTW assessments that measures both subject-matter knowledge and</i>

				<i>mastery of in-demand, transportable skills and Edgenuity assessments test for mastery and provide immediate, actionable feedback for students and teachers.</i>
9-12	Direct instruction via ZOOM, online software, Google Classroom	<i>PLTW; Edgenuity, AP Edition Campbell Biology in Focus, Pearson, Chemistry, Prentice Hall, Higher Level Chemistry, Pearson, Environmental Science, Pearson, Conceptual Physics, Prentice Hall, Biology AP, Pearson; Labster</i>	<i>Built into current curriculum.</i>	<i>Unit assessments are built into current curriculum, PLTW assessments that measures both subject-matter knowledge and mastery of in-demand, transportable skills and Edgenuity assessments test for mastery and provide immediate, actionable feedback for students and teachers.</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	All CTE courses are currently planned for delivery in a blended model. Google Classroom and Zoom along with online curriculum by program. Our expectation is	Diesel Engine- SP2, CDX Learning Systems modules Stagecraft- teacher generated lessons	Formative assessments are built into our current curriculum.	<i>Summative Assessments will take place as the end of units, CTE Program Technical Skills Assessments and Industry Certification Testing.</i>

	<p>that there will be times when students are learning remotely. If we continue past first quarter we will plan to offer in-person, small group instruction. These groups will be offered for our programs that require hands on with specialized equipment that cannot be modified for at home purposes. Amphitheater School District will be intentional in regards to the statutory requirement of 15-391 4(B) requiring 51% of the program to be spent in the lab and will frontload work that can be completed remotely. If the remote learning continues longer than anticipated, we will revise this plan to request a waiver of the instructional requirement and present alternative plans on how we will deliver the instruction remotely.</p>	<p>Film and TV Production- Adobe Dream Weaver, Final Cut Pro Sports Medicine- Instructor Generated Lessons, American Red Cross Software Design- Code. Org; CompTIA Photo Design (YK)- Adobe Creative Cloud Animal Systems- iCEV Welding- Teacher Generated Lessons, OER Resources from Pima Community College Early Childhood Education- Teacher Generated Lessons Bioscience- teacher generated lessons, University of Arizona dual enrollment curriculum Culinary Arts- Rouxbe and SP2; Servesafe Manger; OER Resources from Pima Community College for dual enrollment Engineering Sciences- PLTW, Solid Professor/Solid Works modules, University of Arizona dual Enrollment curriculum Construction- NCCER, Teacher Generated Lessons</p>		
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		Drafting- Autodesk, Solid Professor/Solid Works modules Photography- Adobe Creative Cloud, Lightroom Nursing- teacher generated lessons, OER Resources from Pima Community College dual enrollment Automotive Technologies- SP2, CDX and ASE Music and Audio Production- Instructor generated lessons		
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Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

Substantive details provided above.

Meeting the Needs of Students with Disabilities

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>All learning models (in person, remote by necessity and remote by choice) will provide access for all eligible students to receive specially designed instruction and support services aligned to their individualized education plans.</p> <p>Annual and as-needed reviews of IEPs</p>	Kristin McGraw, Linda Haller, Rob Wolf, General and Special Education Teachers and staff	Parent and special education teacher and staff notification prior to instruction	<p>Teacher and staff guide and Parent Handbook</p> <p>IEP Documentation</p>

Process for Implementing Action Step

1. Development of in person, remote by necessity and remote by choice learning models with stakeholder input aligned to all state and federal laws
2. Communication to special education teachers and staff
3. Communication to parents
4. IEP Meetings

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.

a. 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
Zoom Principals' Meeting to share the fundamental changes in how EL services will be delivered in 2020-2021.	Presenters: Jayne Huseby, EL District & AZELLA Test Coordinator and Darlene Mansouri, Director of State and Federal Programs.	April 29, 2020	Each principal met with Jayne Huseby & Darlene Mansouri to discuss program options and ELD staffing at each school; calendars; meeting notes
Amphitheater Unified District will use data from Spring 2020 AZELLA Reassessment to inform instruction and placement of ELs.	Jayne Huseby	Week of June 29, 2020	Results disseminated to all principals after release from ADE on June 29, 2020.
Amphitheater Unified <i>Special Needs Protocols and Instructional Design Blue Ribbon Sub Committee</i> comprised of Special Education and English Language Development stakeholders to make recommendations to the District regarding reopening.	Kris McGraw, Executive Director of Student Services ELD Staff participating included Jayne Huseby, Shannon Langley, Brittney Gradillas, Katherine Engel, Marlana Laughter, Cynthia Cruz, Laurie Mulcahy, and Carla Garcia	Zoom meetings (6/10, 6/15, 6/16, 6/18, and 6/23)	Submission of specific recommendations to advise the District on protocols and instructional design components for students with special learning needs. Blue Ribbon Task Force Recommendations

<p>Testing and Parental Notification & Consent: Based on guidance from ADE, District and our local health agency, Amphitheater Unified will screen new students to determine EL status to the extent possible. Sections 1112(e)(3) and 3113(b)(2) of ESEA require that students be identified for EL status within 30 days of enrollment in a school; for students who enroll after the beginning of the school year, the LEA must send the required parent notice within two weeks of a student being placed in a language instruction educational program. LEAs may need to adjust the standardized entrance procedures (screen every student within 30 days of enrolling) temporarily to allow for the use of online resources to identify EL students as quickly as possible in order to start services for those students.</p>	<p>Testing: Jayne Huseby, Shannon Langley, Sue Vesterdal - Student Records Specialist, Cindi Percy – Clerk II and District School Test Coordinator, and all Test Administrators who have completed Pearson Placement Training requirements.</p> <p>Parental Notification & Consent: School staff such as EL Specialist or bilingual clerks</p>	<p>Testing: TBD – As soon as ADE and District guidance allows for in-person testing</p> <p>Parental Notification and Consent: Week of August 10 <i>Parental Notification and Consent</i> forms along with a letter describing program models will be sent to parents of students currently in the program. For newly enrolled students requiring a placement test, TBD based on ADE and District permission to test.</p>	<p>Testing: Testing log and Student Placement Test Results</p> <p>Parental Notification and Consent: Copy of the consent form in file and documented follow-up calls by ELD Specialists, bilingual clerks and interpreters.</p> <p>July 21, 2020 e-mail notification to Associate Superintendents and Principals Re: timelines.</p>
<p>Amphitheater Unified will ensure meaningful communication with parents of ELs in a language and format they can understand and access. We want to support them in this process of their Distance Learning needs.</p>	<p>LanguageLine Solutions, bilingual clerks, and our Swahili Interpreter</p>	<p>Beginning on August 10, 2020 and continuing throughout the year</p>	<p>District contact documentation submitted monthly from the Swahili Interpreter and LanguageLine Solution invoices</p>

Distance Learning Plan Template 2020-2021

Participate in planning of services for English learners with disabilities and attend all applicable meetings regarding placement, instruction, and supports for students/staff/families.	Shannon Langley, EL/Special Education Specialist	As applicable on an individual student basis	Email communications, IEP paperwork, ELD Program Service Modification Forms (as needed)
New grade band specific English Language Proficiency (ELP) Standards booklets will be mailed to all ELD Specialists to be used for targeted instruction. These will also be mailed to integrated content teachers to support differentiated instruction. Standards will be incorporated by teachers.	Andrea Arens - Language Acquisition Secretary, and Cindi Percy	Mailed to all schools in the District July 30, 2020.	ELP Standards inclusion in lesson plans
First Zoom Meeting with all ELD staff for SY 20-21 to review Distance Learning protocols, Pearson's required trainings, new ELP standards, and Language Acquisition's protocol for weekly progress monitoring of students	Jayne Huseby and Shannon Langley	Week of August 3, 2020 and as needed	Participation log
ELD Specialists will arrange a structured remote learning environment daily from their classrooms through the following platforms: Seesaw, Google Classroom, Zoom, and Imagine Language and Literacy. Imagine L & L, an adaptive learning program, was purchased	ELD Specialists, Jayne Huseby, and Shannon Langley	Beginning August 10 the requirements outlined in SB1014, 120 minutes of ELD instruction for K-5 (targeted or targeted and integrated) and 100 minutes of ELD instruction for 6-12	Weekly documentation by the ELD Specialist and the District.

Distance Learning Plan Template 2020-2021

specifically to support English learners in four domains of literacy-reading writing, listening and speaking		daily (targeted or targeted and integrated), should be planned for and implemented in School Year 2020-2021 to the extent possible based on the SEI model selected at the school site of attendance	
<p>The District is prepared to address the following Distance Learning issues for EL families:</p> <ul style="list-style-type: none"> • Delivery of technology to students without devices • Expand internet access through community discounted resources • Delivery of hard-copy work packets as needed. • Specific technology training for teachers to upgrade their skills 	Technology Department, Lauren McIntyre, Director of Instructional Technology, and vendor, Imagine Language & Learning Support team	Ongoing, as needed	Results from Technology Survey and feedback from ELD Specialists regarding individual English learners' technology needs
ELD Specialists will receive additional instructional learning tools created by the Language Acquisition Department such as new ELP standards aligned grammar boxes, Skill PPTs K-12, online lesson plans 9-12, as well as purchased independent practice materials for use at	Jayne Huseby and Shannon Langley	August 2020	Documented in inventory and noted in weekly feedback.

home such a readers/novels, skill books etc.			
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Process for Implementing Action Step

Academic language development and content instruction will be delivered by both collaborative and targeted service models at the elementary and the secondary level whether remotely or in-person. Students will be monitored **weekly** by their ELD specialist through one-on-one check-ins to address concerns or specific questions in order to ensure digital learning progress. In turn, student progress monitoring will be reported weekly and documented by the District's Language Acquisition office to determine if there are potential barriers to students receiving services via remote learning and how such barriers might be overcome in order to insure equality and equity for **ALL** of our English learners

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-ins	x	x	x	x	x
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	x	x	x	x	x
	Parent Training					
	Other: Use of either Second Step, Sanford Harmony, Kimochis in elementary schools; secondary schools will use either Second Step and Choose Love	x	x	x	x	x

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person (or via ZOOM)				X	X
	Phone				X	X
	Webcast				X	X
	Email/IM				X	X
	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
All Pk-12 teachers, social workers, counselors and other related professionals will receive Social Emotional Learning training, Trauma Informed Practices Overview and Trauma Informed Practices strategies.	Tassi Call and Kristen McGraw	Three initial trainings and monthly SEL and PBIS offerings.	Sign-in sheets and professional development calendar; SafeSchools documentation

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
Prepare and give preassessments and benchmark assessments in NWEA MAP, WACS, i-Ready, Pearson Connexus	Curriculum and Assessment Director	At least three times per year	Test results
Elementary standards based report cards prepared and distributed to parents	Elementary teachers, principals, office staff	Quarterly	Report cards on file in cumulative record
Secondary report cards distributed to parents	Secondary teachers, office staff	Semester end	Report cards on file in cumulative record, academic history in Tyler SIS
Secondary progress reports	Secondary teachers, office staff	Every 4 ½ weeks	School files

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 and 1st	Everyday Math, Waterford Math and Science	Online	Quarterly
2-3	NWEA/MAP	Online	August/January/May
4-6	NWEA/MAP	Online	August/January/May
7-8	NWEA/MAP	Online	August/January/May
9-12	Teacher created assessments/exams	Online	Upon unit completion

	<i>ALEKS Knowledge Checks</i>		<i>August/January/May</i>
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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 and 1st grade</i>	<i>Waterford Assessment of Core Skills (WACS)</i>	<i>Online</i>	<i>August/January/May</i>
<i>2-3</i>	<i>NWEA/MAP</i>	<i>Online</i>	<i>August/January/May</i>
<i>4-6</i>	<i>NWEA/MAP</i>	<i>Online</i>	<i>August/January/May</i>
<i>7-8</i>	<i>NWEA/MAP</i>	<i>Online</i>	<i>August/January/May</i>
<i>9-12</i>	<i>Teacher created assessments/exams</i>	<i>Online</i>	<i>Upon unit completion</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).

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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.

<p>Gifted Education was not included on this template. We will be providing gifted education through regular classroom, Google Classrooms, and by ZOOM as appropriate.</p>
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