

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	Deer Valley Unified School District No. 97	School District Entity ID	4246
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Heather Mock		
Representative Telephone Number	623-445-4957		
Representative E-Mail Address	heather.mock@dvusd.org		

School Information

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

School Name	Entity ID	CTDS
Anthem School	78922	070297137
Arrowhead Elementary	5154	070297127
Barry Goldwater High School	5162	070297224
Boulder Creek High School	85850	070297245
Canyon Springs School	88399	070297149
Constitution Elementary	5146	070297115
Copper Creek Elementary	5160	070297134

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Deer Valley High School	5161	070297219
Deer Valley Middle School	5142	070297111
Desert Mountain School	5159	070297132
Desert Sage Elementary	5156	070297129
Desert Sky Middle School	5150	070297121
Diamond Canyon School	85851	070297146
Esperanza Elementary	5157	070297130
Gavilan Peak School	80318	070297142
Greenbrier Elementary	5152	070297123
Highland Lakes School	78921	070297136
Hillcrest Middle School	5155	070297128
Las Brisas Elementary	5158	070297131
Legend Springs Elementary	79290	070297138
Mirage Elementary	5149	070297120
Mountain Ridge High School	5163	070297233
Mountain Shadows Elementary	5153	070297125
New River Elementary	5144	070297113

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Norterra Canyon School	89953	070297149
Park Meadows Elementary	5145	070297114
Paseo Hills School	6016	070297135
Sandra Day O'Connor High School	80317	070297241
Sierra Verde School	79574	070297139
Sonoran Foothills School	92907	070297150
Stetson Hills School	79573	070297140
Sunrise Elementary	5147	070297117
Sunset Ridge School	81017	070297144
Terramar School	81016	070297143
Traditional Academy at Bellair	5151	070297122
Union Park School	1001159	070297151
Village Meadows	5143	070297112
Vista Peak School	92525	070297126
West Wing School	87528	070297147

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?	180
How many instructional days did the school district operate for School Year 2019-2020?	175

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	33,920	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the year	33,920
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. XX 2. We intend to operate distance learning until <u>October 9, 2020</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 type="checkbox"/> 5. Other (Please explain below)
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If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

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

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

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

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Count students as present when participating in synchronous learning activities and report the student as absent in Powerschool if a student does not participate or meet any other attendance criteria.	Classroom Teacher	Attendance will be taken daily but timing will vary by grade level. High School attendance will be taken by period. K-8 attendance will be taken daily.	AzEDS Reporting
Consider a student present on school days when submitting work through the district learning management system (Canvas).	Classroom Teacher	For each class where the student submits required coursework through the LMS.	Assignments submitted within scheduled due dates AzEDS Reporting
A parental attestation or documentation of time spent on educational activities assigned by the school such as an email to the teacher indicating time spent for the week on educational activities.	Parent	Weekly	AzEDS Reporting
Parents will report student absences on the school attendance line for days students will not attend distance learning for that calendared school day if they are unable to meet any of the attendance requirements.	Parent	Daily for K-8 and for each class (HS) where the student is unable to meet any attendance requirement.	AzEDS Reporting

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
K-12 Weekly Learning Schedule or Lessons will be posted in each Canvas course	Campus Administrators, teachers	Weekly	Website and Canvas courses
Schools will post the following on their website: Bell Schedule with Virtual Class Meeting Times	Campus Administrators, teachers	Weekly	Website
Daily and weekly parent updates from the school district	DVUSD district Level Admin	Daily and weekly	School Messenger and website
Calls from school when students do not participate in Zoom lessons or learning tasks	School Registrars, principals and teachers	Daily	Improved attendance and participation, PowerSchool Report

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
DVUSD teachers and staff will follow the guidelines in the Telecommuting/Work-From-Home Agreement and Guidelines	Supervisor	DVUSD Work Plans completed and updated with necessary changes.	DVUSD Work Plans document all campus and department work schedules.

and DVUSD Employee Manuals (certified and classified).			
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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
DVUSD HR will deploy support to on-line staff via DVUSD policy, employment agreements, and via systemic communications with all staff.	Jenna Moffitt, Deputy Superintendent of Human Resources	Weekly communication provided through email, zoom and webinar. All communication documented and available on the DVUSD portal.	Portal documentation

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
DVUSD will provide professional development via live video sessions and on-demand learning modules. Training will be available to teachers, substitutes, administrators, and additional staff.	Michelle Coots, K-12 Technology Specialist	Prior to the start of the school year with students, live video sessions will be provided for staff participation. These sessions will be recorded for access beyond the training dates. Online PD training modules in alignment with the live courses will be	Evidence will include recordings of live video sessions, published modules for staff access, and professional development participation records.

		developed and published for use by staff upon their return for the start of the 2020-21 school year. Administrators will designate pre-service time for staff to engage in professional development. Modules will continue to be available throughout the school year.	
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List Specific Professional Development Topics That Will Be Covered

Topics will include use of digital tools such as the Canvas Learning Management System, Zoom video meetings, and the G Suite. Additional training will focus on capabilities of student devices including Chromebooks & iPads. Teachers will be provided training on distance learning and teaching with technology, including planning and instructional strategies.

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		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X

Extended Weekday Hours			
24/7 Support			
Other:			

- 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>
Kindergarten	Direct Instruction via Zoom	Eureka Math, Saxon Math	Daily checks for understanding, weekly module assessment	End of Unit assessments, Quarterly interim assessments
1-3	Direct Instruction via Zoom	Eureka Math, Saxon Math	Daily checks for understanding, weekly module assessment	End of Unit assessments, Quarterly interim assessments
4-6	Direct Instruction via Zoom	Eureka Math, Saxon Math	Daily checks for understanding, weekly module assessment	End of Unit assessments, Quarterly interim assessments
7-8	Direct Instruction via Zoom	Illustrative Math	Daily checks for understanding, weekly module assessment	End of Unit assessments, Quarterly interim assessments
9-12	Direct Instruction via Zoom	HMH AGA, MathXL, Open Ed Resources	Daily checks for understanding, weekly module assessment	End of Unit assessments, Quarterly interim assessments

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Direct Instruction via Zoom	Into Reading, Open Court	Daily checks for understanding, weekly unit assessment	End of Unit assessments, Quarterly interim assessments

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1-3	Direct Instruction via Zoom	Into Reading, Open Court	Daily checks for understanding, weekly unit assessment	End of Unit assessments, Quarterly interim assessments
4-6	Direct Instruction via Zoom	Into Reading, Open Court Collections	Daily checks for understanding, weekly unit assessment	End of Unit assessments, Quarterly interim assessments
7-8	Direct Instruction via Zoom	Collections	Daily checks for understanding, weekly unit assessment	End of Unit assessments, Quarterly interim assessments
9-12	Direct Instruction via Zoom	Collections	Daily checks for understanding, weekly unit assessment	End of Unit assessments, Quarterly interim assessments

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct Instruction via Zoom	Picture Perfect Mystery Science	Discussion check-ins, verbal explanations weekly	End of unit assessment
1-3	Direct Instruction via Zoom	Picture Perfect (K-2) Mystery Science (K-3) Daily lesson plans in curriculum document (K-3)	Cited verbal or written response check weekly	End of unit assessment, short answer questions during culminating activity
4-6	Direct Instruction via Zoom	FOSS kits (4-5) Mystery Science (4-5) Gizmos (6) Daily lesson plans in curriculum document (4-6)	Cited verbal or written response check weekly	End of unit assessment, short answer questions during culminating activity
7-8	Direct Instruction via Zoom	Discovery Education Gizmos Daily lesson plans in curriculum document (7)	Cited verbal or written response check weekly	End of unit assessment
9-12	Direct Instruction via Zoom	Gizmos (Bio, Earth, Env)	Cited verbal or written response check weekly	End of unit assessment

		<p><i>Discovery Education (Bio, Earth)</i></p> <p><i>Pearson (Anatomy, AP Bio, IB Bio, AP Chem, IB Chem, Honors Earth, AP Physics)</i></p> <p><i>PASCO (Physics)</i></p> <p><i>Murder at Oldfields (Forensics)</i></p> <p><i>Bedford, Freeman and Worth (APES)</i></p> <p><i>HMH (Env Sci)</i></p> <p><i>McGraw Hill (Chemistry)</i></p>		
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom</i>	<i>Harcourt & Open Ed materials</i>	<i>discussion check-ins, verbal explanations weekly</i>	<i>Project based learning by unit, inquiry projects</i>
<i>1-3</i>	<i>Direct Instruction via Zoom</i>	<i>Harcourt & Open Ed materials</i>	<i>verbal and written task and explanations weekly</i>	<i>Performance task by unit & verbal presentation based on inquiry learning.</i>
<i>4-6</i>	<i>Direct Instruction via Zoom</i>	<i>McGraw Hill & Open Ed materials</i>	<i>cited verbal or written response check weekly</i>	<i>Document based question analysis with 1-3 documents and project based learning by unit.</i>
<i>7-8</i>	<i>Direct Instruction via Zoom</i>	<i>McGraw Hill & Open Ed materials</i>	<i>cited verbal or written response check weekly</i>	<i>Document based question analysis with 3 documents and project based learning by unit.</i>
<i>9-12</i>	<i>Direct Instruction via Zoom</i>	<i>McGraw Hill, Pearson, Cengage & Open Ed materials</i>	<i>video group work, socratic discussions, verbal and written short answer question responses weekly</i>	<i>Inquiry question research and responses in short answer questions and project based tasks by unit</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>
<i>9-12</i>	<i>Distance learning will occur through synchronous and asynchronous instruction via Canvas and Zoom.</i>	<i>CTE teachers create content using adopted and supplemental resources Vetted video resources or teacher created videos</i>	<i>Teachers will use the Canvas LMS for content delivery and assessment of student work</i>	<i>Teacher developed summative assessments will be administered. Unit assessments will be deployed using canvas. Semester</i>

	<p><i>All CTE teachers will use Canvas to facilitate learning. Canvas will be used to house and distribute content and assignments, foster communication and collaboration, assess student learning and will be the central location to submit assignments and receive feedback.</i></p> <p><i>Canvas instructional modules will include a minimum of:</i></p> <ul style="list-style-type: none"> <i>• Module Overview and To-Do List aligned to course scope and sequence and technical standards/professional skills</i> <i>• Presentation of content through video, slide decks, teacher created videos, online textbook content, and supplemental resources as needed</i> <i>• Group discussion boards</i> <i>• Individual and/or group assignments</i> <i>• Reflection on learning</i> 	<p><i>District curriculum adopted textbook resources</i></p> <ul style="list-style-type: none"> <i>• Partner program CTE specific resources such as Project Lead the Way and NAF</i> <i>• Virtual field trips to industry partner sites and virtual guest speakers (live and recorded)</i> <i>• Resources provided by AZCTE Curriculum Consortium</i> <i>• Industry based online curriculum aligned to certifications such as CareerSafe, GMetrix/Certiport, and Facets(CNA)</i> <i>• Software aligned to Program Equipment List and alternative applications for district issued devices</i> 	<p><i>Formative assessments will be administered through Canvas quizzes</i></p> <p><i>Teachers will use additional engagement tools such as Google form surveys, Socrative, Mentimeter, Zoom polls, Kahoot and other district approved applications</i></p> <p><i>Teachers will use data to support Tier I and Tier II learning</i></p> <p><i>CTE paraprofessionals will support teachers in monitoring learning</i></p> <p><i>Best practices for formative assessment will include:</i></p> <ul style="list-style-type: none"> <i>• Daily assignments</i> <i>• Check for understanding in class meetings and written assignments</i> <i>• Formal quizzes, tests, and project-based learning in alignment with curriculum map and scope and sequence</i> <p><i>Professional Learning Communities will share data</i></p>	<p><i>summative assessments will be administered through School City.</i></p> <p><i>Pre-assessments will be administered through school City to year 1 and Year 2 students in a CTE program during the first two weeks of school.</i></p> <p><i>PLC teams will collaborate around assessment data.</i></p> <p><i>End of program assessments will be administered to student in Year 2 or Year 3 in April 2020 (CTE Technical Skills Assessments)</i></p> <p><i>Industry recognized credentials are offered in 100% of CTE programs. These certifications are offered throughout DVUSD programs in alignment with curriculum maps. Certifications are administered through approved testing centers, sites, and state board.</i></p>
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	<p><i>Content delivery will reflect the following considerations:</i></p> <ul style="list-style-type: none"> • <i>Prioritization of essential technical standards</i> • <i>Instruction of professional skills</i> • <i>Alignment to industry certification</i> <p><i>Review of technical standards from Spring 2020 Virtual CTE experiences including:</i></p> <ul style="list-style-type: none"> • <i>Video resources and live demonstrations by teachers or industry experts</i> • <i>Virtual field trips to industry partner sites and virtual guest speakers (live and recorded)</i> • <i>Integration of CTSO activities in virtual format</i> 		<p><i>and best practices while collaborating on implementation of research-based practices (ex. Teacher Clarity Playbook, Distance Learning Playbook implemented across DVUSD)</i></p>	
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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)

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
Implementation and monitoring of goal progress for students on IEPs to ensure access to a Free Appropriate Public Education through: <ul style="list-style-type: none"> Quarterly Progress Reports Annual review of IEPs. 	Service coordinators Special Education Strategists	Data collection will be reviewed on a monthly basis as identified on IEP goals; as well as, quarterly progress updates.	Data collection via anecdotal records, teacher data sheets, informal assessments, quarterly progress goal updates, benchmark assessments, etc.
Process for Implementing Action Step			
Service coordinators will monitor service load as assigned through 15-20 students on caseload. This monitoring will be implemented through an electronic database that houses the repository of District IEPs. Spreadsheets, parental communication and monthly documentation of IEP goal skills will ensure that progress monitoring is completed for IEP review.			

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
<i>Distance learning will occur through synchronous and asynchronous instruction via Canvas and Zoom.</i>	Beverly Kerr and EL Teacher Specialist	30 minutes of synchronous targeted lessons provided daily driven by ELP standards supported with grade level content. Lessons and videos will be provided in an asynchronous format for those students	EL Teacher Specialists will keep a record of which students participated in synchronous learning, and submission of practice assignments will determine participation in asynchronous learning.

<i>Scheduled check ins with English learners and their families in order to determine learning needs.</i>	Beverly Kerr and EL Teacher Specialists	EL Specialists will check in with each family twice a week. They will also set up Remind or Class Dojo accounts in order for real time communication from the family or student requesting assistance on other class course work. EL Instructional Assistants or EL Teacher Specialist will set up a Zoom meeting in order to support learning outside of EL targeted language time.	EL Specialists and EL Instructional Assistants will keep a log of all communication with parent/student, topic discussed or content area supported, and duration supports were provided.
<i>ELA/ELP standards alignment to include English instruction embedded in the ELA classroom</i>	Beverly Kerr and EL Teacher Specialists	Daily Instruction in ELA	Lesson Plans collected and maintained by EL Teacher specialist for each classroom providing targeted and integrated EL instruction
<i>Integrated ELP instruction in content outside of ELA</i>	Beverly Kerr and EL Teacher Specialists		Lesson Plans collected and maintained by EL Teacher specialist for each classroom providing targeted and integrated EL instruction

Process for Implementing Action Step

EL Teacher Specialists will work with campus administrators and general education teachers to schedule ELP targeted instruction for each EL or suspected EL as identified by the PHLOTE to be provided daily.

EL Teacher Specialists will communicate with parents of ELs to set up Dojo or Remind and explain how specialists may be contacted for assistance with their child's classwork. They will use language line in order to communicate in a language the family understands. EL Teacher Specialists and/or EL Instructional Assistants will assist students with content courses via Zoom.

EL Teacher Specialists are creating Canvas courses for each grade band to provide daily 30 minute synchronous instruction that will be recorded and posted within the course module for access at a later time. Teachers will identify which students show up for synchronous learning as well as track students who are participating in asynchronous learning on a Google sheet provided by EL Coordinator.

EL Teacher Specialist will reach out to each EL family in order to ensure they have all materials necessary for learning and know how to access Canvas and Zoom, as well as Internet connection, technology, and access to food and any other need they may have.

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	X
	Packet of Social and Emotional Topics	X	X	X	X	X
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	X	X	X	X	X
	Other: SEL Mini-lessons	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	X
	Phone	X	X	X	X	X
	Zoom	X	X	X	X	X
	Email/IM	X	X	X	X	X
	Other:	X	X	X	X	X

Provide a description of how the school district will provide social and emotional learning support to students using the methods identified in the above charts. A Social and Emotional Site has been created for staff to teach the five core competencies of social emotional learning based on Casel's

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Distance learning will occur through synchronous and asynchronous instruction via Canvas and Zoom to teach social and emotional skills to students through weekly mini-lessons.	Classroom Teachers	Minimum of 3 times per week (20 minutes)	Principal in collaboration with Social and Emotional PBIS team will review the SEL goals to determine if they were met.
Scheduled check ins with students and their families in order to determine Social and Emotional Needs	Classroom teachers, psychologists, counselors, social workers and wellness counselors	Daily through Zoom, phone calls and/or emails.	Communication Logs will be kept so that input from students and their families can be used to determine appropriate interventions and supports and documented through SEL paperwork..
Training for staff and parents to increase awareness and understanding of Social Emotional Supports and Resources	Administration, Psychologists, Counselors and PBIS coordinators	Weekly through Zoom training sessions.	Evidence will be determined by reviewing MTSS paperworks and/or SEL Tier 2 Checklists completed by teachers and others who intervene with identified students to determine if training has increased high quality research-based interventions and supports with students.

Counseling sessions will be provided for social and emotional learning and ongoing supports.	Counselors and social workers	As needed based on intervention plans and counseling needs identified.	Counseling sessions will be documented to determine if social and emotional learning skills are being taught and supports and resources are being provided to students and families.
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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
Teachers will administer summative assessments	Teachers	Graded coursework must be posted weekly. Summative assessment grades must be posted within one week of assessment administration.	Gradebook entries
K-6 Teachers will assess student performance of identified essential skills	Teachers	Weekly	Gradebook entries
Teachers will administer benchmark assessments within district prescribed testing windows.	Teachers; District/Campus Administrators monitor completion	Approximately 2-3 times per year per subject area (ELA/Math)	District Assessment System Data Reports
High School Final Exams will be administered at the end of each semester	Teachers; District/Campus Administrators monitor completion	During the last 3 weeks of each semester	Gradebook entries and District Assessment System Data Reports

Monitoring Student Academic Progress and School Data Discussions (District-level)	Curriculum, Data Analysis, and Organizational Improvement, Student Support Services (SpEd) Departments	Quarterly	School and District Target Cards
Professional Learning Communities (School-level)	Teachers, Campus Administrators, Organization Improvement Department	Weekly	Campus Data and Meeting Tracker

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	District Math Semester 1 Interim Assessment District Math Semester 2 Interim Assessment	Online Online	11/16/20-12/11/20 4/12/21-5/7/21
1-3	District Math Semester 1 Interim Assessment (grades 2 & 3) District Math Semester 1 Interim Assessment (grade 3) District Math Interim 2 Assessment (grade 3) District Math Semester 2 Interim Assessment (grades 2 & 3)	Online Online Online Online	11/16/20-12/11/20 11/2/20-11/13/20 2/8/21-2/19/21 4/12/21-5/7/21

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4-6	District Math Semester 1 Interim Assessment	Online	11/2/20-11/13/20
	District Math Interim 2 Assessment	Online	2/8/21-2/19/21
7-8	District Math Semester 1 Interim Assessment	Online	11/2/20-11/13/20
	District Math Interim 2 Assessment	Online	2/8/21-2/19/21
9-12	SchoolCity AzM2 Mimic Assessment (grade 10)	Online	8/17/20-8/28/20
	Quarter 1 Math Interim Assessment (Algebra 1, Geometry, Algebra II students)	Online	10/12/21-10/16/21
	Quarter 2 Math Interim Assessment (Algebra 1, Geometry, Algebra II students)	Online	12/1/20-12/18/20
	Inspect Math Comprehensive B Assessment (Geometry)	Online	2/16/21-2/26-21
	Inspect Math Comprehensive B Assessment (Algebra I and Algebra II)	Online	4/5/21-4/16/21

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	<i>Into Reading</i> Benchmark Assessment (Semester 1)	Online	10/1/20-10/23/20
	<i>Into Reading</i> Benchmark Assessment (Semester 2)	Online	1/4/21-1/29/21
1-3	<i>Into Reading</i> Benchmark Assessment (grade 1)	Online	10/1/20-10/23/20
	ELA Reading Literature Text Interim Assessment (grades 2 & 3)	Online	10/1/20-10/23/20
	ELA Informative Reading Informative Text Interim Assessment (grades 2 & 3)	Online	1/4/21-1/15/21

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4-6	ELA Reading Literature Text Interim Assessment (grades 4 & 5)	Online	1/4/21-1/15/21
	ELA Informative Reading Informative Text Interim Assessment (grades 4 & 5)	Online	10/1/20-10/23/20
	<i>Inspect</i> ELA Comprehensive A Assessment (grade 6)	Online	8/17/20-8/21/20
	<i>Inspect</i> ELA Comprehensive B Assessment (grade 6)	Online	3/1/21-3/5/21
7-8	<i>Inspect</i> ELA Comprehensive A Assessment	Online	8/17/20-8/21/20
	ELA Quarter 1 Interim Assessment	Online	10/5/20-10/9/20
	ELA Quarter 2 Interim Assessment	Online	12/7/20-12/11/20
	<i>Inspect</i> ELA Comprehensive B Assessment	Online	3/1/21-3/5/21
9-12	<i>Inspect</i> ELA Comprehensive A Assessment	Online	8/17/20-8/21/20
	ELA Quarter 1 Interim Assessment	Online	10/5/20-10/9/20
	ELA Quarter 2 Interim Assessment	Online	12/7/20-12/11/20
	<i>Inspect</i> ELA Comprehensive B Assessment	Online	3/1/21-3/5/21

Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).

Additional Information (Optional)

The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

At this time, we do not expect to have any students participate in distance learning for the entire school year but under the Deer Valley Unified School District Distance Learning Plan, all students will participate in distance learning during the dates prescribed above. DVUSD also operates an approved AOI. Students who do not wish to return to brick and mortar on the dates prescribed above have the option to enroll in the DVUSD Deer Valley Online Learning Program AOI. We estimate and increase of fulltime AOI enrollment this school year and are currently projecting more than 2,500 of our total 33,920 enrolled students to participate in learning through our AOI for a portion of the school year and potentially the entire school year.