

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	Flagstaff Unified School District	School District Entity ID	030201
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Michael Penca, Superintendent		
Representative Telephone Number	928-527-6002		
Representative E-Mail Address	mpenca@fUSD1.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
Sturgeon Cromer Elementary	030201	030201111
Manuel DeMiguel Elementary School	030201	030201110
Lura Kinsey Elementary School	030201	030201112
Eva Marshall Elementary School	030201	030201113
W. F. Killip Elementary School	030201	030201114
Charles W. Sechrist Elementary School	030201	030201117
John Q. Thomas Elementary School	030201	030201118

Leupp Public School	030201	030201120
Puente de Hozho Elementary School	030201	030201121
Thomas M. Knoles Elementary School	030201	030201122
Mount Elden Middle School	030201	030201124
Sinagua Middle School	030201	030201126
Flagstaff High School	030201	030201281
Coconino High School	030201	030201282
Summit High School	030201	030201066

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?	180

b. Distance Learning Option (3.b)

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Estimated Enrollment for FY 2021	9,389	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	estimate 3,286	Estimated Number of Students Participating in Distance Learning for a Portion of the year	9,389
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 October 9, 2020 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)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

After October 9, depending on guidance from the Governor, Superintendent of Public Instruction, and health benchmarks released by the Arizona Department of Health Services, a local determination for remote only or a hybrid model (remote and in-person learning) will be made. Students who continue past October 9, 2020, in remote learning will work within this distance learning plan.

Is the school district requiring students to do distance learning?	Yes
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<p>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?</p>	<p>Yes</p>
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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
1. Elementary daily attendance 2. Middle School daily attendance 3. High School daily attendance	1. Elementary classroom teachers 2. Middle School classroom teachers 3. High School classroom teachers	1. Daily in homeroom 2. Daily, per period (3+1 periods) 3. Daily, per period (3+1 periods)	Evidence may include: 1. Synergy documentation, virtual participation, assignment completion, parent communication, Zoom reports 2. Synergy documentation, virtual participation, assignment completion, parent communication, Zoom reports 3. Synergy documentation, virtual participation, assignment completion, parent communication, Zoom reports

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 1. Participation in virtual meetings 2. Completion of assignments 3. Email and telephone calls to families	Classroom teachers, counselors, attendance clerks, special service teachers (OT, PT, Speech), school administration	Elementary, Middle and High School daily/weekly	Attendance reports in Synergy, completion and submission of assignments, logs maintained by instructional staff, phone calls to families, email, social media reports, Zoom reports

Teacher and Staff Expectations and Support (1.a.ii)

Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
TEACHERS -Communicate expectations to students and families about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates. - During the designated time, to the extent possible, interact with students in real-time to deliver lessons, facilitate discussion, and other instructional activities. -Archive lessons and other instructional activities and materials for students and families to access later. -Utilize agreed upon communication plan determined by the school or district to interact with groups of students and	Teachers, aides, paraprofessionals, and counselors	Daily and Weekly	Lesson plans - including activity assignment. Communication schedules and parent nights. Drop in by administrators into virtual classrooms Student assessments

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<p>families, account for attendance, and respond to messages from students and families within 24-hour time frame.</p> <ul style="list-style-type: none"> -Monitor student participation activities, grade assignments and assessments, and provide timely feedback on work submitted by students. Communication families about student progress. - Ensure ongoing student engagement. -For students who need additional intervention or enrichment, identify appropriate activities and assignments. -Conduct annual reviews timely for students with disabilities. -Ensure all EL and differently-abled students receive the support they need and are in alignment with plans. -Co-teaching pairs should plan accordingly to support their student needs. <p>PARAPROFESSIONALS</p> <ul style="list-style-type: none"> -Participate in scheduled school-based professional development -Support classroom teachers with lesson preparation and coordinating assignments, content and activities. -Maintain and support services related to IEP's with teachers and related service providers. <p>COUNSELORS</p> <ul style="list-style-type: none"> -Work with administrators and staff to develop a plan for how staff, students and families can reach them through phone, email, or online platforms. -Support students and families by providing the necessary academic, college and career counseling and advisement. -Monitor the social/personal development of their students and their students' active participation in remote learning. -Work with students and families support around developing self 			
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confidence in their ability to succeed, helping with effective coping skills, manage transition and adaptation to changing situations and responsibilities.			
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a. Describe commitments on delivery of employee support services including but not limited to:

- o Human resource policies and support for employees; and
- o Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Development and implementation on COVID safety measures and mitigation plan. Ongoing communication of closures and/or contact tracing Adoption of Telecommuting policy and telecommuting work agreement. Roles and responsibilities in a remote learning environment HIPAA, FERPA and Mandatory Reporting updates and advanced training Monthly employee newsletters	Director of Human Resources Assistant Superintendent of Operations Director of Communications	Prior to August 17 and on an as needed basis	Completion of training and as needed Adoption of Governing Board Policy and signed Telecommuting agreements Monthly Newsletters and communications

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Virtual training to staff on the implementation of the Panorama Platform for social emotional learning surveys and supporting lessons.	Student Support Services Director	Three times per year: Fall, Winter & Spring	Data collection from Panorama Platform

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Virtual training to staff on Restorative Practices for the implementation teams at nine identified schools.	Student Support Services Director Professional Development Coordinator	Initial Training in July and school-wide training in late Spring as well as on-going opportunities throughout the school year.	Attendance logs of trainings
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List Specific Professional Development Topics That Will Be Covered

<p>Social Emotional Learning & Supports COVID Updates Continued Learning with Canvas Using Data to Address Academic Gaps Meeting the Needs for all Learners: Access, Scaffolds and Tools Self Paced Learning Pathways: Guiding Student through Tasks Culturally Responsive Teaching: Moving from Awareness to Action Distance Learning Playbook Self-Care: Maintaining both high-impact pedagogical and a balanced life Pediatric Visual Perception Skills: Evaluation and Treatment Rewiring the Anxious Brain Restorative Practices Universal Design of Learning</p>
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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			
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)			

Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>DreamBox Learning Eureka Math</i>	<i>DreamBox has embedded assessments and is adaptive to each students daily problem sets</i>	<i>Mid and end of module assessments from Eureka Math assessed individually</i>
<i>1-3</i>	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>DreamBox Learning Eureka Math via Zearn and Assistments</i>	<i>DreamBox has embedded assessments and is adaptive to each student, exit tickets several times a weeks, daily problem sets</i>	<i>Mid and end of module assessments from Eureka Math via Assistments platform</i>
<i>4-5</i>	<i>Direct Instruction and small group focused instruction via a video conferencing tool</i>	<i>DreamBox Learning Eureka Math via Zearn and Assistments</i>	<i>DreamBox has embedded assessments and is adaptive to each student, exit tickets several times a weeks, daily problem sets</i>	<i>Mid and end of module assessments from Eureka Math via Assistments platform</i>

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	<i>Some instructional videos may be used to supplement or extend direct instruction</i>			
6-8	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>Illustrative Math from Open Up Resources through the LMS, Canvass Supplements from Study Island platform</i>	<i>Teachers will also utilize the Assistments Platform for assigning problem sets and exit ticket daily</i>	<i>Quizzes weekly, mid and end of module assessments from Illustrative Math</i>
9-12	<i>Direct Instruction and small group focused instruction via video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>Illustrative Math from Kendall Hunt Resources through the LMS, Canvas Supplements from Study Island platform</i>	<i>Teachers will also utilize the Assistments Platform for assigning problem sets and exit ticket daily</i>	<i>Quizzes weekly, mid and end of module assessments from Illustrative Math</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction and small group focused instruction via video conferencing tools Some instructional videos may be used to supplement or extend direct instruction</i>	<i>National Geographic language arts curriculum, jolly phonics, paraprofessionals, reading interventionists</i>	<i>Aimswab Plus and Dreambox will provide benchmark assessments, weekly monitoring through 1:1 or small group instruction, exit tickets</i>	<i>Quizzes weekly, mid and end of module assessments from Nat Geo textbook</i>
<i>1-3</i>	<i>Direct Instruction and small group focused instruction via video conferencing tools Some instructional videos may be used to supplement or extend direct instruction</i>	<i>National Geographic language arts curriculum, paraprofessionals, reading interventionists</i>	<i>Aimswab Plus, Dreambox for benchmark assessments, weekly monitoring through 1:1 or small group instruction, exit tickets</i>	<i>Quizzes weekly, mid and end of module assessments from Nat Geo textbook</i>

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4-6	<i>Direct Instruction and small group focused instruction via video conferencing tools Some instructional videos may be used to supplement or extend direct instruction</i>	<i>4 - 5 - Pearson Ready Gen 6 - Pearson My Perspective, paraprofessionals, reading interventionists</i>	<i>4-5 - Aimsweb Plus 6 - Study Island, weekly monitoring through 1:1 or small group instruction, exit tickets</i>	<i>Quizzes weekly, mid and end of module assessments from Ready Gen textbook</i>
7-8	<i>Direct Instruction and small group focused instruction via video conferencing tools Some instructional videos may be used to supplement or extend direct instruction. daily student advisory and tutoring</i>	<i>Pearson, My Perspective, including board approved novels, paraprofessionals, reading interventionists</i>	<i>Study Island, quizzes, weekly monitoring through 1:1 or small group instruction, exit tickets</i>	<i>Common summative finals, end of quarter performance, mid and end of module assessments</i>
9-12	<i>Direct Instruction and small group focused instruction via video conferencing tools Some instructional videos may be used to supplement or extend direct instruction, daily student advisory and tutoring</i>	<i>McDougal Littell(publisher) - Bridges to Literature, Language Network, Language of Literature, board approved novels</i>	<i>Weekly monitoring through 1:1 or small group instruction, benchmark assessments available with Study Island, exit tickets</i>	<i>Common summative finals, end of quarter performance, mid and end of module assessments</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction and small group focused instruction via video conferencing tools Some instructional videos may be used to supplement or extend direct instruction, project based learning</i>	<i>FOSS kits, Engineering is Elementary kits</i>	<i>daily/weekly monitoring through 1:1 or small group instruction</i>	<i>mid and end of module assessments</i>

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1-3	<i>Direct Instruction and small group focused instruction via video conferencing tools Some instructional videos may be used to supplement or extend direct instruction, project based learning</i>	<i>FOSS kits, Engineering is Elementary kits</i>	<i>daily/weekly monitoring through 1:1 or small group instruction</i>	<i>mid and end of module assessments</i>
4-6	<i>Direct Instruction and small group focused instruction via video conferencing tools Some instructional videos may be used to supplement or extend direct instruction, project based learning</i>	<i>4 - 5 - FOSS kits, Engineering is Elementary kits 6 - Mosa Mack, Foss kits</i>	<i>daily/weekly monitoring through 1:1 or small group instruction</i>	<i>mid and end of module assessments</i>
7-8	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction, project based learning</i>	<i>Mosa Mack, Foss kits, McDougal Littell Science Modules</i>	<i>daily/weekly monitoring through 1:1 or small group instruction</i>	<i>mid and end of module assessments</i>
9-12	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction, project based learning</i>	<i>Prentice Hall - Earth, Physics, AP Physics, AP Environmental. It's About Time & Pearson - General Science, Biology, Environmental Science Bedford - Chemistry Thomas Delmar - Astronomy</i>	<i>daily/weekly monitoring through 1:1 or small group instruction, benchmark assessments available with Study Island</i>	<i>mid and end of module assessments</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)

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	<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 and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>Electives teachers including but not limited to Physical Education, Art, music, technology</i>	<i>daily/weekly monitoring through 1:1 or small group instruction, exit tickets, check for understanding</i>	<i>mid and end of module assessments, project or artifact assessments</i>
<i>1-3</i>	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>Electives teachers including but not limited to Physical Education, Art, music, technology</i>	<i>daily/weekly monitoring through 1:1 or small group instruction, exit tickets, check for understanding</i>	<i>mid and end of module assessments, project or artifact assessments</i>
<i>4-6</i>	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>Electives teachers including but not limited to Physical Education, Art, music, technology</i>	<i>daily/weekly monitoring through 1:1 or small group instruction, exit tickets, check for understanding</i>	<i>mid and end of module assessment, project or artifact assessments</i>
<i>7-8</i>	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>Electives teachers including but not limited to Physical Education, Art, music, technology</i>	<i>daily/weekly monitoring through 1:1 or small group instruction, exit tickets, check for understanding</i>	<i>mid and end of module assessments, project or artifact assessments</i>
<i>9-12</i>	<i>Direct Instruction and small group focused instruction via a video conferencing tool Some instructional videos may be used to supplement or extend direct instruction</i>	<i>Electives teachers including but not limited to Physical Education, Art, music, technology</i>	<i>daily/weekly monitoring through 1:1 or small group instruction, exit tickets, check for understanding</i>	<i>mid and end of module assessment, project or artifact assessments</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	<i>Video Conferencing to deliver large group direct instruction and small group support. Utilizing Zoom, Google Meet, Canvas, etc., instructional and demonstration videos will be utilized to supplement direct instruction. Hands-on, project-based learning projects will be provided to students to enhance technical skill development.</i>	<i>Board adopted textbooks</i> <i>Project-based learning packets</i> <i>CTE Curriculum Connection Resources</i> <i>Teacher created demonstration videos</i> <i>Online demonstration videos</i> <i>iCEV</i> <i>MindTap</i> <i>“Complete Anatomy” online modules</i>	<i>Regular/frequent (daily) “Checks-for-Understanding”</i> <i>Daily/weekly quizzes/assessments</i> <i>Regular and frequent project/artifact assessments following project/artifact completion</i>	<i>End-of-Unit assessments</i> <i>Common Summative final exams/assessments at conclusion of courses</i> <i>End of Program “Technical Skills Assessments”</i>

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.

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
IEP services will be provided online through video conferencing by certified provider	Special education service providers Special Education Director	According to individual IEP's	Progress on IEP goals
Training and collaboration on how to deliver SDI in a remote setting	ESS Leadership Team Special Education Director	August 13th, and on-going	Progress on IEP goals
Technology training to include online management system for teachers and service providers	Technology Department AT Specialist Special Education Director	On-going	Participation in training Ability to provide services virtually
Paraprofessionals will be utilized according to IEPs to support individual needs	Case manager Program Specialist Building Principal Special Education Director	Based on individual need	Progress on IEP goals
Technology training for paraprofessionals	AT Specialist Special Education Director	2 trainings prior to school starting On-going as needed	Participation in training Ability to interact with students virtually
Collect parent feedback through phone conversations and email communication	Special Education Director	On-going	Parent feedback is used in decision making
Parent presentation for families of students with disabilities	ESS leadership team Special Education Director	Prior to the start of the school year	Questions are answered and families understand what to expect
Behavioral support given to parents and guardians to help behavior at home	ESS Behavior Specialist Special Education Director	On-going	Students are ready to attend their therapy sessions and service time
One on one services will be provided for students who need it on a limited basis based on staff capacity and parent interest.	Special Education Director	On-going	Services and progress on IEP goals
504 plans will be updated and reviewed annually as well as three year eligibility determinations.	Counselors Nurses	Ongoing	Completed plans and eligibility determinations.
504 Accommodation plans will be provided to teachers.	Counselors Nurses	Ongoing	All teachers received notice of accommodation plans.
Process for Implementing Action Step			

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The ESS Department will be meeting regularly as a leadership team to ensure the implementation of the action steps above. We will continue to monitor and adjust our action plan as we go and new guidance is given.

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
Elementary EL students will be following the state's Pull-out Model for EL services. (with the exception of Puente de Hozho)	Bil/EL Director Site Principals Elementary EL Specialists Gen. Ed. teachers of EL students	One hour Integrated Instruction- Gen.Ed One Hour Focused Instruction- EL Spec. Daily 120 minutes provided virtually	Master schedule of instruction Lesson Planning Template Progress on meeting ELP Standards
Puente de Hozho (PDH) will be following the 50/50 Dual Language Immersion Model to provide EL services to students	Bil/EL Director PDH Principal PDH EL Specialists Gen. Ed. teachers of EL students	50% of content instruction in English 90 minutes of English language instruction in an integrated setting, 30 mins. of Focused Instruction-EL Spec. Instruction provided virtually	Master schedule of instruction Lesson Planning Template Progress on meeting ELP Standards
Secondary EL students will be following the 2 Hour SEI Model to provide EL services to EL students. High Intermediate EL students will follow the Pull-out Model (see above)	Bil/EL Director Site Principals Secondary EL Specialists SEI Teachers Gen. Ed Teachers	SEI teachers will provide two periods of SEI instruction virtually, 500 min/wk. One hour Integrated Instruction- Gen.Ed One Hour Focused Instr.- SEI Teacher Daily 120 minutes provided virtually	Master schedule of instruction Lesson Planning Template Progress on meeting ELP Standards
Bi-monthly collaboration between Gen Ed teachers and EL Specialists to integrate language instruction within content instruction	EL Specialists Gen Ed Teachers Site Instructional Specialists	Bi-monthly grade-level CT meetings Grade-level planning sessions	Master schedule of collaboration Lesson planning artifacts Grade level meeting agendas
Verifying that all individuals who are teaching a portion of the EL Service Models have the state SEI endorsement or an ESL/BLE endorsement	Bil/EL Director EL Specialists Site Principals	Confirming prior to start of school instruction	Correct certifications held
Technology training to include online management system for EL Specialists	Tech Department Bil/EL Director EL Specialists	On-going	Participation in training Ability to provide services virtually Seat hour certificates of completion
Professional development to: -Gen. Ed teachers- purposes of lang. and integration of ELPs and content -EL Specialists- language acquisition, the 2019 ELP Standards and research-based strategies	ADE OELAS Department Bil/EL Director EL Specialists Site Principals	On-going	Participation in training Implementation of information gathered

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-Site/District Admin- observation tools of ELD instruction and formal evaluation protocols			
Parent Information/FAQ video for families of English Language students	Bil/EL Director EL Specialists	Prior to the start of the school year Throughout the year as needed	Questions are answered and families understand the services provided

Process for Implementing Action Step

<ol style="list-style-type: none"> 1. Begin trainings on online platform for instruction (EL Specialists, Bil/EL Director) 2. Identify EL students by site, grade, language level/needs 3. Provide students with 1:1 devices 4. Notify teachers of EL students in their classes 5. Provide online instruction virtually to meet the time requirements and guidelines as set by the state OELAS department 6. Scheduled collaboration time between Gen Ed and EL Specialists to discuss content, ELP Standards and student needs 7. Ongoing formative/summative assessments of instruction to indicate progression and/or mastery of ELP Standards 8. Establish a Professional Development schedule based on the ADE OELAS' PD timeline
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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
	Online Social Emotional videos			X	X	X
	Parent Training	X	X	X	X	X
	Other:					

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

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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
Provide students in grades K-2 with strategies for exploring and regulating their emotions through social emotional lessons in small group and large group settings.	Classroom Teachers School Counselors	Weekly	Teacher reports Student participation
Deliver social-emotional learning survey to all students grades 3-12 to determine self reported strengths and areas of need.	Classroom Teachers Counselors Social Workers	Fall, Winter & Spring	Data results from survey
Using actionable data from the surveys, schools will identify social emotional goals for both individual students, classrooms and schools as a whole.	Teachers Counselors Social workers	Weekly/Monthly	Data collection by teachers and schools
Monthly topics for social emotional lessons will be provided to elementary schools and aligned with CASEL competencies.	Teachers Counselors	Monthly	Assessment data
Social Emotional Lessons will be aligned to identified needs following a scope and sequence developed for grades K-5 aligned with the CASEL competencies.	Teachers Counselors	Weekly	Assessment data
Surveys will help to identify those students most at risk to be supported by school staff.	Social Workers Counselors	Daily, weekly and monthly monitoring	Survey results and ongoing assessments
Curriculum from Sanford Harmony, Second Step and Character Strong will be available to classroom teachers, social workers and counselors in grades K-12.	Teachers Counselors Social Workers	Weekly	Data collected from lessons and ongoing assessments
SEL measurements will be collected to assess student attendance, coursework, behavior and social emotional learning.	Teachers Counselors Social Workers	Weekly/ monthly	Panorama platform and dashboard to identify success and needs.
Assessment of mental health of students grades 6-12 and providing interventions and supports to students on the at-risk list.	Social Workers	Weekly team meetings	Virtual meetings, phone and email contacts documented.

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Parents will have access to a list of resources in the community and on-line for at home support. Referrals made to parents for identified student needs for outside counseling.	Social Workers Director Student Support Services	On-going	List of resources posted on district web-site and provided to individual families as requested.
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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
SEL measurements collected through surveys and assessments to determine student progress .	Teachers Counselors Social Workers	Weekly/Monthly	Data from Panorama platform

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	AIMSWeb Plus	Online & In person when safe to do so	August 24, December 7, May 10
1-3	AIMSWeb Plus, DreamBox (2&3)	Online & In person when safe to do so	August 24, December 7, May 10
4-6	AIMSWeb Plus (4&5), DreamBox (4&5), Study Island (6)	Online & In person when safe to do so	August 24, December 7, May 10 (or 1)
7-8	Study Island	Online & In person when safe to do so	August 24, December 7, May 1
9-12	Study Island	Online & In person when safe to do so	August 24, December 7, May 1

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>AIMSWeb Plus</i>	<i>Online & In person when safe to do so</i>	<i>August 24, December 7, May 10</i>
<i>1-3</i>	<i>AIMSWeb Plus</i>	<i>Online & In person when safe to do so</i>	<i>August 24, December 7, May 10</i>
<i>4-6</i>	<i>AIMSWeb Plus (4&5), Study Island (6)</i>	<i>Online & In person when safe to do so</i>	<i>August 24, December 7, May 10 (or 1)</i>
<i>7-8</i>	<i>Study Island</i>	<i>Online & In person when safe to do so</i>	<i>August 24, December 7, May 1</i>
<i>9-12</i>	<i>Study Island</i>	<i>Online & In person when safe to do so</i>	<i>August 24, December 7, May 1</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).

Flagstaff Unified School District will provide students the opportunity to complete benchmark assessments remotely during our baseline administration via online resources. AIMSWeb Plus will be conducted with teacher assistance via video conferencing when necessary. Study Island benchmark assessments are able to be completed by students with little to no assistance from test administrators (teachers). FUSD is currently investigating methods of online proctoring to ensure a more secure remote testing environment, however, software for the k12 sector is very limited for online proctoring due to privacy issues of recording students in their home environment.

Benchmark assessments beyond the baseline may be administered remotely or in-person if it is determined students are safe to return to school based on current local data of COVID-19 cases.

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.

In addition to the distance learning plan, FUSD has identified two Safe Learning Centers for K - 5 students, one site for 6 - 12 students and one site for K - 12 students. Students attending the Safe learning Centers will have WiFi access, support from paraprofessionals with their daily remote learning sessions, and have access to food service. These sites will be open during regular school hours.

FUSD has provided student and parent resources to support remote learning on the district website along with parent forums to provide answers to questions, share schedules, and outline expectations of learning. Weekly updates to the district’s social media sites along with additional staff hired to support call centers.

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FUSD has acquired Zoom, a video conference tool to support student engagement and learning. FUSD will be using Canvas as a learning management system (LMS) to support instructional delivery, instructional planning and assessment.