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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	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.

Nogales Unified School District #1		**4457**	
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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
A.J. Mitchell Elementary School	**5958**	**12-02-01-114**
Challenger Elementary School	**5960**	**12-02-01-119**
Desert Shadows Middle School	**5954**	**12-02-01-104**
Francisco Vasquez de Coronado Elementary School	**5955**	**12-02-01-108**
Lincoln Elementary School	**5957**	**12-02-01-113**
Mary L. Welty Elementary School	**5959**	**12-02-01-115**
Nogales High School	**5962**	**12-02-01-210**

Pierson High School	5961	12-02-01-209
Robert Bracker Elementary School	6071	12-02-01-103
Wade Carpenter Middle School	5956	12-02-01-111
NUSD Online	91269	12-02-01-208

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)*

Estimated Enrollment for FY 2021	5557	Start Date for Distance Learning	08/05/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	2775	Estimated Number of Students Participating in Distance Learning for a Portion of the year	1937 (anticipated to participate in hybrid model)

Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐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.). ☒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:
As an AOI, at NUSD Online instruction will be online the entire school year. However, at our 10 other schools (which are brick-and-mortar schools), we are offering 3 different models: • An Online instructional model will be offered as one option for the entire year for those parents who currently wish to remain at their home school but are not prepared to send their child to school in-person.   • A Hybrid model will be offered for parents who would like their child to receive a combination of online and in-person instruction. Students will attend school 2 days in-person (either Monday and Tuesday or Thursday and Friday) and 3 days online. For students in kinder and first grade, parents will also have the option of having their child attend 1-2 additional days during the week if they feel the child needs more direct, in-person instruction.   • An In-person model will be offered as required by Executive Order and funding eligibility for those parents who want their child to receive instruction in-person, either due for childcare or instructional reasons.   We do understand that during the pandemic, as the local situation changes and family needs change, parent and student needs will also change. Therefore, parents are asked to pick a model as in-person instruction is initially allowed to resume, but they are able to contact the site principal to smoothly transition to another model as requested throughout the school year.

Is the school district requiring students to do distance learning?	No

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
1. For students enrolled in NUSD Online, the district's AOI school, attendance is recorded as minute which are documented in the online platform. These minutes of attendance are uploaded into the district's Student Information System (SIS) weekly.	1. An AOI staff member is assigned to export minutes from the online platform, format the data, and import the data into the district SIS. Teacher will monitor attendance and participation, contacting students via email and phone for those who are not demonstrating regular participation online.	1. Data is uploaded weekly. Phone or email contact will be made weekly to students who are not logging in regularly.	1. Documentation on minutes and staff contact are maintained in the online platform as well as observable in the SIS when uploaded. Additionally, files of this data are maintained by the staff member.
2. For students attending school in-person, attendance will be taken based	2. The teacher or instructional staff member who is providing instructional	2. Attendance will be recorded daily. For elementary students it is recorded as AM	2. Attendance will be recorded in the SIS and attendance verifications will be

6

upon physical attendance at the site.	support and supervision will record attendance in the SIS. The SchoolMessenger system will send out automatic parent/guardian notifications for absences. Identified staff, including office staff, will follow up with phone contact to families regarding absences.	and PM attendance. Secondary student attendance will be recorded by period. SchoolMessenger contact will occur up to 2 times a day for elementary absences and up to 6 times a day for secondary school absences. Attempts at phone contact by staff will occur daily for reported absences.	conducted periodically. The SchoolMessenger system will also record messages sent out regarding absences and staff will keep documentation regarding all phone contacts made to discuss student absences.
3. For hybrid students, attendance will be taken based upon physical attendance on the in-person days and recorded in the SIS. Attendance will be documented in Google Classroom through the submission of response to an assignment or form on online learning days. This record of attendance will also be recorded in the SIS as both AM and PM attendance for elementary students and period attendance for secondary students.	3. The teacher will document and record attendance in the SIS during in-person days. The child or parent will document attendance by response to the Google Classroom assignment and the teacher will in turn document the attendance as 'present' in the SIS. The SchoolMessenger system will send out automatic parent/guardian notifications for absences. Identified staff, including office staff, will follow up with phone contact to families regarding absences.	3. Attendance will be recorded daily. For elementary students it is recorded as AM and PM attendance. Secondary student attendance will be recorded by period. SchoolMessenger contact will occur up to 2 times a day for elementary absences and up to 6 times a day for secondary school absences. Attempts at phone contact by staff will occur daily for reported absences.	3. Attendance will be recorded in the SIS and attendance verifications will be conducted periodically. The SchoolMessenger system will also record messages sent out regarding absences and staff will keep documentation regarding all phone contacts made to discuss student absences.
4. For students attending school online through their brick-and-mortar school, daily attendance will be documented through the daily submission of a response to an assignment or form in Google Classroom. This daily submission will be recorded in the SIS to document both AM and PM attendance for elementary students and period attendance for secondary students.	4. The child or parent will document attendance by response to the Google Classroom assignment and the teacher will in turn document the attendance as 'present' in the SIS. The SchoolMessenger system will send out automatic parent/guardian notifications for absences. Identified staff, including office staff, will follow up with phone contact to families regarding absences.	4. Attendance will be recorded daily. For elementary students it is recorded as AM and PM attendance. Secondary student attendance will be recorded by period. SchoolMessenger contact will occur up to 2 times a day for elementary absences and up to 6 times a day for secondary school absences. Attempts at phone contact by staff will occur daily for reported absences.	4. Attendance will be recorded in the SIS and attendance verifications will be conducted periodically. The SchoolMessenger system will also record messages sent out regarding absences and staff will keep documentation regarding all phone contacts made to discuss student absences.

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
1. For online participants, daily responses to Google Classroom "attendance assignments" will be monitored/collected.	1. The teacher will be responsible for monitoring student engagement for online work and daily student presence/engagement.	1. Monitoring will occur daily in Google Classroom and in the online platform.	1. The online platforms will document student activity in the learning platform(s) and response to assignments will be documented in Google Classroom.
2. Teachers will email students through the online platform and/or contact them through Google Classroom.	2. The classroom teacher will responsible to contact students via email.	2. Teacher contact and/or office contact will occur whenever an absence has occurred.	2. The learning platform records contact and emails from Google Classroom are maintained in the email system.
3. Teachers will communicate with online students (those completely online) using Google Meet.	3. The classroom teacher will be responsible for scheduling the Google Meet meetings.	3. A minimum of once a week (on Wednesdays) for class Google Meet meetings, with virtual office hours available for the other four days a week. Before in-person instruction resumes, contact will be at least 2 day/week (gr 6-12) and 4 days a week (K-5).	3. Documentation of scheduled meetings will be in the Google Calendar and teacher will record which students participate in online meetings.
4. Teachers will communicate with online students (those in Hybrid model working online) using Google Meet and in-person twice a week.	4. The classroom teacher will be responsible for scheduling the Google Meet meetings.	4. A minimum of once a week (on Wednesdays) for class Google Meet meetings, with virtual office hours scheduled for the other four days a week for students online at home.	4. Documentation of scheduled meetings will be in the Google Calendar and the teacher will record which students participate in online meetings.

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
1. Staff will maintain working hours at home or school per the working schedule identified by the site and commensurate with the work hour expectations during the 19-20 SY.	1. Site administration and secretarial staff.	1. Daily contact with students during Google Meet contact and email contact as well as daily work in online platform. Any absences/leave will be documented.	1. Daily schedules for staff/students and documented Google Meet meetings, student contact and work in Edgenuity.

2. Attendance at any virtual or on-site meetings as required for all staff.	2. Site administration.	2. Ongoing as needed, but monthly at minimum for staff meetings and approximately 1-2 times a month for early release professional development.	2. Zoom system documentation of attendance for virtual meetings and attendance taken for in-person meetings.
3. For teachers, weekly grading of assignments and bi-weekly entering of grades into the PowerSchool system. For classified staff, completion of assigned work.	3. Teacher and site administration.	3. At a minimum, bi-weekly entering of grades into SIS gradebook.	3. Online gradebook will provide evidence of grade entry for teachers as will completion of teacher reviews. Work completed at site, including documented phone contact with families, for classified staff.
4. The district and site IT personnel will provide technical support on district devices while site administration will provide and oversee platform assistance needed.	4. Site administration and IT staff.	4. Ongoing, as needed basis for students, staff, and families Monday through Friday from 7:00 am through 4 pm.	4. Email and online work orders to request assistance and provide assistance.
5. For teachers and instructional staff, weekly (or more often as deemed necessary) virtual or telephonic contact with students and/or parents for whole group, small group, or individual instruction and assistance.	5. Site administration and instructional staff.	5. Weekly or up to 3 times per week as necessary to provide support/services.	5. Documentation of meeting invitations in Google Calendar, email, or via phone logs.
6. For teachers, office or "help" hours held daily for students working at home who need assistance or have questions.	6. Site administration and instructional staff.	6. Daily.	6. Documentation of office hour meetings via invitations in Google Calendar and school schedule.

b. *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
1. Ongoing email communications and virtual meetings to provide updates, information and obtain feedback for planning purposes.	1. Superintendent, District Leadership Team, and Site Administration.	1. Weekly to bi-weekly or as needed for urgent updates or information.	1. Emails in district system, Zoom meeting documentation, and/or meeting minutes.

2. Instructional staff Return to Work survey and documents.	2. Human Resources Director and Site Administration/Supervisor.	2. Single administration of survey in last week of July with follow-up to determine any needed accommodations.	2. Responses recorded in Google Forms and Sheets. Additional documentation regarding employee communication and necessary accommodations.
3. Human Resources monthly contact to provide information and support for acquiring EAP services as needed for all staff.	3. Human Resources staff.	3. At the beginning of August, information will be provided and support will be available on a monthly basis for employees.	3. Documentation of information provide will be maintained, particularly for that which will be emailed to staff.
4. Phone contact by supervising administrator(s) with employee via email and virtual meetings with staff.	4. Supervising Administrator(s).	4. Weekly emails and staff meetings with individual phone calls to staff as needed.	4. Documentation of emails in email system and of virtual meetings in the Zoom system.
5. Provision of Governing Board personnel policies, district policies, and health/safety procedures.	5. Human Resource Director and Site Administration/Supervisor.	5. Single distribution at staff inservice meeting(s) prior to 8/05/2020.	5. Agenda prepared by site administration/supervisor and email of documents.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Professional development (PD) will primarily be provided virtually, although some in-person training will be conducted if online training is not feasible. Additionally, some online PD will be held synchronously, some PD will be available asynchronously, and some training will be provided through a combination of the two types of PD depending upon the topic for which training is being provided. a) Online PowerSchool registration training for district and site staff for new and returning students.	a) Assistant Superintendent.	a) Initial training in May 2020 with follow up training and assistance as needed during implementation beginning in June.	a) Email and Zoom invitations to training sessions.
b) Cleaning/Disinfecting solutions and equipment training for all	b) Support Services Director.	b) During June and July, with additional training as needed throughout the year	b) Documentation maintained by Support Services Secretary.

		or during the distribution of new products or equipment.	
c) Training for all staff on the Reopening of Schools Plans, including procedures for virus symptoms, reporting, cleaning/disinfecting, social distancing, masking, etc.	c) Superintendent, Asst. Superintendent, and Site Administration.	c) During in-service training days prior to the beginning of online instruction on August 5, 2020.	c) Documentation via training agenda.
d) SafeSchools courses directly related to the Coronavirus.	d) Human Resources Director, Department Heads, and Site Administration.	d) At the beginning of school prior to the end of the day on August 7, 2020.	d) Documented completion of training courses in SafeSchools.
e) Google Classroom, Google Assignments/Form, Google Calendar, and Google Meets.	e) Master teacher from high school level for secondary staff and elementary PD team for elementary school staff.	e) At the beginning of school prior to the end of the day on August 7, 2020.	e) Recorded Zoom meetings with documentation of attendees.
f) Online platform training including the Edgenuity, Odysseyware, Rosetta Stona, Edmark, and MobyMax programs. Training will include working in the sytems, monitoring student work, managing grades (where applicable), and use of offline materials available within the systems (where applicable).	f) Asst. Supt. and Site Administration.	f) At the beginning of school prior to the end of the day on August 7, 2020.	f) Recorded Zoom meetings with documentation of attendees.
g) Integration training for SIS staff for Clever and the online platforms.	g) Asst. Supt. and District SIS Specialists.	g) Mid to late July, 2020.	g) Calendar invitations and emails from integration teams.
h) DocuSign creation and usage for identified staff.	h) District lead staff.	h) Late July to beginning of August, 2020.	h) Documentation of training materials and attendees.
i) Training on thermometer tablets and any related software for district and site staff implementing temperature checks.	i) Lead Nurse.	i) Late July to beginning of August, 2020	i) Documentation of training materials and attendees.

List Specific Professional Development Topics That Will Be Covered

As indicated in the previous question, professional development will include, but not be limited to:
- Online PowerSchool registration training for district and site staff for new and returning students.
- Cleaning/Disinfecting solutions and equipment training for all custodial and administrative staff.
- Training for all staff on the Reopening of Schools Plans, including procedures for virus symptoms, reporting, cleaning/disinfecting, social distancing, masking, etc.
- SafeSchools courses directly related to the Coronavirus.
- Google Classroom, Google Assignments/Form, Google Calendar, and Google Meets
- Online platform training including the Edgenuity, Odysseyware, Rosetta Stona, Edmark, and MobyMax programs. Training will include working in the systems, monitoring student work, managing grades (where applicable), and use of offline materials available within the systems (where applicable).
- Integration training for SIS staff for Clever and the online platforms.
- DocuSign creation and usage.
- Training on thermometer tablets and any related software.

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X		
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X		
Other: Google Form Return to Work Survey		X (ADA accommodation)	X (ADA accommodation)
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X (ADA accommodation)	X (ADA accommodation)
Supplemental Utility Support (Internet)			
Other:	X (school internet)	X (access to workplace/school internet)	X (access to workplace/school internet)

When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X (7 am - 4 pm)	X (7 am - 4 pm)	X (7 am - 4 pm)
24/7 Support			
Other: Online platform technical support	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	• *Online through Odysseyware, Imagine Learning, and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Odysseyware through Edgenuity, Imagine Learning through Imagine Learning, and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the OW program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
1-3	• *Online through Odysseyware, Imagine Learning, and Google Classroom.* • *In-person and virtually through Google Meet .*	• *Odysseyware through Edgenuity, Imagine Learning through Imagine Learning, and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the OW program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*

4-6	• *Online through Odysseyware, Imagine Learning, and Google Classroom for grades. 4-5.* • *Online through Edgenuity and Google Classroom for grade 6.* • *In-person and virtually through Google Meet for grades 4 through 6.*	• *Odysseyware through Edgenuity and G Suite for Google Classroom, Imagine Learning, and G Suite for Google Classroom and Google Meet for gr. 4-5.* • *Edgenuity is the platform provider for grade 6 online content with G Suite for Google Classroom and Google Meet for gr. 6.*	• *Intermediate quizzes are provided within the OW & Edgenuity programs about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
7-8	• *Online through Edgenuity and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
9-12	• *Online through Edgenuity and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	• *Online through Odysseyware, Imagine Learning, and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Odysseyware through Edgenuity, Imagine Learning for Imagine Learning, and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the OW program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
1-3	• *Online through Odysseyware and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Odysseyware through Edgenuity and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within OW program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
4-6	• *Online through Odysseyware and Google Classroom for grades. 4-5.* • *Online through Edgenuity and Google Classroom for grade 6.* • *In-person and virtually through Google Meet for grades 4 through 6.*	• *Odysseyware through Edgenuity and G Suite for Google Classroom and Google Meet for gr. 4-5.* • *Edgenuity is the platform provider for grade 6 online content with G Suite for Google Classroom and Google Meet for gr. 6.*	• *Intermediate quizzes are provided within the OW and Edgenuity programs about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
7-8	• *Online through Edgenuity and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed*	• *Summative assessments are provided within the program at the end of each unit.*

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
			weekly during in-person and during virtual lessons.	
9-12	• *Online through Edgenuity and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*

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	• *Online through Google Classroom.* • *In-person and virtually through Google Meet.*	• *G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
1-3	• *Online through Odysseyware (gr. 2-3) and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Odysseyware through Edgenuity and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
4-6	• *Online through Odysseyware and Google Classroom for grades 4-5.*	• *Odysseyware through Edgenuity and G Suite for*	• *Intermediate quizzes are provided within the*	• *Summative assessments are provided within the*

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
	• *Online through Edgenuity and Google Classroom for grade 6.* • *In-person and virtually through Google Meet for grades 4 through 6.*	*Google Classroom and Google Meet for gr. 4-5.* • *Edgenuity is the platform provider for grade 6 online content with G Suite for Google Classroom and Google Meet for gr. 6.*	*program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	*program at the end of each unit.*
7-8	• *Online through Edgenuity and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
9-12	• *Online through Edgenuity and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	• *Online through Google Classroom.* • *In-person and virtually through Google Meet.*	• *G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed*	• *Summative assessments are provided within the program at the end of each unit.*

			weekly during in-person and during virtual lessons.	
1-3	• *Online through Odysseyware (gr. 2-3) and Google Classroom.* • *In-person and virtually through Google Meet .*	*Odysseyware through Edgenuity and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
4-6	• *Online through Odysseyware and Google Classroom for grades. 4-5.* • *Online through Edgenuity and Google Classroom for grade 6.* • *In-person and virtually through Google Meet for grades 4 through 6.*	• *Odysseyware through Edgenuity and G Suite for Google Classroom and Google Meet for gr. 4-5.* • *Edgenuity is the platform provider for grade 6 online content with G Suite for Google Classroom and Google Meet for gr. 6.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
7-8	• *Online through Edgenuity and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*
9-12	• *Online through Edgenuity and Google Classroom.* • *In-person and virtually through Google Meet.*	• *Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed*	• *Summative assessments are provided within the program at the end of each unit.*

			weekly during in-person and during virtual lessons.	

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
9-12	• *Online through Edgenuity, Goodheart-Willcox online text/materials, and* Google Classroom. • *In-person and virtually through Google Meet.*	*Edgenuity is the platform provider for online content and G Suite for Google Classroom and Google Meet. Goodheart-Willcox is a publishing company for trade and technical books.*	• *Intermediate quizzes are provided within the program about once weekly.* • *Checks for understanding will also be employed weekly during in-person and during virtual lessons.*	• *Summative assessments are provided within the program at the end of each unit.*

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

Rigorous coursework will be provided through the online programs and materials identified above and through Google Meet meetings. Additionally, programs have identified certification programs which students will also be engaged in and able to earn industry certification. Ways to meaningfully engage virtually in industry CTE organizations (such as Skills USA, FBLA, etc.) will also be explored and pursued as feasible.

Meeting the Needs of Students with Disabilities and English Learners.

    a. *Describe how the school district will ensure access and meet the needs of students with disabilities.*

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Selection of online platform(s) with accessibility features for special needs students.	1. Asst. Supt. and Special Services Director.	1. June, 2020.	1. Purchase orders for online program(s).
2. Adaptive digital curriculum to supplement in-person or synchronous lessons.	2. Classroom teacher.	2. At least 2 times a week for adaptive curriculum and at least 1 time a week for synchronous lessons for online students with additional office hours for individual assistance.	2. Usage reports in adaptive curriculum and Google Calendar for synchronous lessons.
3. Checks for understanding and remediation.	3. Classroom teacher.	3. Ongoing weekly.	3. Lesson plans within online platform and Google Classroom/Calendar.
4. For special needs students, virtual or telephonic individual IEP services when student is online.	4. Teacher and instructional staff.	4. As required per IEP to meet daily/weekly minutes.	4. Documented via Google Docs in Google Drive.
5. Purchase of individually selected hands-on materials to support online instruction and activities for special needs students.	5. Special Services Director.	5. Materials purchased in late July for use through the year, beginning in August.	5. Lesson plans and purchase orders.

Process for Implementing Action Step

Planning and curriculum meetings with teachers to design curriculum activities and to select the online programs and hands-on student materials. Training will be provided for implementation of online platforms, reporting features and any offline resources.

b.   Describe how the school district will ensure access and meet the needs of English learners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Selection of online platform with accessibility features for ELs.	1. Asst. Superintendent.	1. June, 2020.	1. Purchase orders for online program.
2. Adaptive digital curriculum to supplement in-person or synchronous lessons.	2. Classroom teacher.	2. At least 3 times a week for adaptive curriculum and at least 1 time a week for synchronous lessons.	2. Usage reports in adaptive curriculum and Google Calendar for synchronous lessons.
3. Checks for understanding and remediation.	3. Classroom teacher.	3. Ongoing weekly and as needed.	3. Lesson plans within online platform and Google Classroom/Calendar.
4. Purchase of hands-on materials to support online/offline instruction and activities for EL students.	4. Asst. Superintendent and Principals.	4. Purchase of materials in late July for use throughout the year, beginning in August.	4. Lesson plans and purchase orders.

Process for Implementing Action Step

Planning and curriculum meetings with teachers to design curriculum activities and to select the online programs and any hands-on materials. Training will be provided for implementation of online platforms, reporting features and any offline resources.

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:					

		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	X	X	X
	Other: Referral to community partner	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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Daily checks with teachers to identify any families or students in need of support. 2. Counseling referrals and virtual/telephonic services from site counselors.	1. Site Administration. 2. Site administration and counselors.	1. Daily. 2. Ongoing, as needed.	1. Google "assignments" to teachers from site administration. 2. Logs from counselors for students/families served.

3. Counseling referral and services through district agreement with Arizona's Children Association, a provider for behavioral health services and community partner.	3. Site administration and counselors.	3. Ongoing, as needed.	3. Logs from counselors for referrals made to provider.
4. SEL materials and parent training videos will also be provided to parents through mailings and site/district websites.	4. District and site administration.	4. Ongoing, each quarter.	4. Documentation of material provided for mailing and of website posting.

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
1. Weekly, ongoing checks for understanding during in-person or virtual lessons as well as administration of quizzes.	1. Classroom teacher.	1. Weekly.	1. Quiz data will be documented within the online learning platform and/or Google Classroom.
2. Summative unit assessment data.	2. Classroom teacher.	2. At the conclusion of a unit.	2. Unit assessment data will be documented within the online learning platform and/or Google Classroom.

3. Benchmark assessment performance.	3. Classroom teacher.	3. At the beginning (end of Aug. tentatively), mid-November, and mid to late February through benchmark assessments in ELA, math and science. Additionally, grades K-2 will be assessed in May.	3. Benchmark assessment data will be documented within the Galileo system.

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	*Galileo*	*online*	*On our about weeks of 8/31/2020, 11/16/2020, 2/22/2021, and 5/03/2021*
1-3	*Galileo*	*online*	*On our about weeks of 8/31/2020, 11/16/2020, 2/22/2021, and 5/03/2021 (gr 1-2 only)*
4-6	*Galileo*	*online*	*On our about weeks of 8/31/2020, 11/16/2020, and 2/22/2021*
7-8	*Galileo*	*online*	*On our about weeks of 8/31/2020, 11/16/2020, and 2/22/2021*
9-12	*Galileo*	*online*	*On our about weeks of 8/31/2020, 11/16/2020, and 2/22/2021*

	Benchmark Assessments (ELA)		
	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	• *Galileo* • *DIBELS*	• *Online and/or in-person* • *Online and/or in-person*	• *On our about weeks of 8/31/2020, 11/16/2020, 2/22/2021, and 5/03/2021.* • *On or about the weeks of 8/31/2020, 11/30/2020, and 5/11/2020.*
1-3	• *Galileo* • *DIBELS*	• *Online and/or in-person* • *Online and/or in-person*	• *On our about weeks of 8/31/2020, 11/16/2020, 2/22/2021, and 5/03/2021 (gr 1-2 only)* • *On or about the weeks of 8/31/2020, 11/30/2020, and 5/11/2020.*
4-6	• *Galileo* • *DIBELS (gr. 4-5 only)*	• *Online and/or in-person* • *Online and/or in-person*	• *On our about weeks of 8/31/2020, 11/16/2020, and 2/22/2021* • *On or about the weeks of 8/31/2020, 11/30/2020, and 5/11/2020 (gr. 4-5 only).*
7-8	• *Galileo*	• *Online and/or in-person*	• *On our about weeks of 8/31/2020, 11/16/2020, and 2/22/2021.*
9-12	• *Galileo*	• *Online and/or in-person*	• *On our about weeks of 8/31/2020, 11/16/2020, and 2/22/2021.*

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).

All benchmark assessments, those for ELA and mathematic as well as writing, will be administered online using the Galileo platform. Timelines for administration of assessments may be adjusted as needed due to local conditions.

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.

The district has worked thoughtfully and collaboratively with administration and staff to design the curriculum and services that will be utilized for students receiving instruction online, through a hybrid model, or in-person to enable students to be successful academically. Additionally, provisions have been made to support parents and students in the use of technology and to support them socio-emotionally during this pandemic. This plan will be implemented as written with any modifications made as necessary due to legislative changes or executive orders. This plan will be posted as required on the district website (https://www.nusd.k12.az.us/).