# 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

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 eli ! 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 <u>EmergencyDL@azed.gov</u>, 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 "det p o A learning" A as st required by the Executive Order. An example of a set of action steps for an area is below:

## 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 <u>EmergencyDL@azed.gov</u> with any questions.

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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.

## 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-

	□5. Other (Please explain below)
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Yes
Yes

\* In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location ar183 sch

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: <u>https://www.azed.gov/finance/school-finance-guidance-for-covid-19/</u>

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

### a. Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.

will be posted in each Canvas course	Campus Administrators, teachers
the following on their website: Bell Schedule with Virtual Class Meeting Times	Campus Administrators, teachers
Daily and weekly parent updates from the school district	DVUSD district Level Admin
Calls from school when students do not participate in Zoom lessons or learning tasks	

and DVUSD Employee Manuals (certified and classified).		

- b. Describe commitments on delivery of employee support services including but not limited to:
  - Human resource policies and support for employees; and
  - Regular communication from the administration.

Extended Weekday Hours		
24/7 Support		
Other:		

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

	Educational Delivery	Content Provider/Program	Formative Assessment	Summative Assessment
	Methodologies	Used	Strategies and Frequency	Strategies and Frequency
Kindergarten	Direct Instruction via Zoom	Picture Perfect Mystery Science	Discussion check-ins, verbal	

Discovery Education (Bio, Earth) Pearson (Anatomy, AP Bio, IB Bio, AP Chem, IB Chem, Honors Earth, AP Physics) PASCO (Physics) Murder at Oldfields (Forensics) Bedford, Freeman and Worth (APES)

	Educational Delivery	Content Provider/Program	Formative Assessment	Summative Assessment
	Methodologies	Used	Strategies and Frequency	Strategies and Frequency
Kindergarten	Direct Instruction via Zoom	Harcourt & Open Ed	discussion check-ins, verbal	Project based learning by
		materials	explanations weekly	unit, inquiry projects
1-3	Direct Instruction via Zoom	Harcourt & Open Ed	verbal and written task and	Performance task by unit &
		materials	explanations weekly	verbal presentation based on
				inquiry learning.
4-6	Direct Instruction via Zoom	McGraw Hill & Open Ed	cited verbal or written	Document based question
		materials	response check weekly	analysis with 1-3 documents
				and project based learning by
				unit.
7-8	Direct Instruction via Zoom	McGraw Hill & Open Ed	cited verbal or written	Document based question
		materials	response check weekly	analysis with 3 documents
				and project based learning by
				unit.
9-12	Direct Instruction via Zoom	McGraw Hill, Pearson,	video group work, socratic	Inquiry question research and
		Cengage & Open Ed materials	discussions, verbal and	responses in short answer
			written short answer	questions and project based
			question responses weekly	tasks by unit

	Educational Delivery	Content Provider/Program	Formative Assessment	Summative Assessment
	Methodologies	Used	Strategies and Frequency	Strategies and Frequency
9-12	Distance learning will occur through synchronous and asynchronous instruction via Canvas and Zoom.			

All CTE teachers will use Canvas to facilitate learning. Canvas will be used to house and distribute content and assignments, foster communication and collaboration, assess student learning and will be the central location to submit assignments and receive feedback.

Canvas instructional modules will include a minimum of: Module Overview and To-Do List aligned to course scope and sequence and technical standards/professional skills Presentation of content through video, slide decks, teacher created videos, online textbook content, and supplemental resources as needed Group discussion boards Individual and/or group assignments Reflection on learning

District curriculum adopted textbook resources Partner program CTE specific resources such as Project Lead the Way and NAF Virtual field trips to industry partner sites and virtual guest speakers (live and recorded) Resources provided by AZCTE Curriculum Consortium Industry based online curriculum aligned to certifications such as CareerSafe. GMetrix/Certiport, and Facets(ONA) Software aligned to Program Equipment List and alternative applications for district issued devices

Content delivery will reflect the following considerations: Prioritization of essential technical standards

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

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

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

EL Teacher Specialists are creating Canvas courses for each grade band to provide daily 30 minute synchronous instruction that will be recorded and posted within the course module for access at a later time. Teachers will identify which students show up for synchronous learning as well as track re.62 reW\* nBT/F1 10.98 TfW\* nBT/F1 10.98 Tf1 033016F015D01763@11E 4@003 @015D01760003017D018C011A011E(

Counseling sessions will be provided for social and emotional learning and ongoing supports.	Counselors and social workers	As needed based on intervention plans and counseling needs identified.	Counseling sessions will be documented to determine if social and emotional learning skills are being taught and supports and resources are being provided to students and
			families.

## 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.

Teachers will administer summative assessments

K-6 Teachers will assess student performance of identified

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

## Benchmark Assessments (1.a.vii)

In the tables below, <u>list</u> 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.

	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Oreator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	District Math Semester 1 Interim Assessment	Online	11/16/20-12/11/20
	District Math Semester 2 Interim Assessment	Online	4/12/21-5/7/21
1-3	District Math Semester 1 Interim Assessment (grades 2 & 3)	Online	11/16/20-12/11/20
	District Math Semester1 Interim Assessment (grade 3)	Online	11/2/20-11/13/20
	District Math Interim 2 Assessment (grade 3)	Online	2/8/21-2/19/21
	District Math Semester 2 Interim Assessment (grades 2 & 3)	Online	4/12/21-5/7/21

4-6	District Math Semester 1 Interim Assessment District Math Interim 2 Assessment	Online Online	11/2/20-11/13/20 2/8/21-2/19/21
7-8	District Math Semester 1 Interim Assessment District Math Interim 2 Assessment	Online	11/2/20-11/13/20 2/8/21-2/19/21
9-12	SchoolCity AzM2 Mimic Assessment (grade 10) Quarter 1 Math Interim Assessment (Algebra 1, Geometry, Algebra II students)	I	2/0/21-2/1//21

4-6	ELA Reading Literature Text Interim Assessment (grades 4 & 5)	Online	1/4/21-1/15/21
	ELA Informative Reading Informative Text Interim Assessment (grades 4 & 5)	Online	10/1/20-10/23/20
	<b>Inspect</b> ELA Comprehensive A Assessment (grade 6)	Online	8/17/20-8/21/20
	<b>Inspect</b> ELA Comprehensive B Assessment (grade 6)	Online	3/1/21-3/5/21
7-8	Inspect ELA Comprehensive A Assessment	Online	8/17/20-8/21/20
	ELA Quarter 1 Interim Assessment	Online	10/5/20355.34 350.5 189.98 80.58 re
	ELA Quarter 2 Interim Assessment	Online	
	Inspect ELA Comprehensive B Assessment	Online	

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