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.

School District Name	Page Unified School District #8	School District Entity ID	4196
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Jeannie Wood		
Representative Telephone Number	928-608-4109		
Representative E-Mail Address	jwood@pageud.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
Lake View Primary	4830	030208102
Desert View Intermediate	4829	030208101
Page Middle School	4831	030208106
Page High School	4832	030208209
Manson Mesa High School	92913	030208213

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?	*179*

b. *Distance Learning Option (3.b)*

Estimated Enrollment for FY 2021	**2441**	**Start Date for Distance Learning**	**August 10, 2020** **October 12, 2020 (Hybrid)**
Estimated Number of Students Participating in Distance Learning for the Full Year	**1220**	**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	**1221**
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 (date)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.). (October 12th, 2020 start date) ☐5. Other (Please explain below) (August-October 9th)		

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

Mission: Our schools are passionate about learning for all mission and understand that every student matters. We are responsible and accountable for the education of every student that walks into our classrooms (in buildings or virtual)

Underlying Assumptions

1. Safety is our first priority.
2. Schools have remained closed this spring and summer and will open in the fall (with the potential of a closure triggered by new outbreaks.
3. Reopened schools will have modifications based on guidance from national, state and local health officials, which could include physical distancing revised, face coverings, temperature screenings, and frequent disinfecting of classrooms.
4. Accommodations will be implemented for teachers, administrators, school staff, and students who may be at heightened risk from COVID-19 due to their age or other health conditions.
5. All students at PUSD will be engaging in one of the following options based on a safety trigger as a result of new outbreaks.
6. This plan is written with the expectation of systematic implementation to provide a quality education for all students.
7. We believe all learners (students, teachers, parents) are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.
8. The models are being finely revised daily with new information.

PUSD intends to move to a hybrid learning model on Monday, October 12th. Up to 50% of students will attend in person Monday and Tuesday and the other half will attend on Thursday and Friday. All students will attend virtually on Wednesday and deep cleaning will occur on that day. Students may choose to remain in remote learning for all five days and this option will remain open until May 27, 2021.
 Provisional approval was received for Sage and Sand Virtual Academy in September providing students in grades 6-12 another option of learning.

Page Unified School District Models			
Remote Learning Started August 10, 2020	**Hybrid Learning** Starts October 12, 2020	**Brick and Mortar** Start TBD	**Sage and Sand Virtual Academy (SSVA)** Starts September 14, 2020
- Remote Learning began on August 10th and will continue for all interested students until May 27, 2021 - Meals provided by PUSD - For students PreK-12 - Five days per week - All students will have a district-provided Chromebooks/iPad - All classes led by district teachers - High-quality online learning curriculum - Preventative safety measures - buildings in deep cleaning protocols - Daily parental support is essential - Social-emotional support - virtually - Special education team will work directly with families to schedule required in-person or telephonic therapies	- Hybrid Learning will begin on October 12th - Four groups of students will come to school for in-person instruction twice a week. These groups will be determined by bus route and residence location within a town. ❖ Group A/C will have in-person instruction Monday/Tuesday. ❖ Group B/D will have in-person instruction Thursday/Friday. ❖ Wednesday will be an all virtual learning day. This will allow PUSD to deep clean all buildings and restock any supplies needed. - Meals provided by PUSD - For students PreK-12 - Face coverings are required	- On-site, in-person learning from the teacher on our school campuses - Meals provided by PUSD - For students PreK-12 - Five days per week - Physical distancing expected - Enhanced cleaning and safety protocols - Face coverings are required - All students will have a district provided Chromebook/iPad - Electives/specials will observe physical distancing and safety protocols - May participate in extracurricular activities and high school athletics, following safety measures - Social and emotional support to promote student, staff and family wellness	- An Internet connection is required - Meals will not be provided by PUSD - Accepting grades 6th through 12th Grade - Attending SSVA requires a new enrollment and adherence to admission criteria - Must remain enrolled for the entire semester - Chromebook provided - Grade 6- Grade 12\Class meetings, small virtual groups, and 1-to-1 support - Social-emotional support will be provided virtually - Students will have Specials and Electives - Learning Accommodations and additional support will be virtually - Students will have breaks built into the daily schedule - Students will be able to participate in online extracurricular activities

In the July 10th PUSD School Board Meeting the following recommendation was made by Superintendent Larry Wallen: "The Instructional Leadership Team is recommending that Page Unified School District continues in the Remote Learning scenario on a quarter by quarter basis with the possibility of continuing remote learning until January 4th, 2021, the beginning of the second semester. The recommendation is based on an abundance of caution for the safety of our students. Each quarter we will evaluate the status of the COVID 19 Impact and make a recommendation to the Governing Board on when to return to school."

On September 1, 2020, the Governing Board passed a resolution directing district leadership to recommend a timeline to transition to modified in-person learning based on the benchmarks set by the Arizona Department of Health Services and/or the Coconino County Department of Public Health. Following this directive, Superintendent Wallen developed a document entitled *Pathway to a "B" District- Building Connections to Reopening of Schools* that provided a timeline of events for planning and preparation of reopening including scheduled meeting dates with various stakeholders.

A Back to School Plan was collectively created to include revised timelines and schedules; and back to school protocols. Ten protocols include: health screening, sickness response, signage, classroom, instructional platform, facilities cleaning/sanitation, food services, socialization, transportation, and visitor protocols.

During a special board meeting on September 28th, the PUSD Governing Board voted to move to the hybrid learning model beginning on Monday, October 12th.

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

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

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

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

1. Develop attendance tracking procedures to align with Remote Learning Scenario
   a. Distance Learning Scenario
2. Train teachers on expectations and methods of tracking student attendance
3. Provide students with flash drives containing content level information
4. Mark and submit students as present during active participation in Google Classroom
5. Record and submit student attendance as present by reviewing submitted lesson plans or signed attestation papers
	1. SIS Coordinator and CLP Team
	2. Site Administrators
	3. Director of Technology
	4. Teachers
	5. Teachers
		1. July 2020
		   a. Sept/Oct 2020
		2. July during teacher in service days
		   a. Oct 9 PD Day
		3. July 2020 and ongoing
		4. K-5 (daily); 6-12 (each class period daily)
		5. Daily during office hours
			1. PUSD Attendance Procedures (Revised Oct 2020)
			2. PD calendar
			3. Remote Learning Packet procedures and guidelines
			4. Google Meets Attendance
			5. Attendance Log

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. Create attendance triage team at each site 2. Review PS attendance report and highlight students who are not attending or submitting lessons or attestation forms 3. Share results and 4. Communicate to students and families to ensure needs are being met 5. Provide additional supports to students and families in need	1. Attendance clerks, registrars, counselors, 2. Attendance clerks, registrars, counselors, 3. Counselors 4. Teachers, counselors, 5. Director of Student Support Services and support staff	1. July 2020 2. Weekly (Friday morning) 3. Weekly (Friday afternoon) 4. Minimum of weekly 5. As needed	1. PUSD Attendance Procedure 2. Absenteeism Report 3. Agenda 4. Completed contact log 5. Referral and contact log (confidential)

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. Design lessons with standards based learning targets and aligned criteria for learning that is clear to students. 2. Support students' academic, developmental, emotional, and social needs through	1. All educators 2. All instructional staff including teachers and support staff 3. All instructional staff including teachers and support staff 4. Teachers 5. All instructional staff including teachers and support staff	1. Daily 2. Daily 3. Daily 4. As calendared (weekly or bi-weekly) 5. Minimum of twice weekly 6. Ongoing 7. Daily	1. Lesson Plans 2. MTSS processes, PBIS, Back to School Professional Development Plan 3. Lesson Planning Organizer that includes self assessment and goal setting strategies

resources, groupings, scaffolding, and differentiation 3. Provide learning environments where students are held to the expectation of owning their learning, self- assessing, setting goals. 4. Administer Common Formative Assessments (CFA's) and adjust instruction based on the results to meet students' needs. 5. Actively participate in the work of their PLC teams. 6. Provide timely high quality feedback to students. 7. Incorporate WICOR (evidence-based best practices for engaging, rigorous learning) into their daily intentional lesson plans. 8. Incorporate the use of planners and binders into their weekly routines and procedures. 9. Display and reinforce teacher clarity principles by posting learning intention(s), success criteria, and agenda and communicating it multiple times throughout the lesson by both teacher and students	6. Teachers 7. All educators 8. All educators 9. All educators	8. Weekly (School Planner); Daily for binder 9. Daily	4. Lesson Plans and assessment calendar 5. PLC agendas 6. Lesson Plans; Contact logs 7. Lesson Planning Organizer that includes WICOR strategies 8. Planners and Binders 9. Whiteboard configuration

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. Examine current policies to identify area of need and refinement
2. Continuation of employee services including updated services to meet COVID-19 need
  a. Employee Assistance Program
  b. Health Benefits including TeleDoc
  c. 80 hour emergency leave (COVID- expires 12/31/2020)
  d. flexibility in work from home practices
  e. temporary reassignment of staff
3. Develop procedures to support employees in preparation for a safe return to work by examining guidance from CDC, Az Governor's Office, Coconino County Health and Human Services, ADE, The TRUST Alliance, Local Banner Health, and Community Wellness Collaboration
4. Educate all employees on FFCRA (Families First Coronavirus Response Act) and other rights and laws and the impact of legislative decisions
5. Share expectations regarding current PUSD Mitigation Practices
  a. Employee Self Check
	1. HR Director
	2. HR Dept
	  a. Benefits Coordinator
	  b. Benefits Coordinator
	  c. Person/Supervisor/ HR/Payroll
	  d. Person/Supervisor/ HR
	  e. Person/Supervision/ Superintendent/HR
	3. HR Director and staff
	4. HR Dept/other district and site leaders
	5. HR Director
	  a. All Employees
	  b. All Employees
	  c. All Employees
	  d. All Employees
	  e. All Employees
		1. June 2020
		2. Varies
		  a. Bi-Weekly
		  b. Bi-Weekly
		  c. When Needed
		  d. When Needed
		  e. As Needed
		3. June/July 2020 and ongoing
		4. July 2020 and ongoing
		5. July (initial during teacher inservice days) and ongoing
		  a. Daily
		  b. Daily
		  c. Ongoing
		  d. Ongoing
		  e. Ongoing
			1. Policy Review
			2. See examples
			  a. email chain and usage reports
			  b. email chan and usage reports
			  c. tracking log
			  d. written conditions
			  e. written conditions
			
			3. Procedural Directives
			4. PUSD Return to Work Safely- Leader's Guide
			5. COVID-19 Training PowerPoint
			  a. Self Check
			  b. Practice
			  c. Practice
			  d. Practice
			  e. Practice

b. Wash hands for 20 seconds or use hand sanitizer upon arrival c. Limit groups to 10 or less d. Maintain 6 ft of social distancing e. Masks are **mandatory**			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

1. Analyze results of Comprehensive Needs Assessment and Survey data to prioritize needs and provide appropriate learning opportunities
2. Revise PUSD Professional Learning Handbook to include remote learning opportunities prior to teacher inservice days
3. Develop and provide training to teachers and other support staff to serve as trainers of teachers on Remote Teaching and Learning
4. Provide continued differentiated training and application of remote teaching and learning to teachers by using Google platform (Beginner, Intermediate, and
	1. Federal Programs Director, Director of Curriculum and Instruction, Principals
	2. Director of Curriculum and Instruction
	3. Director of Curriculum and Instruction, Student Achievement Teachers, and teacher leaders
	4. Student Achievement Teachers and teacher leaders
	    a. UDL- CAST Trainers
	    b. Reopening- Principal and COVID 19 School Teams
	5. Director of Curriculum and Instruction; Principals; Federal Program Director
		1. March-June 2020 and ongoing to identify current needs
		2. June 2020 and continually updated to meet identified needs
		3. June and July 2020 and ongoing
		4. July during inservice days
		    a. October 9th PD Day
		    b. October 2020
		5. Ongoing
			1. SIAP, LIAP, and Professional Learning Handbook, and PUSD #8 Professional Development Plan 2020-2021
			2. PUSD Professional Learning Handbook
			3. Back to School Professional Development Plan- PUSD Remote Teaching and Learning
			4. PUSD Remote Teaching and Learning Plan; agendas; training PowerPoints; Reopening Checklist and School Staff Training Schedule

Advanced) **, training on the UDL Framework, and School Reopening Training and Planning** 5. Monitor implementation progress of PUSD Professional Learning			5. Observation and Feedback Cycle during Principal PLC meetings; PLC Agenda

List Specific Professional Development Topics That Will Be Covered

1. Remote Teaching and Learning (Google Platform training, Seesaw, COVID-19 Training)
2. UDL
3. AVID
4. Suicide Prevention Training
5. Beyond Textbooks
6. Trauma Informed Practices (SEL)
7. Community Wellness Collaboration (Banner Health, Encompass, Canyonlands) Presentation

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			

Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)	X	X	X
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, <u>list</u> 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	*Instruction via Google Classroom and Seesaw*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)*	1. *Renaissance STAR Early Literacy (BOY, MOY, EOY) PUSD Assessment Calendar attached*

			4. Administer CFA's- weekly or biweekly depending on calendar	
1-3	Instruction via Google Classroom and Seesaw (1st and 2nd)	PUSD Curriculum Calendars based on the Beyond Textbooks Framework	1. Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily 2. Provide visible thinking routines ("think time" and "reflection activities" - daily 3. Feedback loop including opportunity for small group instruction based on need (daily reteach) 4. Administer CFA's- weekly or biweekly depending on calendar	1. Renaissance STAR Math (BOY, MOY, EOY) PUSD Assessment Calendar attached
4-6	Instruction via Google Classroom	PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Edgenuity (6th Grade); Savvas Envision Math 2.0 (6th Grade)	1. Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily 2. Provide visible thinking routines ("think time" and "reflection activities" - daily 3. Feedback loop including opportunity for small group instruction based on need (daily reteach)	1. Renaissance STAR Math(4-5) (BOY, MOY, EOY) PUSD Assessment Calendar attached 2. NWEA MAP Math (6) (BOY, MOY, EOY) PUSD Assessment Calendar attached 3. Unit Assessments (6) (every 3 weeks)

			4. Administer CFA's- weekly or biweekly depending on calendar	
7-8	Instruction via Google Classroom	PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Edgenuity; Savvas Envision Math 2.0	1. Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily 2. Provide visible thinking routines ("think time" and "reflection activities" - daily 3. Feedback loop including opportunity for small group instruction based on need (daily reteach) 4. Administer CFA's- weekly or biweekly depending on calendar	1. NWEA MAP Math (BOY, MOY, EOY) PUSD Assessment Calendar attached 2. Unit Assessments (6) (every 3 weeks)
9-12	Instruction via Google Classroom	PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Edgenuity; Savvas Envision Math AGA	1. Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily 2. Provide visible thinking routines ("think time" and "reflection activities" - daily 3. Feedback loop including opportunity for small group instruction based on need (daily reteach)	1. NWEA MAP Math (BOY, MOY, EOY) PUSD Assessment Calendar attached 2. Unit Assessments (monthly)

			4. Administer CFA's-weekly or biweekly depending on calendar	

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	*Instruction via Google Classroom and Seesaw*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Benchmark Advance*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's-weekly or biweekly depending on calendar*	1. *Renaissance STAR Early Literacy (BOY, MOY, EOY) PUSD Assessment Calendar attached*
1-3	*Instruction via Google Classroom and Seesaw (1st and 2nd)*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Benchmark Advance*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time"*	1. *Renaissance STAR Reading (BOY, MOY, EOY) PUSD Assessment Calendar attached*

			3. Feedback loop including opportunity for small group instruction based on need (daily reteach) 4. Administer CFA's- weekly or biweekly depending on calendar	
4-6	*Instruction via Google Classroom*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Benchmark Advance; Edgenuity (6th);*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	1. *Renaissance STAR Reading(4-5) (BOY, MOY, EOY) PUSD Assessment Calendar attached* 2. *NWEA MAP Reading/Language/ (6) (BOY, MOY, EOY) PUSD Assessment Calendar attached* 3. *Unit Assessments (6) (every 3 weeks)*
7-8	*Instruction via Google Classroom*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Edgenuity*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time"*	1. *NWEA MAP Reading/Language/ (BOY, MOY, EOY) PUSD Assessment Calendar attached* 2. *Unit Assessments (every 3 weeks)*

			and "reflection activities" - daily 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	
9-12	*Instruction via Google Classroom*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Edgenuity*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	1. *NWEA MAP Reading/Language/ (BOY, MOY, EOY) PUSD Assessment Calendar attached* 2. *Unit Assessments (monthly)*

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	*Instruction via Google Classroom and Seesaw*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards;*	

			fist to five; thumbs up/down)- daily 2. *Provide visible thinking routines ("think time" and reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	
1-3	*Instruction via Google Classroom and Seesaw (1st and 2nd)*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	
4-6	*Instruction via Google Classroom*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards;*	1. *NWEA MAP Science (6) (mid-year) (BOY, MOY,*

			fist to five; thumbs up/down)- daily 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	*EOY) PUSD Assessment Calendar attached* 2. *Unit Assessments (6) (every 3 weeks)* 3. *Interdisciplinary Projects (End of Semester)*
7-8	*Instruction via Google Classroom*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	1. *NWEA MAP Science (mid-year) (BOY, MOY, EOY) PUSD Assessment Calendar attached* 2. *Unit Assessments (every 3 weeks)* 3. *Interdisciplinary Projects (End of Semester)*
9-12	*Instruction via Google Classroom*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards;*	1. *NWEA MAP Science (mid-year) (BOY, MOY,*

			fist to five; thumbs up/down)- daily 2. Provide visible thinking routines ("think time" and "reflection activities" - daily 3. Feedback loop including opportunity for small group instruction based on need (daily reteach) 4. Administer CFA's- weekly or biweekly depending on calendar	EOY) PUSD Assessment Calendar attached 2. Unit Assessments (Monthly) 3. Labs (Monthly)

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	*Instruction via Google Classroom and Seesaw (1st and 2nd)*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework*	1. Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily 2. Provide visible thinking routines ("think time" and "reflection activities" - daily 3. Feedback loop including opportunity for small group instruction based on need (daily reteach)	1. Performance Based Assessments (Art, Music, PE); (bi-weekly)

			4. Administer CFA's- weekly or biweekly depending on calendar	
1-3	*Instruction via Google Classroom; Seesaw (1st and 2nd)*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework*	1. Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily 2. Provide visible thinking routines ("think time" and "reflection activities" - daily 3. Feedback loop including opportunity for small group instruction based on need (daily reteach) 4. Administer CFA's- weekly or biweekly depending on calendar	1. Performance Based Assessments (Art, Music, PE); (bi-weekly)
4-6	*Instruction via Google Classroom*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Edgenuity (6th)*	1. Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily 2. Provide visible thinking routines ("think time" and "reflection activities" - daily 3. Feedback loop including opportunity for small group instruction based on need (daily reteach)	1. Performance Based Assessments (Art, Music, PE); (4-6);(bi-weekly) 2. Unit Assessments (Social Studies 6); (every 3 weeks) 3. Interdisciplinary Projects (End of Semester)

			4. *Administer CFA's- weekly or biweekly depending on calendar*	
7-8	*Instruction via Google Classroom*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Edgenuity*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	1. *Unit Assessments (Social Studies)(every 3 weeks)* 2. *Interdisciplinary Projects (End of Semester)* 3. *Performance Based Assessments (Art, Music, PE); (bi-weekly)*
9-12	*Instruction via Google Classroom; Project Based Learning*	*PUSD Curriculum Calendars based on the Beyond Textbooks Framework; Edgenuity*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)*	1. *Unit Assessments (Social Studies); monthly)* 2. *Performance Based Assessments (Art, Music, PE); (bi-weekly)*

			4. Administer CFA's- weekly or biweekly depending on calendar	

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	*Instruction via Google Classroom*	*PUSD Curriculum Calendars*	1. *Synchronous Checks for Understanding (Yes/No buttons, whiteboards; fist to five; thumbs up/down)- daily* 2. *Provide visible thinking routines ("think time" and "reflection activities" - daily* 3. *Feedback loop including opportunity for small group instruction based on need (daily reteach)* 4. *Administer CFA's- weekly or biweekly depending on calendar*	1. *Industry Credentials (based on ADE guidance)*

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


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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. Review IEPs to determine which students can access virtual online learning and which cannot 2. Review safety measures & CDC, and county health guidelines to ensure safety and access for services 3. Provide remote services to students to ensure access to the general curriculum 4. a. Provide in-person services including PT, OT, Speech, Counseling, Direct Instruction; individually or(in groups of 3-5 students) to students who cannot access remote services; ==b. Provide in-person services to students who==	1. IEP Teams 2. ESS Director, School RN, School Principal, Maintenance Team 3. IEP Team, Sped Teachers and trained paraprofessionals to support students in remote learning 4. IEP Team including transportation	1. By August 3, 2020 2. By August 3, with continuous review 3. Begin August 10, continuous review 4. Begin Aug 17, continuous review ==b. Begins Oct 12==	1. List of students organized into groups by service needs 2. Clear guidelines for student and provider access, clear guidelines for disinfecting/ cleaning established, physical distancing implemented 3. Service Logs including documentation of goal progress ==and gradebooks== 4. Documentation of service minutes met ==and attendance==

elect two days of in-person instruction through the hybrid learning model			

Process for Implementing Action Step

In accordance with IDEA along with state and district policy, each student's IEP will be reviewed to determine the best way to provide services and FAPE. The students who require in person services will be provided a safe, clean classroom with small group and individual instruction 1-2 day/week depending upon need. They will be taught how to use devices to continue their learning when they are not in person. Instructional videos will be provided to reinforce related service provision.   The students will receive daily support from the Special Education teacher and paraeducators. This will not be a permanent placement, it will be reviewed constantly following CDC guidelines to integrate students back into school as we are able to safely.

The students who can access online instruction will participate with their general education classes with extra support and guidance from Sped Teachers and paraeducators. The students who have related services in their IEPs will receive tele-therapy services following state guidelines. All students have access to the general education curriculum and are showing progress.

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. Utilize the PHLOTE (Home Language Survey) and registration process to determine incoming student need and place in services as necessary 2. Provide K-5 Integrated instruction during the synchronous remote learning time and during in-person instruction 3. Provide 6-12 Integrated instruction during synchronous remote and in- person learning time during content instruction	1. School site registrars, clerks, EL/Gifted Coordinator 2. EL teachers 3. Content area teachers 4. EL Teachers 5. EL ELA Teachers 6. EL Coordinator	1. Upon student registering 2. Daily M-F 3. Daily M-F 4. Daily M-F 5. Daily M-F 6. August 2020 and as needed for updates	1. PHLOTE forms and class rosters 2. Lesson Plans 3. Lesson Plans 4. Lesson Plans 5. Lesson Plans 6. Parent Letter

4. Provide K-5 targeted instruction during asynchronous remote ==and in-person== learning time, which is when small groups of ELs will be pulled to provide ELP standard instruction through mini lessons 5. Provide 6-12 targeted instruction during synchronous remote ==and in-person== learning time in their ELA block , additional minutes will be accounted for through small group mini lessons during asynchronous remote learning time 6. Invitation to participate in onsite support services to provide additional support as needed.				

Process for Implementing Action Step

Page Unified School District is in accordance with and will continue to directly follow Arizona's Office of English Language Acquisition Services English Learner's Guidance and the United States Department of Education Guidance for Providing Services to English Learners during the COVID-19 outbreak for screening students and providing services. Services and accommodations will be provided for our English Learners in our Remote ==and in-person== Learning setting in Google Classroom during the daily scheduled Synchronous and Asynchronous (office hours for teachers, small group instruction for EL services) learning time. If students are not able to connect to Google Classroom services may be provided via telephone or in the on-site services support setting. New students will be identified for services through the Home Language Survey completed at registration. Identified students will be offered services. We do not have an online AZELLA placement screener. ==AZELLA placement testing began on September 29th and will continue through the remainder of the year.== The EL model identified above will be utilized to support our English Learners for the 2020-2021 school year.. EL Teachers will monitor and follow up with students beyond the above indicated instructional time to provide additional supports, instruction, and services as needed.

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

		Kinder	1-3	4-5	6-8	9-12
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	X	X	X	X	X
	Other:	X	X	X	X	X

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

Provide a description of how the school district will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Creation of SEL Team to provide continued support to teachers, parents, and students throughout the year 2. Adapt PBIS system to include common behavior expectations as well as revised social emotional learning supports 3. Provide training on Social Emotional Learning to ALL staff https://extension.umn.edu/working-youth/how-work-youth-when-you-cant-meet-face-face	1. Administrator, teachers, paras, counselors, psychologists, social workers, deans, outside providers 2. SEL Team 3. SEL Team in conjunction with Director of Curriculum and Instruction	1. Beginning July 2020 with weekly meetings moving to bi-weekly 2. August 2020 with continuous review 3. Beginning July 2020 and ongoing thereafter based on need	1. Meeting agendas 2. Revised expectation flowchart 3. PD Calendar

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. Plan instruction with a focus on DuFour's four questions:
   a. What do we expect our students to learn? (Goals)
   b. How will we know they are learning? (assessment)
   c. How will we respond when they don't learn? (Intervention)
   d. How will we respond if they already know it? (Enrichment)
2. Implement the 3 Principles of UDL
   a. Provide multiple means of representation ("what" of learning)
   b. Provide multiple means of action and expression ("how" of learning)
   c. Provide multiple means of engagement ("why" of learning)
3. Analyze data within PLCS focused on DuFour's four questions to guide instruction and improve student learning.
   a. PLC Data Analysis
   b. PLC Peer Review
   c. PLC Student Work Analysis
	1. Teachers
	2. Teachers
	3. Teachers
		1. Daily
		2. Daily
		3. at least once monthly
			1. Lesson plans
			   a. learning intentions and expectations
			   b. formative and summative assessments
			   c. differentiated instruction; reteach groups
			   d. choice and extension opportunities
			2. Lesson plans and instructional delivery practices
			   a. posted lesson goals ; use of online tools
			   b. mandatory participation techniques
			   c. WICOR strategies
			
			3. Data reports and protocols
			   a. Data analysis tool and Notice and Wonder Protocol
			   b. Peer Review Planning Tool
			   c. Rounds Protocol

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	Renaissance STAR	Online, in person, testing center depending upon scenario	Sept 8- Sept 25 Nov 30- Dec 17 Apr 26-May 14
1-3	Renaissance STAR	Online, in person, testing center depending upon scenario	Aug 24th- Sept 11 (3rd Grade) Sept 8- Sept 25 (1st and 2nd) Nov 30- Dec 17 Apr 26-May 14
4-6	Renaissance STAR (4-5) NWEA MAP (6)	Online, in person, testing center depending upon scenario	Aug 24th- Sept 11 (4th and 5th) Sept 8- Sept 25 (6th Grade) Nov 30- Dec 17 Apr 26-May 14
7-8	NWEA MAP	Online, in person, testing center depending upon scenario	Sept 8- Sept 25 Nov 30- Dec 17 Apr 26-May 14
9-12	NWEA MAP	Online, in person, testing center depending upon scenario	Sept 8- Sept 25 Nov 30- Dec 17 Apr 26-May 14

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	Renaissance STAR	Online, in person, testing center depending upon scenario	Sept 8- Sept 25 Nov 30- Dec 17 Apr 26-May 14

1-3	Renaissance STAR	Online, in person, testing center depending upon scenario	Aug 24th- Sept 11 (3rd Grade) Sept 8- Sept 25 (1st and 2nd) Nov 30- Dec 17 Apr 26-May 14
4-6	Renaissance STAR (4-5) NWEA MAP (6)	Online, in person, testing center depending upon scenario	Aug 24th- Sept 11 (4th and 5th) Sept 8- Sept 25 (6th Grade) Nov 30- Dec 17 Apr 26-May 14
7-8	NWEA MAP	Online, in person, testing center depending upon scenario	Sept 8- Sept 25 Nov 30- Dec 17 Apr 26-May 14
9-12	NWEA MAP	Online, in person, testing center depending upon scenario	Sept 8- Sept 25 Nov 30- Dec 17 Apr 26-May 14

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).

The testing window for K-2, 6-8, and 9-12 students was adjusted to September 8th- September 25th.

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.