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 revise 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:

DISTANCE LEARNING PLAN
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.

Higley Unified School District		School District Entity	ID #070260
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Distance Learning Background Information

a. *Number of Instructional Days (3.b)*

Each school district shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the school district operate for School Year 2020-2021?	180
How many instructional days did the school district operate for School Year 2019-2020?	175/180 – COVID closures.

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

Estimated Enrollment for FY 2021	13,006	Start Date for Distance Learning	July 27, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	13,006	Estimated Number of Students Participating in Distance Learning for a Portion of the year	13,006
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. Options for parents who don't feel comfortable returning to in-person will be available for the remainder of the 20-21 school year. ☐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:
Once the governor allows schools to fully open, any family/student in the Higley Unified School District who wishes to continue their learning remotely will have options to stay in remote learning for the remainder of the 20-21 school year. Additionally, flexibility to move from in-person learning to remote learning and vice-versa will also be provided for families on a case-by-case basis, as needed throughout the 20-21 school year. Beginning in the 21-22 school year, students who wish to stay in a remote learning capacity will enroll in the Higley Virtual Academy online school.

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?	No

We will not provide a physical location for students prior to July 17th. Plans are being developed for accommodations and next steps after July 17th in connection with Executive Order #2020-51.

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
If a student participates and/or meets any of the indicators listed below and as allowed, the student will be counted as present: • Communication with a teacher via telephone, email, or electronically through CANVAS • MS Teams or Google Meets meeting, or by other electronic means – either individually, in a small group, or as part of an entire class lesson	Classroom teachers will be responsible for taking daily attendance in the Synergy Student Information System. Attendance/Registrars will be responsible for daily audits for completeness and accuracy. Communication with students and/or parents will be the responsibility of the Attendance/Registrars first, followed by the teacher and then the administrator, as deemed necessary.	All attendance will be taken and recorded daily. Elementary schools will track daily attendance, while secondary schools (MS & HS) will take period attendance daily. Attendance can also be confirmed using the CANVAS management system, which will be in use to help manage student's schedules, assignments, lessons, and other academic activities for all online learners.	Attendance reports will be generated by school administration team and/or the Higley Unified School District Student Information office. Attendance is reported regularly to the state by the district office.

• Daily assignment completion and/or submission by the student (documented in gradebook) • Parental written confirmation that a student spent time on assigned school activities as assigned by the classroom teacher or the school – this can be via email.	School Admin will be responsible for monitoring students who may risk being truant or withdrawn for lack of attendance. 10-day drops will still be enforced and completed, if necessary, to ensure accurate enrollment numbers.		

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
All student and master schedules are developed with daily "live" instructional time and/or interactive time between teacher and student. This could be whole group, small group, open office hours, and/or individual – allowing teachers to connect with all students on a regular basis throughout the school week. All teachers are provided with planning times throughout a given school day. This time is to be used for individual and team planning, connecting with small	Classroom teachers are the first point of contact for instruction and intentional connections with students and parents. Special service providers and specials teachers will also offer support with communication. School Admin will ensure that teachers have necessary planning times/office hours so that students can reach out for help, obtain assistance and/or clarification, etc. and secure any needed support.	The timing for communication aligns with the instructional schedules for students and may look different between elementary, middle, and high schools. However, communication with students and parents will happen consistently throughout the school week – and as often as possible.	Teachers will document times of live instruction, small group instruction and whole group connections outside of live instruction so that they can account for membership at those times. School-based administrators, as part of an observation and evaluation protocol/schedule can remotely join scheduled classes to learn and observe teaching and learning. Periodic surveys to students and parents will help gauge student

groups of students for the purpose of teaching/learning, one-on-one interaction with student(s). Scheduled office times are made available for support to students, and additional support time for students, based upon need will be available. If a student has not logged on or attended any session, has not turned in assignments, or responded to email for a period longer than 24 hours (not over a weekend), have not indicated through various forms of communication that they will not be attending, have an excused absence, or is unengaged for any other reason, a viable attempt will be made to contact the student and/or parents to discuss and problem-solve any issues.			interaction and communication time and if there are any adjustments that need to be made to meet the needs of both students and/or parents.

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
Central support staff members are currently working with school-based administrators, teachers and other school-based support staff to develop and create opportunities to support student learning in a distance learning environment. The HUSD Human Resource Department, in connection with the Superintendent, Cabinet, and administrators have developed performance expectations for all staff in a distance learning environment – including specifics about where teachers will base, what services will be expected, what activities are acceptable, and how work hours are to be managed in a remote environment. This information, along with a calendar of expected activities and schedules for the first weeks of distance learning, have been sent to all classified and certified employees and administrators. This is an	District staff – specifically the Executive Director of Secondary Education, the Executive Director of Elementary Education, the Associate Superintendent, and the Superintendent will establish expectations for all staff who work virtually or in the remote environment. Site-based Admin are responsible for the ongoing observation and evaluation of their assigned teachers and school-based staff. District staff structure and organizational reporting structures will remain constant throughout the remote/virtual work/learning timeframe.	Expectations for work attendance, performance, and other assigned responsibilities will be ongoing throughout the 2020-2021 school year, with certain rules pertaining to remote/distance learning.	Artifacts, student work that demonstrates mastery, pop-in observations completed by site-based Admin, communication samples, and assessment data all represent evidence that students are learning and engaging in the remote learning process.

ongoing process, as student enrollment in remote instruction and in-person opportunities may fluctuate over the remainder of the 20-21 school year.			

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
All district staff members and district students have assigned emails to be used for communicating to each other, to parents, and with students, as part of their instructional model. Expectations as to how, when, and who should be included in various communications will be part of a teachers' onboarding training. Communication will be available on a continuous basis, and district support personnel will make themselves available to support school-based teachers and administrators, as needed. Work is being done currently to define daily communication expectations and hours for available conversations within the workday, including time when teachers will be available for student contact. Concentrated	District support personnel will help create and set the standards for communication between teachers and parents/families as well as between teacher/student.

Building Administration is responsible for monitoring communication to ensure it is appropriate and delivered in a timely manner and consistent with school procedures/protocols.

Teachers are responsible to communicating with their students and talking face-to-face individually with each student a minimum of twice per week.

Recommendations and requirements regarding the number of sessions and | Communication with students, parents and families is an ongoing and constant responsibility of all those involved in the education of students.

District support personnel will establish consistent communication timelines and frequencies with the school-based staff with whom they work directly.

Teachers will communicate individually with students and will provide parents weekly updates (minimum) – more often if the situation dictates such and as appropriate at each school.

Site-based Admin will communicate with their communities in an ongoing | When parents are informed and feel that they will receive updated and necessary information in a timely manner, they have less need for immediate answers and feel welcome in the school environment. This results in less hoovering, trust, and confidence, and a sense that the school is in good hands.

If communication is not consistent and thorough, there will be parents who feel they are uninformed, resulting in an increased number of phone calls and complaints. They will experience a sense of frustration because they don't have any idea what is going on. Phone calls, emails, and complaints to the school and district office will |

efforts will be made to ensure complete and accurate information is sent in a timely manner to all employees on a regular basis and to parents, as well. District support personnel will work with teachers to provide support and professional development to all teachers. Most teachers will benefit from professional development in areas such as best practices for distance learning and/or building relationships with students in a distance learning environment. Other needs for professional development will be accommodated through a remote environment.	opportunities for face-to-face interaction will be established at each instructional level.	manner on a daily/weekly basis, as necessary, using different modalities to ensure that all members of the community have access to the information.	increase when communication is not clear, concise, and timely. To measure the success of communication in a school, the school Admin will conduct a survey at the culmination of a prescribed time period and analyze the results for celebrations and areas of opportunity for next steps. These surveys will most likely be administered at key times throughout the school year and used as data points and tools to aide in school and district-wide decision-making.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Using a train-the-trainer model and via district instructional coaches, training will be provided for the CANVAS management system as well as best-practice strategies for online instruction in a remote environment.	District school support personnel – specifically the Online Coordinator, as well as the Executive Directors of both Elementary and Secondary will help to support teacher and site-based Admin professional development.	Ongoing and as needed. Minimally, teachers will be afforded the opportunity for additional learning and practice during release times once per quarter. However, if more training is needed, times will be arranged to meet the scheduling needs of teachers.	Teachers feel well prepared when they have command of the processes and procedures for which they are held accountable. To measure the effectiveness of professional development and training, school-based

Teachers and/or participants will be allowed to share success stories and benefit from tips-n-tricks provided by others and shared in a collaborative round-table environment regarding distance/remote learning. Continued effort to train in district curriculum – using new and best practice strategies for online and remote learning as a foundation designed to enhance teachers' current toolboxes. Additional training will be available to extend professional development for teachers and school-based administrators in online instructional environments and best practices as current situations deem it needed, appropriate and necessary.	The site-based Administrator will also be responsible for identifying teacher needs and responding to those needs with opportunities for professional development and new learning for teachers.		administrators can conduct a survey (as part of their analysis) throughout the course of the year (one or two times) for the purpose of measuring the satisfaction level of teachers about professional development.

List Specific Professional Development Topics That Will Be Covered

Professional Development Topics Specific to Distance Learning might include and cover such topics as: One-line and remote teaching strategies: how to engage and motivate the online learner; best practices in online/remote learning for elementary students; extension and application of strategies within an online environment; assessment in an online environment, leading online/remote learners, etc. A book study using Fisher, Frey, and Hattie's *The Distance Learning Playbook, Grades K-12* is an example of specific professional learning that would be beneficial for staff at all levels.

Additionally, through compilation of feedback from administrators, district support personnel with identify areas where teachers are in need and would benefit from additional training, focus, and extended learning. One of those areas of focus will extend to our work with Solution Tree and the PLC process – which is a district wide initiative with all HUSD schools.

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	
Personal Contact and Discussion		X	X
Needs Assessment-Available data	X	X	X
Other: Direct requests via phone calls, etc.	X		
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)	tbd	tbd	tbd
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	X	X	X
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	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
1-3	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
4-6	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding.

	Experiments that enhance other forms of learning and knowledge acquisition.		student learning through assignment completion.	District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
7-8	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
9-12	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.

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	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
1-3	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
4-6	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals

				as well as student growth over time.
7-8	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
9-12	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.

Distance Learning Plan Template 2020-2021

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	**Content Provider/Program Used**	**Formative Assessment Strategies and Frequency**	**Summative Assessment Strategies and Frequency**
Kindergarten	Direct Instruction, Zoom, Teams, Independent Work, Projects, Small Group Instruction, Videos, Virtual Field Trips, Virtual, interactive labs for lab science	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
1-3	Direct Instruction, Zoom, Teams, Independent Work, Projects, Small Group Instruction, Videos, Virtual Field Trips	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
4-6	Direct Instruction, Zoom, Teams, Independent Work, Projects, Small Group Instruction, Videos, Virtual Field Trips	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals

				as well as student growth over time.
7-8	Direct Instruction, Zoom, Teams, Independent Work, Projects, Small Group Instruction, Videos, Virtual Field Trips	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
9-12	Direct Instruction, Zoom, Teams, Independent Work, Projects, Small Group Instruction, Videos, Virtual Field Trips	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.

	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	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
1-3	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
4-6	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as

				well as student growth over time.
7-8	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.
9-12	Direct Instruction, Teams, Independent Work, Projects, Small Group Instruction, Whole Group Conversations and Collaboration, Videos, Virtual Field Trips and Experiments that enhance other forms of learning and knowledge acquisition.	HUSD approved curriculum; Florida Virtual Academy Curriculum; CANVAS management system	PLC strategies that include Formative Assessment continual through artifact submission, conversations to determine understanding, and demonstration of student learning through assignment completion.	Summative assessments, such as end-of-unit tests, will be used to assess student learning and demonstration of mastery or level of understanding. District benchmarks will be used for progress monitoring of school and district goals as well as student growth over time.

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
9-12	Online and Remote	FLVS	As set forth in FLVS	As provided for in FLVS

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

The philosophical principles upon which HUSD will be conducting Distance Learning include our commitment to an educational model which:

- Aligns and builds on the Arizona College and Career Ready Standards in Mathematics and English Language Arts and the Arizona Standards in Science and Social Studies
- Includes a common platform for instructional delivery to alleviate confusion among students and/or parents.
- Represents the authentic delivery model and rigorous expectations demonstrated in the face to face classroom
- Embraces mastery learning, problem-solving, creative thinking, and real-world application
- Has high expectations for keeping all students on track for college and career readiness
- Is personalized for each student's unique needs and for the developmental age of each student
- Recognizes the unique continuum of technology integration, understanding, and application as it applies to students in all grades K-12
- Is self-paced and flexible
- Includes options for students that don't involve the use of technology.
- When possible, choices will be provided so that students and families have the flexibility to complete the work while tapping into interests in order to provide/sustain motivation.
- Addresses the needs of the whole child, including instruction in art, music, and physical education and other elective options.
- Includes a focus on relationships and connections, not just content and academic achievement

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(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
The content and the content delivery system can be adapted to meet the accommodation and modification requirements for students with exceptionalities. Students with exceptionalities will receive additional remote support when the need is identified in an IEP, ALP, 504 or as a part of the MTSS process. (e.g.: related services, tutoring, testing accommodations, etc.).	Site-based Administrator; Instructional Coaches, Special Education Coordinators, Student Support Staff, Teachers, and Special Education paras will be responsible for working together at their building site to provide remote instruction and support to all students who have an IEP, ALP or 504 and any student in the MTSS process.	The frequency of such support will be determined by one of the following: • IEP minutes/goals • 504 stipulations • Need for support • ALP goals • MTSS intervention	In order to remain compliant with special services, providers will document service times and create progress reports for students in relation to pre-established goals in their IEP's, 504's, or ALP's. Documentation will also be gathered for students who are in the MTSS process.

Process for Implementing Action Step

Modifications and accommodations may include:

- Using research-based intervention programs currently in use district-wide through vendors such as Imagine Learning, i-Ready, Read 180, Achieve 3000, Lexia and others.

- Personalizing/modifying course components within or among units/lessons to meet individual needs

- Provide additional time to complete tasks

- Use of a keyboard for writing

- Synchronous video/screen sharing, email, chat, and telephone support

- Assessment adaptations specified in IEPs, such as additional time, scribes, reading directions, line reader, answer masking, answer elimination, calculators, highlighting text, color contrast, and magnification.

- CANVAS also has accessibility features which include increased text size, color contrast, text-to-speech, and a dictionary.

The IEP Team will determine the content and procedure accommodations necessary for students to achieve success, and online

compliance will be documented in the IEP. If the student requires related-services or needs other special education interventions, support will be provided on the same basis as for all other students in the District. A highly qualified special education teacher will be assigned to each qualifying student. That special education teacher will consult with the general education teacher, as well as work with the student and parents regarding the modifications and accommodations required.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
The content and the content delivery system can be adapted to meet the accommodation and modification requirements for students with exceptionalities. Students with exceptionalities (including ELL and GATE) will receive additional remote support when the need is identified. (e.g.: related services, tutoring, testing accommodations, etc.)	Site-based Administrator; ELL Certified Instructors, Instructional Coaches, Student Support Staff, and Teachers, will be responsible for working together at their building site to provide remote instruction and support to all students who have an IEP or 504.	The frequency of such support will be determined through collaboration between teachers, support staff and the ELL teacher/coach.	In order to remain compliant with special services, providers will document service times and create progress reports for students. Growth on standardized assessments will be a second measure to determine success and growth of ELL students.

Process for Implementing Action Step

Modifications and accommodations may include:

- Using research-based intervention programs currently in use district-wide through vendors such as Imagine Learning, i-Ready, Read 180, Achieve 3000, Lexia and others.

- Personalizing/modifying course components within or among units/lessons to meet individual needs

- Provide additional time to complete tasks

- Use of a keyboard for writing

- Synchronous video/screen sharing, email, chat, and telephone support

- Assessment adaptations specified in IEPs, such as additional time, scribes, reading directions, line reader, answer masking, answer elimination, calculators, highlighting text, color contrast, and magnification.

- CANVAS also has accessibility features which include increased text size, color contrast, text-to-speech, and a dictionary.

Students with exceptionalities (including ELL and GATE) will receive additional remote support when the need is identified. (e.g.: related services, tutoring, testing accommodations, etc.)

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					
	Other: Dedicated sessions/days during the week	X	X	X		

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Daily and weekly face-to-face contact with students is a priority for all distance learning teachers in order to build and sustain effective relationships and monitor the health, safety, wellness, and academic progress of all students in HUSD. Class meetings, small group discussions, and other mediums will be used to encourage students to get together remotely for the purpose of discussion, conversation, and connection throughout the scheduled school week. Each student will benefit from time spent with social emotional content, instruction, and involvement on a weekly basis. In collaboration with administrators, counselors, social workers, and psychologists, teachers will review and have available the ***Considerations for Social Emotional Supports for Students***, as issued by Arizona Department of Education in the	Administrators, Counselors, Social Workers, and School Psychologists, and Teachers all share the responsibility for making sure that students have all needs met within the school setting and have a heightened awareness of student mental health look-fors.	Constant	Success in this area MAY be measured via a student, parent, and teacher survey.

Distance Learning Guidance document (May, 2020) for students and/or parents who may benefit from some additional resources. The district will assist administrators in supporting educators, in addition to students, with stay-at-home resources for mental health support, self-compassion, and self-care.			

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
Standardized benchmarks, common formative assessments, student demonstration of understanding using various mediums, summative assessments, artifacts, and observation strategies will be used to measure student growth. Learning to create these assessments to be effective in a remote learning environment will challenge teachers and administrators to re-think normal assessment practice protocols	All classroom teachers, administrators and support personnel contribute positively to the growth and development of students. Proctoring of standardized benchmarks and assessments becomes the responsibility of administrators and assigned test coordinators as well as teachers and students to ensure compliance, effort and performance.	Standardized benchmarks are scheduled a minimum of 3 times per year. Other annualized, standardized assessments occur throughout the year, with the state standardized assessment (AzM2) occurring in the spring. Through continued learning and implementation of the PLC process, common formative and summative assessment practices are aligned to state standards and are used to drive	Continued, authentic, reliable student data, which results from properly proctored and administered assessments will be evidenced by a body of evidence that supports student learning and achievement. This data, along with a substantial body of evidence, will drive how teachers actively respond to the student learning and achievement. Through continued examination in PLC's teachers and students should

and consider environment as one of the variables to be controlled for.		daily instruction practices and strategies in the classroom. During remote learning, common formative assessments and summative assessments may look different, as they will be designed to accommodate remote environments.	experience growth in areas of specificity.

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.

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	Acadience (formerly DIBELS) Other kindergarten readiness assessments, as applicable	In-person, if possible. Otherwise, proctor online through ZOOM or Teams	ACADIENCE: August 17 – September 4, 2020; November 30 – December 11, 2020; May 3 – May 14, 2021.
1-3	Acadience (formerly DIBELS) and CBAS (grades 2-3); Writing Benchmarks	In-person, if possible. Otherwise, proctor online through ZOOM or Teams. If permitted, small group assessment times may be set up for in-person assessments.	ACADIENCE: August 17 – September 4, 2020; November 30 – December 11, 2020; May 3 – May 14, 2021. CBAS: August 17 – September 4, 2020; November 30 – December 11, 2020; February 12 – February 26, 2021 WRITING: September 8 – September 22, 2020; November 30 – December 15, 2020; February 22 – March 6, 2021.
4-6	CBAS Benchmark Assessments	In-person, if possible. Otherwise, proctor online through ZOOM or Teams. If permitted, small group assessment time may be set up for in-person assessments.	CBAS: August 17 – September 4, 2020; November 30 – December 11, 2020; February 12 – February 26, 2021. WRITING: September 8 – September 22, 2020; November 30 – December 15, 2020; February 22 – March 6, 2021.
7-8	CBAS Benchmark Assessments	In-person, if possible. Otherwise, proctor online through ZOOM or Teams. If permitted, small group	CBAS: August 17 – September 4, 2020; November 30 – December 11, 2020; May 3 – May 14, 2021.

		assessment time may be set up for in-person assessments.	
9-12	CBAS Benchmark Assessments	In-person, if possible. Otherwise, proctor online through ZOOM or Teams. If permitted, small group assessment time may be set up for in-person assessments.	CBAS: August 17 – September 4, 2020; November 30 – December 11, 2020; May 3 – May 14, 2021.

- **Please note that in connection with the Governor's Executive Order 2020-44, consideration may be given to the postponement of the BOY Benchmarks. That decision is forthcoming but has not been finalized at the writing of this document.**

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	Kindergarten Readiness	Online; through one-on-one conversations remotely or in person, if permitted.	Varies – individually scheduled, but aligned to BOY, MOY, and EOY assessments.
1-3	CBAS (grades 2-3); End of Unit and Summative Assessments from curriculum for grades K-1	In-person, if possible. Otherwise, proctor online through ZOOM or Teams. If permitted, small group assessment time may be set up for in-person assessments.	CBAS: August 17 – September 4, 2020; November 30 – December 11, 2020; February 12 – February 26, 2021; End of Unit and Summative Assessments for K-1 will follow the same timeframes as CBAS but will be internally designee and proctored benchmarks.
4-6	CBAS Benchmark Assessments	In-person, if possible. Otherwise, proctor online through ZOOM or Teams. If permitted, small group assessment time may be set up for in-person assessments.	CBAS: August 17 – September 4, 2020; November 30 – December 11, 2020; February 12 – February 26, 2021.
7-8	CBAS Benchmark Assessments	In-person, if possible. Otherwise, proctor online through ZOOM or Teams. If permitted, small group	CBAS: August 17 – September 4, 2020; November 30 – December 11, 2020; May 3 – May 14, 2021.

		assessment time may be set up for in-person assessments.	
9-12	CBAS Benchmark Assessments ACT (Seniors make-up from spring) – October 20, 2020 ACT – regular testing opportunity – April 6, 2021 PSAT – January 26, 2021 Honors/AP Course Exams	In-person, if possible. Otherwise, proctor online through ZOOM or Teams. If permitted, small group assessment time may be set up for in-person assessments.	CBAS: August 17 – September 4, 2020; November 30 – December 11, 2020; May 3 – May 14, 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).

Understanding that a single benchmark is not an accurate indicator of student academic performance, learning, and understanding, we will continue to ensure that teachers build a body of evidence to support growth and learning. Many components help make up that body of evidence, as outlined below.

- Common formative assessments, summative assessments, face-to-face (using virtual tools) conversations and various forms of demonstration of learning will be collected to monitor student learning and adjust teaching. Progress-monitoring strategies will help teachers identify student needs and will provide a scope-and-sequence for pacing, determine any need to re-teach, and identify when mastery has been achieved for all students, regardless of their starting point.

- District standardized benchmarks (DIBELS and CBAS) will be used and administered for the purpose of assessing student understanding, mastery, and application and will be proctored remotely to ensure the highest level of authenticity and security available in a distance learning environment. While the results of these tests can't be normed nationally, teachers and administrators will be able to use the resulting data to inform instruction moving forward and measure growth for students throughout the year.

- District standardized benchmarks will be administered within the first 6 weeks of distance learning (BOY measure) and will be administered two other times during the school year (MOY and EOY). Understanding the inability of active proctoring for standardized assessments administered in a remote environment, it is understood that the results derived from assessing remotely cannot be normed at large but will be interpreted as a single data point and used to create a launch point and next steps that drive instruction. If possible, these standardized benchmarks *may* be postponed for the BOY assessment until face-to-face instruction is permitted – allowing for students to come to a brick-and-mortar location for testing purposes, even if they choose to

stay in a remote learning modality.

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.

Attachments:

Attendance Procedures (draft)

We are working with our student information vendor for Synergy to create attendance processes that include flexibility and can be more conducive to the remote learning environment. Therefore, attendance procedures may be adjusted and tweaked to take advantage of new software enhancements as they are released.

Elementary Master Schedule for Remote Learning
Secondary Master Schedule for Remote Learning
Assessment Schedule (draft)