Khalsa School Distance Learning Plan

2020-21 School Year

Khalsa Charter School Distance Learning Plan

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	Khalsa Family Services	School District Entity ID	79420
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Leslie Woodford	
Representative Telephone Number		(520) 529-3611	
Representative E-Mail Address		Leslie.Woodford@khalsaschools.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
Khalsa School	79431	10-87-84-101

Distance Learning Background Information

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

Khalsa Charter Distance Learning Template 2020-2021

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

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

How many instructional days will the school district operate for School Year 2020-2021?	**180**
How many instructional days did the school district operate for School Year 2019-2020?	**180**

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

Estimated Enrollment for FY 2021	**270**	Start Date for Distance Learning	**Aug. 17, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the year	250
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☒**5. Other (Please explain below)**		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
We intend to operate distance learning for the first quarter of the school year—until October 12, 2020—for grades K-8. Kindergarten is housed with the private preschool which will be open for in-person learning; families may choose in-person learning for Kindergarten students. At the end of the first quarter, we will review guidelines from the CDC, our local health department, and Arizona Department of Health Services, which are scheduled to be released on August 7, 2020 (Today is 7/27/20). We will assess the feasibility of commencing in person instruction at that time. If the status of the spread and prevalence in the community does not meet the guidelines, we will continue distance learning for another quarter and reassess at that time. We intend to continue this way through the school year until it is safe to return to 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?	**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. Create shared Google Sheets Attendance Workbook.
2. Train office staff, teachers, and assistants on attendance procedures.
3. Parents will call to report absences.
4. Office staff will mark absences in Attendance Workbook.
5. Teaching staff, including assistants will mark students present in Attendance Workbook:
   a. Attendance at Zoom meeting, or
   b. Work turned in, or
   c. Other contact, or
   d. Physical attendance in onsite study hall
6. State Reports Manager will update numbers in SchoolMaster.
	1. State Reports Manager.
	2. State Reports Manager.
	3. Parents.
	4. Office staff.
	5. Teaching staff (teachers, special educators, assistants, interventionists)
	6. State Reports Manager.
		1. One time: July 2020.
		2. One time, August 2020; repeated as needed.
		3. When students are sick or will not be engaging in school.
		4. Daily, when parents call.
		5. Daily.
		6. Daily.
			1. Attendance Workbook.
			2. PD attendance sheet.
			3. Records in Attendance Workbook.
			4. Records in Attendance Workbook.
			5. Records in Attendance Workbook.
			6. Records in SchoolMaster.

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. Teachers will maintain class records of lessons attended. 2. Staff will reach out to students who have not attended.	1. Teachers. 2. Teaching staff (teachers, special educators, assistants, interventionists)	1. Daily. 2. Daily, as needed.	1. Teachers' instructional progress records. 2. Phone call/email log.

Teacher and Staff Expectations and Support (1.a.ii)
a. *Describe expectations of teachers and other staff working virtually.*

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Staff members will be available to perform their jobs during their regularly assigned hours (generally 8-4). 2. Teachers will follow teaching guidelines explained in "Khalsa School: 2020-21 Instructional Expectations: Remote Learning." Copy available at Khalsa School.	1. Staff members, Administrative Director. 2. Teachers, Curriculum Coordinator.	1. Daily. 2. Daily.	1. Time sheets submitted by staff. 2. Lessons conducted with students, work submitted by students, assignments listed in Google Classroom. Coaching logs.

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. Provide HR benefits such as health insurance. 2. Monday Memo (MM) sent weekly. 3. Updates listed on Employee Website.	1. HR Manager. 2. Administrative Director. 3. Curriculum Coordinator.	1. Open enrollment available one time per year, enrollment available throughout the year for qualifying event. 2. Weekly. 3. As needed.	1. Documentation of HR benefits selected by employees. 2. Emailed versions of MM. 3. Employee Website updates.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop schedule of staff trainings for set up week 8/3-14. 2. Create annual Professional Development schedule.	1. Admin team. 2. Curriculum Coordinator.	1. One time: multiple trainings during two week set up period. 2. Monthly PD topic, plus two half day staff development days.	1. List of staff trainings. Sign in sheets from trainings. 2. List of PD schedule. Sign in sheets from trainings. 3. Presentation materials. Participant notes.

List Specific Professional Development Topics That Will Be Covered

- Technology, including Zoom, Google Classroom, Google Sites, and other platforms.
- Self-care topics
- Social Emotional instruction for assisting students.

- Suicide Prevention Training
- Daily health safety procedures
- Attendance training
- Annual training including: Child Study Process, Sexual Harassment Prevention training, Teacher Evaluation Process, FERPA, Behavior policy

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
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:	X	X	X
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
Other:			

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

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

Khalsa Charter Distance Learning Template 2020-2021

	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	***Remote Learning*** • *Direct instruction via Zoom* • *Supervised work time— teacher available on Zoom, students can log on and work, seeking assistance as needed* • *Assignments posted and collected through Google Classroom* • *Use Prezi and Montessori Tools to create engaging lessons* • *Classroom website will provide learning materials, daily schedule* • *Parent education to support home learning* ***In Person Learning*** • *Kindergarten is housed in Khalsa's early childhood program, which will open for in person instruction. Teachers will teach Kindergarten as normal.*	***Remote Learning*** • *Homemade and/or digital Montessori materials including Golden Beads, stamp game, etc.* ***In Person Learning*** • Montessori Sensorial and math materials	• Galileo Math: 3 x/year • *Daily Informal assessment using the Montessori three period lesson* ***In Person Learning*** • Galileo Math: 3 x/year • *Daily Informal assessment using the Montessori three period lesson*	• Galileo Math: 3 x/year • *Daily Informal assessment using the Montessori three period Lesson* ***In Person Learning*** • Galileo Math: 3 x/year • *Daily Informal assessment using the Montessori three period lesson*
1-3	• *Direct instruction via Zoom* • *Direct instruction via recorded videos*	• *Albanesi Math* • *Homemade and/or digital Montessori materials including*	• *Albanesi math assessments: GAT, JRT— GAT at begin/end of year;*	• *Albanesi math assessments: GAT, JRT— GAT at begin/end of*

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	Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)			
	• Parent education to support home learning • Skills practice through printed packets and manipulatives • Student Montessori materials kits • Assignments posted and collected through Google Classroom	Golden Beads, stamp game, etc. •	JRT's at begin/end of each unit • Galileo math assessment—BOY/EOY • Xtramath fact assessment—BOY	year; JRT's at begin/end of each unit • Galileo math assessment—BOY/EOY
4-6	• Flipgrid for collaborative learning experiences • Direct instruction via Zoom • Direct instruction via recorded videos • Classroom website will provide learning materials, daily schedule • Student and teacher led presentations with Google Slides • Supervised work time—teacher available on Zoom, students can log on and work, seeking assistance as needed • Skills practice through printed packets and manipulatives • Assignments posted and collected through Google Classroom	• Printed and/or digital versions of Montessori materials, like peg board, guide squares, etc. • Xtramath for fact practice	• Informal assessment by asking questions at beginning of lessons • Albanesi math assessments: GAT, ART—GAT at begin/end of year; ART's at begin/end of each unit • Math fact assessment • Xtramath for fact practice—BOY	• Checking student work • Albanesi math assessments: GAT, ART—GAT at begin/end of year; ART's at begin/end of each unit • Math fact assessment

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Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
7-8	• Direct instruction via Zoom • Direct instruction via recorded videos, including Prezi videos and Loom • Assignments posted and collected through Google Classroom, and graded through Jupiter Ed •	• Khan Academy	• Appropriate pre-tests with Khan Academy, at beginning of each lesson • Ongoing unit tests using Khan Academy, at beginning of each unit • Galileo pre tests	• Appropriate End-of-course Tests with Khan Academy, at end of each lesson • Ongoing unit tests using Khan Academy, at end of each unit • Galileo post tests
9-12				

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	**Remote Learning** • Direct instruction via Zoom • Supervised work time—teacher available on Zoom, students can log on and work, seeking assistance as needed • Assignments posted and collected through Google Classroom • Use Prezi and Montessori Tools to create engaging lessons	**Remote Learning** • Homemade and/or digital Montessori materials including moveable alphabet, three-part cards, phonics readers, etc. • Handwriting without Tears **In Person Learning** • Montessori language materials	• Galileo Reading: 3 x/year • Daily Informal assessment using the Montessori three period lesson **In Person Learning** • Galileo Reading: 3 x/year • Daily Informal assessment using the Montessori three period lesson	• Galileo Reading: 3 x/year • Daily Informal assessment using the Montessori three period lesson **In Person Learning** • Galileo Reading: 3 x/year • Daily Informal assessment using the Montessori three period lesson

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	• Classroom website will provide learning materials, daily schedule • Parent education to support home learning ***In Person Learning*** *Kindergarten is housed in Khalsa's early childhood program, which will open for in person instruction. Teachers will teach Kindergarten as normal.*			
1-3	• Direct instruction via Zoom • Direct instruction via recorded videos • Parent education to support home learning • Skills practice through printed packets and manipulatives • Student Montessori materials kits • Assignments posted and collected through Google Classroom	• Homemade and/or digital Montessori materials including moveable alphabet, phonics readers, pink/green/blue series, word study through Montessori Skytowers, etc. • The Reading Zone • Waseca Reading Program • Evan Moor and Words Their Way for spelling	• Galileo Reading: Benchmark testing 3x/year • Khalsa Arizona Academic standards aligned writing prompts: BOY/EOY • Evan-Moore Reading assessment: 3x/year	• Galileo Reading: Benchmark testing 3x/year • Khalsa Arizona Academic standards aligned writing prompts: BOY/EOY • Evan-Moore Reading assessment: 3x/year
4-6	• Flipgrid for collaborative learning experiences • Direct instruction via recorded videos	• Epic reading • Newsela • The Reading Zone	• Daily Informal assessment by asking questions at beginning of lessons	• Checking student work daily • Listening to student comments during readers' workshop discussions, weekly

	Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)			
	• *Classroom website will provide learning materials, daily schedule* • *Student and teacher led presentations with Google Slides* • *Supervised work time—teacher available on Zoom, students can log on and work, seeking assistance as needed* • *Assignments posted and collected through Google Classroom*		• *Galileo Reading: Benchmark testing 3x/year* • *Khalsa Arizona Academic standards aligned writing prompts: BOY/EOY*	• *Writing assessments* • *Galileo Reading: Benchmark testing 3x/year* • *Khalsa Arizona Academic standards aligned writing prompts: BOY/EOY*
7-8	• *Direct instruction via Zoom* • *Direct instruction via recorded videos, including Prezi videos and Loom* • *Assignments posted and collected through Google Classroom, and graded through Jupiter Ed*	• *Teacher created curriculum based AZ standards* • *The Reading Zone*	• *Teacher created formative assessments, weekly* • *Galileo pre tests*	• *HESS Reading CRM, AZM2 Practice Assessment* • *HESS Writing CRM, AZM2 Rubric-Driven Writing Assessment* • *Galileo post tests*
9-12				

	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*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
Kindergarten	**Remote Learning** • *Direct instruction via Zoom* • *Supervised work time—teacher available on Zoom, students can log on and work, seeking assistance as needed* • *Assignments posted and collected through Google Classroom* • *Use Prezi and Montessori Tools to create engaging lessons* • *Classroom website will provide learning materials, daily schedule* • *Parent education to support home learning* **In Person Learning** *Kindergarten is housed in Khalsa's early childhood program, which will open for in person instruction. Teachers will teach Kindergarten as normal.*	• *Montessori Science materials including water cycle & clouds, states of matter, life cycle of a seed, parts of a skeleton, classes of vertebrates, mammals, leaf cabinet* • *Class Science project* • *National Geographic, Free School programming*	• *The Montessori three period lesson* • *Teacher observation of students during small group lessons and activities* • *Formalized observation forms*	• *The Montessori three period lesson, especially the third period* • *Student completed work, own experiments, own observations* • *Completed class science project*
1-3	• *Direct instruction via Zoom; large group and small group lessons* • *Direct instruction via recorded videos*	• *Montessori Great Lessons* • *Montessori Science Materials including The Big Bang, Layers of the Atmosphere, SARSEF preparation, Scientific*	• *Teacher observation of students during small group lessons and activities* • *Formalized observation forms*	• *The Montessori three period lesson, especially the third period* • *Student completed work, own experiments, own observations*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	• Parent education to support home learning • Skills practice through printed packets and manipulatives • Assignments posted and collected through Google Classroom	method, light and energy, physics, great scientists, kingdoms of living organisms, biomes and ecosystems, botany microbiology • Waseca biomes material		• Completed individual science based projects
4-6	• Flipgrid for collaborative learning experiences • Direct instruction via recorded videos • Classroom website will provide learning materials, daily schedule • Student and teacher led presentations with Google Slides • Supervised work time—teacher available on Zoom, students can log on and work, seeking assistance as needed • Assignments posted and collected through Google Classroom • Collaborative learning and student leadership opportunities	• Montessori Science materials including cell theory, human physiology, anatomy, nutrition,	• Teacher observation of students during small group lessons and activities • Formalized observation forms	• The Montessori three period lesson, especially the third period • Student completed work, own experiments, own observations • Completed individual science based projects
7-8	• Direct instruction via Zoom • Direct instruction via recorded videos,	• Dead on AZ Science Standards • Science Explorer curriculum	• Teacher created weekly pre-tests	• Teacher created unit tests • AIMS practice test

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	including Prezi videos and Loom • *Assignments posted and collected through Google Classroom, and graded through Jupiter Ed*	• *Kurzgesagt content* • *Crash Course* • *Nova, Cosmos, other science programming*		
9-12				

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	**Remote Learning** • *Direct instruction via Zoom* • *Supervised work time—teacher available on Zoom, students can log on and work, seeking assistance as needed* • *Assignments posted and collected through Google Classroom* • *Use Prezi and Montessori Tools to create engaging lessons* • *Classroom website will provide learning materials, daily schedule* • *Parent education to support home learning*	• *Montessori Social Studies materials including introduction to the globe, continent maps, seasons, months of the year, Peace Day, the clock, land & water forms* • *Music, art, PE provided by content specialists through recorded lessons*	• *The Montessori three period lesson* • *Teacher observation of students during small group lessons and activities* • *Formalized observation forms*	• *The Montessori three period lesson, especially the third period* • *Student completed work; work complexity changes: students make their own posters, own research, own reports.*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)			
	In Person Learning *Kindergarten is housed in Khalsa's early childhood program, which will open for in person instruction. Teachers will teach Kindergarten as normal.*		
1-3	• *Direct instruction via Zoom; large group and small group lessons* • *Direct instruction via recorded videos* • *Parent education to support home learning* • *Skills practice through printed packets and manipulatives*	• *Montessori Social Studies materials, including landforms, geography, basic needs of humans, Timeline of Life, Timeline of Humans, History of Written language, and Math, Cultures through Time* • *Music, art, PE provided by content specialists through recorded lessons*	• *Teacher observation of students during small group lessons and activities* • *Formalized observation forms*	• *The Montessori three period lesson, especially the third period* • *Student completed work, own experiments, own observations*
4-6	• *Flipgrid for collaborative learning experiences* • *Direct instruction via recorded videos* • *Classroom website will provide learning materials, daily schedule* • *Student and teacher led presentations with Google Slides* • *Supervised work time— teacher available on Zoom, students can log*	• *Montessori Social Studies materials including geography of Asia, great figures from history, Ancient Asia, Timeline of Math, economic geography, early Americans* • *Music, art, PE provided by content specialists through recorded lessons*	• *Teacher observation of students during small group lessons and activities* • *Formalized observation forms* • *Geography assessment: pre-test at beginning of year*	• *The Montessori three period lesson, especially the third period* • *Student completed work, own experiments, own observations* • *Geography assessment: periodically throughout year*

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Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	on and work, seeking assistance as needed *Assignments posted and collected through Google Classroom* *Collaborative learning and student leadership opportunities*			
7-8	*Direct instruction via Zoom* *Direct instruction via recorded videos, including Prezi videos and Loom* *Assignments posted and collected through Google Classroom, and graded through Jupiter Ed*	*Open History* *Holt World History* *Holt Economics* *World Regional Geography* *History of US* *Holt Government*	*Teacher created pre-tests, weekly*	*Teacher created unit tests, end of each unit*
9-12				

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				

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

Meeting the Needs of Students with Disabilities and English Learners.

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 current IEP's. 2. Complete evaluation process for students identified at the end of 2019-20 school year for evaluation. 3. Ensure communication with Gen Ed teachers regarding classroom accommodations. 4. Provide services via Zoom or other platforms in accordance with services listed in IEPs. 5. Complete 45 day reports. 6. Follow Child Study process to provide support for teachers and students.	1. Special educator. 2. MET Team. 3. Special educator. 4. Special educator. 5. Classroom teachers. 6. Curriculum team.	1. Once at beginning of year, as needed throughout year. 2. As needed throughout the year. 3. Initial meeting with teachers at beginning of year; continuing communication throughout the year. 4. Daily/Weekly as required in IEP's. 5. Once at beginning of year, or as new students enroll. 6. Meet monthly.	1. Special education services provided during the school year in accordance with IEP. 2. All identified students complete the evaluation process within designated time frames. 3. Attendance logs from meetings; participant notes. 4. Attendance logs from student attendance in SPED instruction; student completed work. 5. 45 day reports. 6. Child study reports, forms, and teacher documentation.

Process for Implementing Action Step

Admin team will meet with Special Education services provider, and then the SPED provider will follow through with action steps 1-4. Teachers will complete 45-day reports. Child study team will meet monthly.

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. Acquire SEI training if needed. 2. Review PHLOTE forms to identify English as second language students. 3. Administer AZELLA tests to them. 4. Provide English language learner instruction as needed to identify students.	1. Assistant director. 2. Assistant director. 3. Assistant director. 4. Classroom teachers.	1. Once at beginning of school year. As needed for staffing changes. 2. Once at beginning of school year. As needed for students who enter mid-year. 3. Once at beginning of school year. As needed for students who enter mid-year. 4. Daily, as needed.	1. Course completion certificate. 2. Signatures on 45 day reports. 3. AZELLA test scores. 4. Completed classroom assignments, improved score on subsequent AZELLA test.

Process for Implementing Action Step

Admin team will meet with AZELLA services provider (they are already trained). They will follow through with steps 2-3, and provide support materials for general education teachers. Teachers will provide English language learner instruction to students in the classroom.

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	
	Packet of Social and Emotional Topics	X	X		X	
	Online Social Emotional videos		X		X	
	Parent Training	X	X		X	
	Other:	X	X	X	X	

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
• Referrals as needed to community agencies for counseling services • Staff training regarding SEL for students • Teachers will check in with students regularly	• Admin team • Curriculum coordinator • Teachers • All staff who interact with 6-8 grade • Teachers • Child Study team	• As needed • At beginning of year and bi-annually through the year • Regularly through the year • At beginning of the year	• Confidential documentation in the office • Meeting attendance lists and participant notes • Teachers family contact log

• Staff will participate in suicide prevention training • Teachers will provide parent education for supporting their students at home • Child study process will review social emotional concerns for students		• Regularly through the year as needed • Child Study team meets monthly	• Suicide prevention training certificates • Email evidence (invitations and summaries) or Zoom meeting attendance records of parent training • Child study notes

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. Benchmark testing K-8 2. Teacher observation 3. AzM2 grades 3-8 4. Complete unit tests (practice skills until students master content) 5. Grading at MS level	1. Testing coordinator 2. Teachers 3. Testing coordinator 4. Teachers 5. Teachers	1. 3x/year 2. Daily, weekly 3. 1x/year 4. At regular intervals, aligned with curriculum 5. Ongoing	1. Benchmark test scores 2. Observation forms 3. AzM2 results 4. Unit test results 5. Grades

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 (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*Galileo*	*Online*	*Before 9/25/20*
1-3	*Galileo*	*Online*	*Before 9/25/20*
4-6	*Galileo*	*Online*	*Before 9/25/20*
7-8	*Galileo*	*Online*	*Before 9/25/20*
9-12			

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*Galileo*	*Online*	*Before 9/25/20*
1-3	*Galileo*	*Online*	*Before 9/25/20*
4-6	*Galileo*	*Online*	*Before 9/25/20*
7-8	*Galileo*	*Online*	*Before 9/25/20*
9-12			

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).

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.