Distance Learning Plan Template for School Districts

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at EmergencyDL@azed.gov to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to EmergencyDL@azed.gov, as specified in communications from ADE.

In the sections found on pages 3-5, a school district will populate background information regarding school district and school information, including basic information about each school district's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the school district to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the school district has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a school district should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the school district to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

School District Information

*School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.

School District Name	Agua Fria Union High School District	School District Entity ID	4289
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Tom Huffman - Executive Director of Educational Services	
Representative Telephone Number		623-932-7000	
Representative E-Mail Address		thuffman@aguafria.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
Agua Fria High School	5454	07-05-16-201
Canyon View High School	932049	07-05-16-206
Desert Edge High School	79799	07-05-16-203
Millennium High School	78926	07-05-16-202
Verrado High School	87903	07-05-16-204

Distance Learning Background Information

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

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

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

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

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

Estimated Enrollment for FY 2021	8653	Start Date for Distance Learning	August 4, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	865 have asked to remain online the full semester. We will re-evaluate at the end of the 1st semester.	Estimated Number of Students Participating in Distance Learning for a Portion of the year	7788
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.		

	X4. 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.). X5. Our Governing Board and Superintendent will decide the final date of return to in-person learning in the hybrid model once the Governor allows schools to fully reopen.

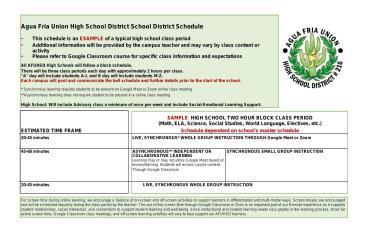| If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use: |
|---|
| We will begin the school year on 8/4/20 with all students in distance learning. This will continue until we have met the metrics from AZDHS (which we do not yet have) and presented by Governor Ducey on 7/23/20, or until our Governing Board approves a return to in person learning. At that time the District will transition to a hybrid model for the majority of our students. In the hybrid model students will be split into A and B groups so that only ½ of the students are on campus at any time. " A" group students will have last names that begin with A through L. "B" group students will consist of students whose last names begin with M through Z. Families who have students with different last names will attend school on the same day and be in group B . "A" group students will attend class in person on Monday and Thursday. "B" group students will attend class in person on Tuesday and Friday. All students will participate remotely on Wednesday which will be a deep cleaning and disinfecting day on the campuses. This plan will reduce school size from about 1800 to 900 each day, and will reduce average class size from about 29 to about 15. It will also greatly reduce student contacts in their class cohorts from about 180 to about 45. It will reduce teacher to student contacts from about 150 to about 30-45. Each student will take periods 1-3 for the 1st 9 weeks in a super or double block and will take periods 4-6 the 2nd nine weeks. At the end of the semester instructional time will be equal for all 6 classes that students take as would happen traditionally. One lesson learned in the spring from surveys of students, teachers, and parents is that 6 classes daily while online was a real challenge and deemed to be too much for the typical high school student. This model allows full instructional time while only focusing on three classes very deeply and intensely at a time. Each class is 1 hour 50 minutes in length. While we are in remote learning and all students are at home each student will be in each of these classes all four days. There will be some time 4 days a week for either advisory or rti which stands for response to intervention, RTI is our multi tiered intervention system that includes tutoring and assistance. Each of our schools has their own name for this time. As an example, verrado calls it viper success. Advisory will be offered at least once a week and it is a super important part of the day where there will be check ins and socio emotional learning. It's also a time for students to connect to each other, their advisor, to the school and their future. |

Wednesday will be a deep cleaning day on campus, but it is still an important part of our students and teachers week educationally. Teachers will spend time in professional development and professional learning communities or PLCs in the morning. There will be a time for teacher / student office hours and tutoring. Wednesday afternoon will be a dedicated time for students to work independently as needed, and for school clubs, enhancement services, and other co-curricular activities. It also provides an opportunity for teachers to have planning time for the challenge of teaching in these new formats and systems. The overall school schedule is the same in both the remote and hybrid modes, with students participating directly in all 3 periods on monday, tuesday, thursday, and friday while in the remote mode and going to the A/B groups attending school in person twice a week when we are able to move to the hybrid. Students will work remotely on wednesday in both models.

A model of the class schedule is shown below.

Hybrid / Remote Learning Schedule (Students)

Period	Monday*	Tuesday*	Wednesday	Thursday*	Friday*
1	810-1000	810-1000	Late Start for teacher training	810-1000	810-1000
2	1005-1155	1005-1155	1010-1200 Teacher Office Hours	1005-1155	1005-1155
Lunch	1200-1235	1200-1235	1200-1235	1200-1235	1200-1235
Advisory / RTI**	1240-110	1240-110	1240-105 Independent Study***	1240-110	1240-110
3	115-305	115-305	110-305 Independent Study***	115-305	115-305

A typical day while we are in remote learning will be decided by individual teachers and PLCs, but in general will have some commonalities. No matter how it's split, the starting point for the layout of the class would be about ½ of the time being synchronous or real time learning. This time will be spent on google meet or zoom with direct interaction between the teacher and students occurring. The other ½ of the class would be more asynchronous with students in small groups, or working independently. Some of this time will not have the students on meet or zoom to give students screen breaks. The day might be all of the planned direct or synchronous instruction followed by all the asynchronous instruction, or the teacher might start live, go to small group or independent work, and then bring the whole class together again just as these models happen in a traditional classroom. To confirm, the teachers and PLCs in cooperation with their site administration

will determine what the actual class time looks like. Honors, IB, and AP classes will be available while in remote learning and with both the hybrid and full online options. All students are issued Chromebooks from the District and hotspots are provided as needed to ensure connectivity.

Agua Fria Union High School District School District Schedule
- **This schedule is an EXAMPLE of a typical high school class period**
- **Additional information will be provided by the campus teacher and may vary by class content or activity**
- **Please refer to Google Classroom course for specific class information and expectations**

All AFUHSD High Schools will follow a block schedule.
There will be three class periods each day with approximately 2 hours per class.
"A" day will include students A-L and B day will include students M-Z.
Each campus will post and communicate the bell schedule and further details prior to the start of the school.

* Synchronous learning requires students to be present on Google Meet or Zoom online class meeting
**Asynchronous learning does not require student to be present in a online class meeting

High School: Will include Advisory class a minimum of once per week and include Social-Emotional Learning Support.

ESTIMATED TIME FRAME	SAMPLE HIGH SCHOOL TWO HOUR BLOCK CLASS PERIOD (Math, ELA, Science, Social Studies, World Language, Electives, etc.) Schedule dependent on school's master schedule	
20-45 minutes	LIVE, SYNCHRONOUS* WHOLE GROUP INSTRUCTION THROUGH Google Meet or Zoom	
45-60 minutes	ASYNCHRONOUS** INDEPENDENT OR COLLABORATIVE LEARNING Learning may or may not utilize Google Meet based on lesson/learning. Students will access course content Through Google Classroom	SYNCHRONOUS SMALL GROUP INSTRUCTION
20-45 minutes	LIVE, SYNCHRONOUS WHOLE GROUP INSTRUCTION	

For screen time during online learning, we encourage a balance of on-screen and off-screen activities to support learners in differentiated and multi-modal ways. Screen breaks are encouraged and will be scheduled regularly during the class period by the teacher. The use of live screen time through Google Classroom or Zoon is an important part of our Remote experience as it supports student relationships, social interaction, and connections to support student learning and well-being. Since instructional and student learning needs vary greatly in the learning process, times for active screen time, Google Classroom class meetings, and off screen learning activities will vary to best support our AFUHSD learners.

When the District returns to in person learning via the hybrid model there are about 865 families that have chosen to leave their students in full online learning. After a considerable study and process and to be compliant with executive order 2020-51 sections 2 and 2b the primary model for these students will largely be the same as the hybrid model with the exception that these students will stay home all 5 days instead of attending 2 days per week. They will be with the designated group A or B like all students but will participate remotely via Google meet or Zoom with the regular hybrid class on campus. We do believe that choices are important for our families, so in addition to these two main options we will have a very small (3 at this point) group of students opting to participate in full online learning for the first semester via our Coldwater Academy approved AOI program which utilizes Odysseyware Software.

Is the school district requiring students to do distance learning?	yes, until the yet to be determined metrics are met, and it has been

	deemed safe for students and teachers to return to class..
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
- attendance will be taken in each class daily (M.T,Th,F) by teachers	- Classroom Teachers - Site administrators - Data Specialists - District level student information specialists	- Attendance to be taken each period by each teacher daily - State reporting to be completed as required.	- Synergy SIS data - Reports - Site level monitoring - Tracking will be done via Zoom and/or Google

just as it is in a traditional school model. ● Attendance will be entered into the Synergy student information system just as it would be in a traditional model. ● All required state reporting will be done by our data/SIS team as normal ● Attendance could be tracked as well by evidence of logging on or work submitted on Wed. as needed or required.			Meet, and participation in Odysseyware software for some students

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
● Create a class schedule conducive to and requiring communication ● Provide access to the appropriate tool to include chromebooks, hotspots as needed,	● Teachers ● Content PLCs ● Site Administration ● District Administration ● Technology Department ● Curriculum Team	● Training of administrators and teachers throughout July and through the start of the school year. (administrative meetings, 4 days of new teacher inservice, 3 days of all teacher inservice, 3 ½	● daily class / bell schedule ● PD calendar ● High level of technology districtwide

google classroom, google meet, zoom etc. ● Provide extensive staff training ● Create expectations of regular / daily contact		days at the start of the school year, Summer professional development academy) ● Weekly professional development time built into the schedule. ● daily contact by teachers with their students.	

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
● appropriate attire and professional backdrop ● adherence to the daily school and work schedule with an active presence and active interactions	● all administrators and supervisors and all staff ● all administrators, supervisors and all staff	● daily when working ● daily when working	● regular administrator and supervisor monitoring of on-line, virtual classrooms and virtual meetings and interactions and evidence of delivery of the presentation of the new staff dress code policy and expectations ● regular administrator and supervisor monitoring of on-line, virtual classrooms and virtual meetings and interactions, timeclock

			audits, lesson plans,

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
● Implementation of leave donation policy ● Implementation of FFCRA Leave requirements ● Interactive Process Meetings for employee accommodations ● Remote work schedule for classified employees ● FAQ communications ● District Newsletters ● Project-based assignments for classified employees or "other duties as assigned" to sustain the employee's position and compensation	● Executive Director of Human Resources, Benefits Coordinator, Payroll Manager ● Executive Director of Human Resources, Benefits Coordinator, Payroll Manager ● Executive Director of Human Resources, Benefits Coordinator ● Executive Cabinet Members ● Executive Director of Human Resources ● Director II of Student Services ● All administrators and supervisors	● Board-adopted in August with implementation in August/September ● As requested/required for employees on a case-by-case basis ● As requested/required for employees on a case-by-case basis ● Announcement of work location expectations bi-weekly ● Monthly or more frequently as-needed for ever-changing pandemic dynamics, governor announcements, etc. ● Monthly or more frequently as-needed for ever-changing pandemic dynamics, governor announcements, etc. ● Plan for implementation of project-based assignments beginning August 17th	● Absence reporting system, *Request for Leave Donation* forms, *Leave Donor* form, email exchanges ● Tracking spreadsheet, absentee reports, email exchanges ● Medical Inquiry form, Employee Accommodation form, calendar invitations for virtual interactive process meetings ● FAQs, announcement emails, meeting minutes ● FAQs ● District Newsletters ● Virtual Meeting recordings and attendance, email communications, meeting agendas, classified employees skills inventory data report

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
- All administrator "retreats" - Summer Professional Development Academy - new teacher in-service - all teachers in-service ½ days at start of the year - Weekly PD built into the school calendar - PD expectations document - virtual department meetings	- Superintendent - All Staff - All administrators - Principals - Executive Director Educational Services - Director of Curriculum - Executive Director of Human Resources - All teachers - Teacher Leaders - Content area specialist - Site PD Committees	- As needed - SPDA = 1 full week in July - New teachers 3 days - All teachers 4 days 3 ½ days - Administrative meeting in mid july and weekly principals meetings. - Site PD committee weekly - Weekly PD at each site for 1 hour.	- PD expectations document - Weekly meeting check ins. - PD agendas - Meeting Agendas - Summer PD planning documents and agendas - Back to school training agendas

List Specific Professional Development Topics That Will Be Covered

Google Classroom, Socio -emotional learning, attendance procedures, Google meet and Zoom, Screencastify, EdPuzzle, Site specific content and digital resources, Our hybrid and remote learning schedules and how to use them, go-guardian, synergy, Finance and HR procedures, Culturally Responsive Teaching, Trauma informed Teaching, further development of our guaranteed and viable curriculum, PLCs.

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			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	all students receive a chromebook	all teachers receive a laptop	all staff receive devices as needed
WIFI Hot Spot	x	x	
Supplemental Utility Support (Internet)			
Other:			x
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	x		
Extended Weekday Hours		x	x
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
9-12	*Direct instruction via Zoom and/or Google Meet, virtual RTI opportunities, a*	*Beyond Textbooks, Google Classroom, HUB (District*	*Common Formative Assessments delivered via Google Forms,*	*District, standards based benchmarks will be delivered*

	combination of daily instruction and independent practice	online curriculum/assessment resource page)	teacher-created item banks via School City (our district's assessment platform), district performance tasks.	3x per school year, with a PLC designed culminating activity

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*
9-12	*Direct instruction via Zoom and/or Google Meet, virtual RTI opportunities, a combination of daily instruction and independent practice*	*Beyond Textbooks, NoRedInk Premium, CommonLit, Google Classroom*	*Common Formative Assessments delivered via Google Form, authentic writing tasks, virtual socratic seminars. Frequency- standards dependent, 1 per week and/or every other week (some assessments may assess multiple standards and/or learning targets)*	*District, standards based benchmarks will be delivered 3x per school year, with a PLC designed culminating activity*

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*
9-12	*Direct instruction via Zoom and/or Google Meet, virtual RTI opportunities, a combination of daily instruction and independent practice*	*Beyond Textbooks, Pearson (Savvas) Textbooks, ck12.org Flexbooks, Openstax Textbooks, Google Classroom, HUB (District online curriculum/assessment resource page housing all guaranteed and viable curriculum. Based on standards/teacher-developed).*	*Common Formative Assessments delivered via Google Forms, teacher-created item banks via School City (our district's assessment platform), district performance tasks. Frequency- standards dependent, 1 per week and/or every other week (some*	*District, standards based benchmarks will be delivered 3x per school year, with a PLC designed culminating activity. PLCs will also deliver common unit exams in many courses (3-4 per semester).*

			assessments may assess multiple standards and/or learning targets)	

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*
9-12	*Direct instruction via Zoom and/or Google Meet, virtual RTI opportunities, a combination of daily instruction and independent practice.*	*Varies by content area: Includes Beyond Textbooks for Social Studies, Pearson (Savvas) Textbooks for Spanish, Carnegie Textbooks and digital resources for French, Goodheart Wilcox Essential Health/PE, Openstax Textbooks, Google Classroom, HUB (District online curriculum/assessment resource page housing all guaranteed and viable curriculum. Based on standards/teacher-developed).Sp*	*Common Formative Assessments delivered via Google Forms, teacher-created item banks via School City (our district's assessment platform), district performance tasks. Frequency- standards dependent, 1 per week and/or every other week (some assessments may assess multiple standards and/or learning targets). We are in the midst of a District transition to full standards based grading by 2021/22.*	*District, standards based benchmarks will be delivered several times per school year for Social Studies and Spanish. Other elective areas use site based unit tests and/or benchmarks, with a PLC designed culminating activity. PLCs will also deliver common unit exams in many courses (several per semester).*

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	Direct instruction via Zoom and/or Google Meet, virtual RTI opportunities, a combination of daily	Dependent upon CTE Program: Teacher created materials (including video lecture/demonstrations):	Google Meets / Journal / Assessment; Flipgrid; Polleverywhere; Kahoot;	CTE elective areas use site based unit tests and/or benchmarks, with a PLC designed culminating

	instruction and independent practice. Lab supplies available for students at home.	AZCTECC online curriculum; online curriculum resources provided by district Guaranteed and Viable Curriculum Plan, virtual simulations; Tech Tools, Active participation, e-learning resources; Agriscience: CASE Culinary Arts: Construction: Wiki Computer Programming: Digital Photo: Adobe, Engineering: Onshape, SolidWorks Film/TV Productions: WeVideo, Adobe Graphic Design: Rocketbooks, Adobe Interior Design: Chief Architecture Marketing: Ubusiness	Padlet; Quizlet; and program specific: Agriscience: CASE Culinary Arts: Construction: Wiki Computer Programming: Digital Photo: Adobe, Engineering: Onshape, SolidWorks Film/TV Productions: WeVideo, Adobe Graphic Design: Rocketbooks, Adobe Interior Design: Chief Architecture Marketing: Ubusiness	activity. CTE program-like PLCs will also deliver common unit exams in many courses. The Arizona Technical Skills Assessment will be taken in the spring.

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) Parents will be contacted by phone to discuss the child's IEP and a "Distance Learning Plan" will be created in accordance with the IEP to better support the student 2) Specific Google Classroom sessions with students during Independent work time.	1) Certified Special Education Case Managers 2) ESS Certified Teacher and ESS Classified Staff.	1) All Distance Learning Plans are due by August 7th. 2) Students will be assigned the last 30 minutes of every class to a specific Google Classroom with either a certified ESS Teacher or ESS paraprofessional.	1) Students succeed while in the Remote Learning Platform. 2) Assignment of students, SDI Being provided by ESS Certified teacher, Attendance of students in Google Classrooms, and success of students in class.

Process for Implementing Action Step

The process began on Wednesday, July 29 as case managers started calling parents to discuss the IEP of every student while creating the Distance Learning Plan. Teachers and paraprofessionals will begin assigning specific google classrooms to students based on need.

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
● The remote and hybrid models being used were meant to replicate traditional classes and utilize ELL staff in the	● El Teachers ● EL parapros ● Director of Federal Programs ● ELA content Specialist	● Introductory training completed by August 5 ● Weely professional development on Wednesdays	● class schedule ● school budget ● school master schedule ● school staffing ● training agendas

same was a in "normal " schooling just via Zoom and Meet. ● Training of teachers and paraprofessionals ● ensure proper funding and resources for the programs.	● Site Administration ● Director of Curriculum and Instruction ● Executive Director of Educational Services ●	● Weekly PLC meetings ● Title and Deseg. funding timelines	

Process for Implementing Action Step

While developing the schedule parents and teachers of ELL students were surveyed, involved in the back to school task force. Feedback was considered while developing the class schedule to be aware of the needs of our ELs. ELA specialist worked with Dir.of Federal Programs and curriculum director to ensure training schedule addressed needs and included training in important digital resources like Read 180. Budget was reviewed by multiple leaders to ensure needs would be met.

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

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

Other:						

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
SEL will be embedded in both classroom practices and through the Advisory Program, which meets one to two times per week depending on the school site. Both staff(certified/classified) and students will be provided SEL lessons focused on the five SEL competencies of; relationships, social awareness, self-awareness, self-management, and responsible decision making. Lessons may vary in nature by the teacher aligning a lesson to meet a competency or an explicit lesson targeted towards a specific competency and strategies. Included in these lessons, online videos may be used as a tool to support the lesson being delivered. These may be already produced videos and SEL team produced videos. Currently, our Parent Hub provides opportunities to training through our partners at Touchstone Behavioral Health,	● Director of Student Services ● Site Administration-Advisory ● District SEL Team ● All staff ● Counselors ● Social Workers ● School Psychologist ● Touchstone Behavioral Health	At minimum one time per month	● Student survey with pre/post data(Panorama) ● Observation of explicit SEL lesson delivered(administrators will log-in to sessions) ● Lesson plans that address SEL competencies in a remote learning environment ● Referral log by counselors and social workers ● Site professional development calendars that preserve time focused on SEL

videos from Childmind Institute and additional literature to enhance parent knowledge on SEL. The Parent Hub will continue to grow. Parent University nights will provide an opportunity for families to attend SEL sessions. Counselors at each site provide both phone and virtual meeting opportunities for students. Tier 2 interventions will be referred to the social workers who will also meet with students by phone/email/virtual. Students needing Tier 3 interventions will be referred to our school based services partner, Touchstone Behavioral Health. Depending on family wishes, students engaged with Touchstone may attend sessions in person. All sites provide "office hours" for students to check-in and request needed support academically or emotionally.			

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

During the summer, over 150 district teachers gathered virtually to participate in the Summer Professional Development Academy (SPDA). Teachers prepared for the challenges of the upcoming school year. They identified and refined essential standards, and clarified Student Learning Objectives (SLOs). The result was a clearer curriculum path for teachers, students, and parents, and an increased emphasis on student understanding and learning of standards. As part of the process, teacher teams developed Common Formative Assessments (CFAs) to measure student mastery and identify areas for intervention. The CFAs are a critical part of the district's ongoing grade reforms. Grading and reporting practices focus on learning and achievement of standards. The adjustments make it easier for students and parents to understand what students know and where they are still growing. The district assessment strategy this year will focus on formative	District Curriculum, Instruction, and Assessment Staff will play key roles in measuring mastery this year. Each subject area has a specialist or facilitator who coordinates curriculum goals district-wide. Their objective is to ensure a guaranteed and viable curriculum across courses and schools. They also provide coaching to teaching teams, and facilitate the creation of CFAs and benchmark assessments. Site Leadership will play a key role in guiding PLC teams in the process of measuring student mastery. PLC teams collaborate to collect and respond to student learning data. Several positive aspects emerged from the spring's remote learning environment. Chiefly, teachers of singleton courses were able to collaborate more with their colleagues at other schools. This increased collaboration will be beneficial as we begin the year in distance learning.	Summer PD Academy took place in July, and a concerted effort to prepare for student achievement in the distance learning environment. The curriculum guides, essential standards, and SLOs developed in the summer provide the foundation for the school year. In addition to the CFAs created during the summer, teachers will continue to develop formatives based on the SLOs to measure student needs throughout the year. At the end of semester and end of courses, students will participate in meaningful assessments that inform instruction for the coming semester or next course.	• Standards and Student Learning Objectives • Common Formative Assessments and results • Data from Culminating Activities.

measures. It will be more important than ever this year to assess students in ways that help with their learning. Large "wide-angle" assessments will have less emphasis this year. Students will participate in meaningful assessments at the quarter and semester. Meaningful assessments are authentic, inform grading, and guide instruction moving forward.		

Benchmark Assessments (1.a.vii)

In the tables below, __list__ the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
9-12	● *9th Grade Math Diagnostic (Creator: Agua Fria Union High School District)* ● *AzMERIT Math Mimic (Creator: Illuminate)* ● *Practice ACT (Creator: ACT)*	● *All 9th grade students will complete the ELA and Math Diagnostics online.* ● *If in-person classes have resumed by November, students in grades 10-12 will participate in assessments in person.*	● *9th grade assessments will take place during the first two weeks of school: August 3-14.* ● *Assessments for students in Grades 10-12 will take place within the first 6 weeks of returning to school; or*

			November 2-13 (whichever is sooner)

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*
9-12	● *9th Grade ELA Diagnostic (Creator: Illuminate, Agua Fria Union High School District)* ● *AzMERIT ELA Mimic (Creator: Illuminate)* ● *Practice ACT (Creator: ACT)*	● *All 9th grade students will complete the ELA and Math Diagnostics online.* ● *If in-person classes have resumed by November, students in grades 10-12 will participate in assessments in person.*	● *9th grade assessments will take place during the first two weeks of school: August 3-14.* ● *Assessments for students in Grades 10-12 will take place within the first 6 weeks of returning to school; or November 2-13 (whichever is sooner)*

Additional Information (Optional)

The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

The Agua Fria Union High School District will strive to provide the best possible education, resources, and supports for our students during this unprecedented challenge. We will continue to make improvements to our programs whenever possible and will work to always be improving communications with our stakeholders. Our curriculum hub for teachers and parent hub for parents have become crucial information, training, and communication tools along with upgrading to the premium version of Remind and regular email communication. Although we thought the hybrid model was the best option for the majority of our students we did feel that it was important to offer alternatives. The safety of our staff and students is our top priority and we believe that by starting remotely and returning with a hybrid model with much smaller cohort groups our teaching and learning plan reflects the importance of safety as well as providing the best possible educational programs.