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		School District Entity ID	
Chandler Unified School District #80		4242	
480-812-7038			
Rother.larry@cusd80.com			

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
Andersen Elementary	4242	070280116
Auxier Elementary	4242	070280146
Basha Elementary	4242	070280129
Bologna Elementary	4242	070280124
Carlson Elementary	4242	070280142
Conley Elementary	4242	070280122
CTA Freedom Campus	4242	070280134

CTA Goodman Campus	4242	070280114
CTA Humphrey Campus	4242	070280117
Elite Performance Academy	4242	070280117
CTA Independence Campus	4242	070280136
CTA Liberty Campus	4242	070280133
Frye Elementary	4242	070280111
Fulton Elementary	4242	070280138
Galveston Elementary	4242	070280107
Haley Elementary	4242	070280141
Hancock Elementary	4242	070280131
Hartford Sylvia Encinas Elementary	4242	070280108
Hull Elementary	4242	070280130
Jacobson Elementary	4242	070280112
Knox Gifted Academy	4242	070280109
Navarrete Elementary	4242	070280132
Patterson Elementary	4242	070280140
Rice Elementary	4242	070280148

Riggs Elementary	**4242**	**070280139**
Ryan Elementary	**4242**	**070280135**
San Marcos Elementary	**4242**	**070280105**
Sanborn Elementary	**4242**	**070280113**
Santan Elementary	**4242**	**070280137**
Shumway Leadership Academy	**4242**	**070280119**
Tarwater Elementary	**4242**	**070280127**
Weinberg Gifted Academy	**4242**	**070280115**
ACP Oakland Campus	**4242**	**070280145**
Andersen Jr. High	**4242**	**070280118**
Basha Accelerated Middle	**4242**	**070280203**
Bogle JHS	**4242**	**070280120**
Casteel 7-8	**4242**	**070280247**
Payne JHS	**4242**	**070280110**
Santan JHS	**4242**	**070280121**
Willis JHS	**4242**	**070280104**
ACP Erie Campus	**4242**	**0070280243**

Basha High	4242	070280203
Casteel High 9-12	4242	070280247
Chandler High	4242	070280202
Hamilton High	4242	070280223
Perry High	4242	070280228
Chandler Early College	4242	070280226
Chandler Learning Center	4242	070280272
Hill Learning Academy	4242	070280244
Edge at Hill Academy	4242	070280244
Hill at ICAN	4242	070280571
Chandler Online Academy	4242	070280270

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.

Distance Learning Plan Template 2020-2021

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	46000	**Start Date for Distance Learning**	**August 5, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	**Approx. 5000**	**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	**46000**
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:

CUSD schools will re-open for in-person instruction with staggered start dates: Pre-K-2 (9/14), grades 3-6 (9/21) and grades 7-12 (10/13)

Students in grades K-12 will have the option to remain in the virtual instructional model for the remainder of the school year if they choose to receive 100% online instruction.

Is the school district requiring students to do distance learning?	Choose an item.
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

Student engagement with remote learning assignments, live teacher interaction and engagement in pre-recorded course content on a daily basis	Teacher	Daily	- Participation in Google Meets live whole and small group instruction - Assignment engagement and/or completion as documented by submitted work for individual and group assignments. - Communication individually with teacher during flexible support time. - Time logged on software utilized for specific instructional and assessment targets - Time logged into BUZZ Learning Management System for students attending Chandler Online Academy Grades 7-12
Document student attendance in student information system (Infinite Campus)	Teacher/School Attendance Clerks	Daily/Weekly	Data input into Student Information System, Infinite Campus, on daily basis

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
Teacher communication to parents via phone, text, push notifications, and email	Classroom Teacher	Daily/Weekly	Teacher phone logs, copies of emails other electronic record keeping formats
Contacting absent students	School Attendance Clerks	Grades 7-12: Daily "robo calls" home to students marked absent in class.	Data pulled from Infinite Campus on robo calls and manual logs entered in grades PK-6

		Personal follow up calls for students with multiple unexcused absences. Grades PK-6: Daily personal calls home to students marked absent by classroom teachers and/or Attendance Clerks.	
Intervention for excessive unexcused absences	Counselors and School Administrators	Daily	Electronic and phone communications

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
• Connect with students in whole group via Google Meets for a minimum of one 20-minute session each day • Get-to-know-you activities and Social Emotional Learning activities are recommended • Provide a minimum of two 15-minute recorded lessons using adopted resources to be sent to parents via an email link which allows for parents and caregivers to support preschool students in learning at their convenience • Priority Preschool teachers must focus on gathering data for IEP goals during small group Google Meets	Preschool Teacher of Record	Daily/Weekly	• Pre-recorded lessons • Virtual "pop-in" observations of live instruction • Attendance data • Parent contact log • Classroom Newsletters • Formative and summative assessment data • Instructional materials posted in google classroom • Student assignments posted in google classroom • Gradebook in Infinite Campus

• Hold a minimum of three LIVE interactions (whole group and/or differentiated small groups) using Google Meets each school day • LIVE interactions with students should be a minimum of 30 minutes • Provide a minimum of two 30-minute recorded lessons each day and add to the Google Classroom which allows for parents and caregivers to support students in learning at their convenience • Focus upon Social Emotional Cognitive Learning using the adopted resources each day • Content delivery must follow the CUSD Curriculum Maps for each content area • Add Administrators, Resource and Special Area teachers to the homeroom Google Classroom • Utilize Florida Virtual Curriculum to implement self-paced and teacher directed instruction for students in Chandler Online Academy	K-6 Teachers of Record	Daily/Weekly	• Pre-recorded lessons • Virtual "pop-in" observations of live instruction • Attendance data • Parent contact log • Classroom Newsletters • Formative and summative assessment data • Instructional materials posted in google classroom • Student assignments posted in google classroom • Gradebook in Infinite Campus • Assignments completed in BUZZ Learning Management System for students attending Chandler Online Academy
• Make 2-3 points of contact with students via email, phone call, Google Classroom, Remind, or	Grade 7-12 Teacher of Record	Daily/Weekly	• Pre-recorded lessons • Virtual "pop-in" observations of live instruction

another district-approved resource. • Establish a system for providing parents with regular updates • Provide teacher-created live and/or pre-recorded instructional videos (Daily) • Facilitate live sessions with each class hour such as whole group discussion, Socratic seminar, small group tutoring, individual tutoring, and weekly check-ins. (Daily) • Provide opportunities for monitored, synchronous, or asynchronous student-to-student interaction (small group discussion, group project, jigsaw, etc.) (Daily) • Maintain regular office hours • Use district approved textbook, curriculum, and supplementary material as the core of each course • Implement formative assessment measures (exit ticket, wrap-up, etc.) • Utilize Florida Virtual Curriculum to implement self-paced and teacher directed instruction for			• Attendance data • Parent contact log • Classroom Newsletters • Formative and summative assessment data • Instructional materials posted in google classroom • Student assignments posted in google classroom • Gradebook in Infinite Campus • Assignments completed in BUZZ Learning Management System for students attending Chandler Online Academy

students in Chandler Online Academy			
• Use Google Classroom as co-teacher with each teacher of record • One LIVE lesson provided to each class in the 6-day rotation using Google Meets • One recorded lesson provided to each class in the 6-day rotation to be housed in Google Classroom to allow for device-sharing amongst families and to allow parents and caregivers to support students in learning at their convenience • Guidance for weekly instruction is provided in the Exemplar Lesson Collection	K-6 Special Area Teachers: Band, Media, Music, Orchestra, Phys. Ed. and Technology	Daily/Weekly	• Pre-recorded lessons • Virtual "pop-in" observations of live instruction • Attendance data • Parent contact log • Classroom Newsletters • Formative and summative assessment data • Instructional materials posted in google classroom • Student assignments posted in google classroom • Gradebook in Infinite Campus
• Use Google Meets to deliver specially designed instruction for live learning related to IEP goals • Use Google Classroom as co-teacher with the teacher of record to meet based on IEP needs and/or AZELLA results • ELD Specialists, Resource teachers, Related Service Providers and general education teachers must collaborate regarding	Special Education/ELD Specialist and Related Services	Daily/Weekly	• Pre-recorded lessons • Virtual "pop-in" observations of live instruction • Attendance data • Parent contact log • Classroom Newsletters • Formative and summative assessment data • Instructional materials posted in google classroom • Student assignments posted in google classroom

communication with students and families • Related Service Providers will schedule LIVE therapy sessions with families to meet the needs identified in individual IEPs until in-person instruction begins			• Gradebook in Infinite Campus
• Use Google Classroom with the teacher of record to meet students needs based on IEP and/or AZELLA results	Para Professionals	Daily	Supervising teacher observation in google meets and
• Create an introduction video for students that also explains your role • Create an introduction video recording for parents explaining your role and providing your contact information • Identify students who are not participating in virtual instruction and make attempts to connect with the family • Support individual student needs as identified by staff • Contact students who were in need of support in the previous school year • Monitor individual planning of student academic plans	Counselors	Daily/Weekly	• Posted introduction video for students and parents • Parent contact logs • Virtual meeting logs • Provide video and live guidance for teachers to support student needs • Updated academic plans with current credit checks in grades 9-12

• Provide ongoing professional development/support • Conduct virtual teacher observations • Monitor classroom communication • Provide on-going internal and external communication • Enforce Student Code of Conduct • Monitor in-person instruction for special populations and priority preschool	Site Administrators	Daily/Weekly	• Professional development agendas • Staff meeting agendas • Email communications • Teacher observation reports logged in iObservation Teacher Evaluation System • School newsletters • Staff newsletters

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
Telecommuting – Policy outlining expectation for employees needing to telecommute during distance learning.	Wendy Nance – Asst. Superintendent Human Resources	Ongoing	Telecommunication Agreements
Workplace Accommodations – Employees may request workplace accommodation due to medical conditions applicable during COVID19	Wendy Nance – Asst. Superintendent Human Resources	Ongoing	Workplace Accommodation Request Forms
Daycare Accommodations (Teachers) – Teachers are permitted to allow their school age children to accompany them in their classroom during work hours.	Wendy Nance – Asst. Superintendent Human Resources	Ongoing	Administrator observations

Children must be supervised at all times and abide by CDC guidelines			
Daycare Support Staff – All non-teaching staff may participate in reduced cost childcare provided by CUSD Community Education Department	Wendy Nance – Asst. Superintendent Human Resources	Ongoing	Enrollment in daycare program
Alternate Work Assignments – Employees may be assigned to alternate assignments based on need or accommodation requests	Wendy Nance – Asst. Superintendent Human Resources	Ongoing	Staffing assignments
Health Services Department Employee Guidelines – All CUSD employees received COVID-19 Guidelines on social distancing, masks and procedures if exposed.	Lyndsay Hartley – Director of Health Services	Ongoing	Emails to staff
Daily Log-in Acknowledgement Page – Prior to login into a district computer employees are prompted with a reminder regarding COVID19 symptom awareness that must be acknowledged to log in.	Steve Ybarra – Director of Information Systems	Ongoing	Computer log-in data
Human Resource Newsletter and District-wide emails	Human Resource Department	Daily/Weekly/Monthly	Newsletters and emails
Direct-Link Emails from Superintendent – Outlining critical information for all employee groups and community.	Dr. Camille Casteel – Superintendent	Ongoing	Emails.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
• Develop courses to support certified and classified staff in tools for online learning, best practices for online instruction, and consistent use of virtual learning throughout distance learning and in-person learning modes.	• Curriculum Department • Technology Team • Human Resources	• Bulk of training to occur prior to start of school on district and site in-service dates (July 29-August 4, 2020) • Ongoing support throughout the year	• Employee participation verified through online learning management system (Buzz) • Site administrators monitoring fidelity of use of virtual instructional tools and strategies.

List Specific Professional Development Topics That Will Be Covered

The following topics will be covered: Google Classroom and all associated tools, Florida Virtual platform and tools, Buzz platform and tools, online best practices and instructional strategies, proper unpacking of standards and application to lesson planning

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

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

a. In the tables below, **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.

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 – Grade 6 : Chandler Online Academy	*-5 full days of instruction per week* *-District technology devices available if needed* *-Daily teacher led instruction in whole and small groups (live lessons)* *-Course content will cover: Math, Science, Social Science, English Language Arts and Elective areas* *-CTA: Teachers supplement the self-paced math content with Saxon; Spalding will be taught LIVE* *-Individualized supports and accommodations will be provided* *-In classroom celebrations, virtual and on-site field trips* *-Customized online learning track will be available for English Language Learners, Special Education, Dual Immersion, and Gifted classes as appropriate (more details*	*Chandler Online Academy – Florida Virtual Curriculum with supplemental support from district approved virtual learning tools*	*Florida Virtual Embedded Assessments and supplemental formative and summative assessments as directed by teachers*	*Comprehensive benchmark testing (K-6) quarterly to determine academic progress and growth within the grade level in math.*

	will be shared with the families this would affect) *-Live teacher instruction and support delivered via Google Meets*			
Grade 7-12: Chandler Online Academy	*-Florida Virtual curriculum and Buzz (Learning Management system) will be used* *-COA is North Central - Accredited and NCAA approved* *-COA has extensive course options for on level, honors, and Advanced placement* *-Success coaches will work with teachers to implement a relationship-building component* *-Course requirements are equivalent to the in-person instructional model so that grades/credits can be transferred at the end of each quarter or semester COA grading practices will be followed* *-District technology devices are available if needed Students will be engaged in virtual activities Students may participate in athletics, extracurricular activities, and graduate from*	*Chandler Online Academy – Florida Virtual Curriculum with supplemental support from district approved virtual learning tools*	*Florida Virtual Embedded Assessments and supplemental formative and summative assessments as directed by teachers*	*Florida Virtual Final Exams (Proctored) in each course.*

	their boundary or open enrolled site *-Self-paced asynchronous instructional model* *-Live-teacher support multiple times per week using Google Meets* *-Office hours and tutoring available depending upon need and request*			
Kindergarten - Virtual	*Synchronous:* *Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous:* *Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *Math: Eureka Math, Go Math, My Math, Saxon Intervention:* *Lexia, Moby Max, Redbird*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*Comprehensive benchmark testing (K-6) quarterly to determine academic progress and growth within the grade level in math.*
1-3 - Virtual	*Synchronous:* *Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous:* *Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *Math: Eureka Math, Go Math, My Math, Saxon Intervention:* *Lexia, Moby Max, Redbird*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*Comprehensive benchmark testing (K-6) quarterly to determine academic progress and growth within the grade level in math.*

4-6	Synchronous: Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets Asynchronous: Use of Google Classroom to manage content from adopted resources to be performed independently	Electronic components of the following adopted material will be utilized during the distance learning period: Math: Eureka Math, Glencoe, Go Math, My Math, Saxon Intervention: Lexia, Moby Max, Redbird	Formative assessments pulled from adopted resources to be administered weekly. Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.	Comprehensive benchmark testing (K-6) quarterly to determine academic progress and growth within the grade level in math.
7-8	Direct Instruction via Google Meets; video lessons; small group instruction; Socratic Seminars; audio readings; podcasts; interactive presentations; peer feedback; problem-based learning; inquiry-based instruction; independent study	Google Classroom and Meets; Nearpod; Newsela; Glencoe Course 2 and Course 3; Defined Stem; ALEKS; Math 180; Khan Academy; ACT Academy;	Nearpod SchoolCity Khan Academy DESMOS Weekly Assessment	Nearpod SchoolCity Khan Academy Weekly Assessment
9-12	Direct Instruction via Google Meets; video lessons; small group instruction; Socratic Seminars; audio readings; podcasts; interactive presentations; problem-based learning; inquiry-based instruction; independent study	Google Classroom and Meets; Nearpod; AGA Algebra I, II, Geometry; Big Ideas Algebra I, II, Geometry; The Practice of Statistics, 5E, Starnes, Tabor, Yates, Moore, W.H. Freeman Calculus Early Transcendental Function, 6E, Larson, Edwards, Cengage Learning , Calc BC, and MV Calc).	Nearpod SchoolCity AP Classroom Khan Academy Weekly Assessment	Nearpod SchoolCity AP Classroom Khan Academy Weekly Assessment

		Precalculus With Limits, Cengage Learning Mathematics: An Applied Approach, 8E, Sullivan and Mizrahi ; ALEKS; ASU Digital (pilot); albert.io; Khan Academy AP Classroom		

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	*Synchronous: Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous: Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *ELA: Journeys, Junior Great Books, Spalding DLI: Descubre and Mandarin Matrix Intervention: Fundations, Lexia, Moby Max*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*Comprehensive benchmark testing (K-6) quarterly to determine academic progress and growth within the grade level in ELA.*
1-3	*Synchronous: Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous: Use of Google Classroom to manage content from*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *ELA: Journeys, Junior Great Books, Spalding DLI: Descubre and Mandarin Matrix*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*Comprehensive benchmark testing (K-6) quarterly to determine academic progress and growth within the grade level in ELA.*

	adopted resources to be performed independently	*Handwriting: Zaner-Bloser (3rd only)* *Intervention:* *Fundations, Just Words, Lexia, Moby Max*		
4-6	*Synchronous:* *Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous:* *Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *ELA: Journeys, Junior Great Books, Spalding* *DLI: Descubre and Mandarin Matrix* *Intervention:* *Just Words, Lexia, Moby Max, Wilson*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*Comprehensive benchmark testing (K-6) quarterly to determine academic progress and growth within the grade level in ELA.*
7-8	*Direct Instruction via Google Meets; video lessons; small group instruction; Socratic Seminars; audio readings; podcasts; interactive presentations; peer feedback; problem-based learning; inquiry-based learning; active note-taking; independent study*	*Google Classroom and Meets; Nearpod; Newsela; Pearson My Perspectives; independent reading; Defined Stem; Khan Academy*	*Turnitin.com (some sites)* *Nearpod* *SchoolCity* *Khan Academy* *Weekly Assessment*	*SchoolCity* *Nearpod* *Khan Academy* *Weekly Assessment*
9-12	*Direct Instruction via Google Meets; video lessons; small group instruction; Socratic Seminars; audio readings;*	*Google Classroom; Nearpod; Pearson/Saavas My Perspectives; independent reading; extended texts; AP*	*Turnitin.com* *Nearpod* *SchoolCity* *AP Classroom*	*Turnitin.com* *Nearpod* *SchoolCity* *AP Classroom*

	podcasts; interactive presentations; peer feedback; problem-based learning; inquiry-based learning; active note-taking; independent study	*Classroom; albert.io; Khan Academy*	*Khan Academy* *Weekly Assessment*	*Khan Academy* *Weekly Assessment*

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	*Synchronous: Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous: Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *Science: Defined Learning, Discovery Education DEX, Mystery Science*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*End of unit summative performance-task assessment*
1-3	*Synchronous: Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous: Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *Science: Defined Learning, Discovery Education DEX, Mystery Science*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*End of unit summative performance-task assessment*

4-6	*Synchronous:* *Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous:* *Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *Science:* *Defined Learning, Discovery Education DEX, Mystery Science*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*End of unit summative performance-task assessment*
7-8	*Direct Instruction via Google Meets; video lessons; small group instruction; Socratic Seminars; audio readings; podcasts; interactive presentations; peer feedback; problem-based learning; inquiry-based learning; active note-taking; virtual labs; pre-recorded labs; independent study*	*Google Classroom and Meets; Nearpod; Newsela; HMH Science Dimensions; PhET lab simulations; Defined Stem; Khan Academy*	*Nearpod* *SchoolCity* *Khan Academy* *Weekly Assessment*	*Nearpod* *SchoolCity* *Khan Academy* *Weekly Assessment*
9-12	*Direct Instruction via Google Meets; video lessons; small group instruction; Socratic Seminars; audio readings; podcasts; interactive presentations; peer feedback; problem-based learning; inquiry-based learning; active note-taking; virtual labs; pre-*	*Google Classroom and Meets; Nearpod; Pearson/Saavas Biology, Chemistry, Physics; PhET lab simulations; AP Classroom; ASU Digital (pilot); albert.io; Khan Academy*	*Nearpod* *SchoolCity* *AP Classroom* *Khan Academy* *Weekly Assessment*	*Nearpod* *SchoolCity* *AP Classroom* *Khan Academy* *Weekly Assessment*

	recorded labs; independent study			

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	*Synchronous: Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous: Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *Music: Making Music* *PE: Dynamic PE and OPEN SEL: Caring School Community and Second Step Social Science: Newsela Technology: Learning .com*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*End of unit summative performance-task assessment*
1-3	*Synchronous: Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous: Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *Music: Making Music PE: Dynamic PE and OPEN SEL: Caring School Community and Second Step Social Science: Newsela Technology: Learning .com*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*End of unit summative performance-task assessment*

4-6	*Synchronous:* *Whole-group direct Instruction and differentiated small group lessons conducted in Google Meets* *Asynchronous:* *Use of Google Classroom to manage content from adopted resources to be performed independently*	*Electronic components of the following adopted material will be utilized during the distance learning period:* *Music: Making Music* *PE: Dynamic PE and OPEN* *SEL: Caring School Community and Second Step* *Social Science: Newsela* *Technology: Learning .com*	*Formative assessments pulled from adopted resources to be administered weekly.* *Teacher-created formative assessments created in ATI to be administered as needed as determined by teacher.*	*End of unit summative performance-task assessment*
7-8	*Direct Instruction via Google Meets; video lessons; small group instruction; Socratic Seminars; audio readings; podcasts; interactive presentations; peer feedback; problem-based learning; inquiry-based learning; active note-taking; independent study*	*Google Classroom and Google Meets; Read 180; Defined Stem; Newsela; DBQs; Khan Academy; SHEG*	*Nearpod* *SchoolCity* *Khan Academy* *Weekly Assessment*	*Nearpod* *SchoolCity* *Khan Academy* *Weekly Assessment*
9-12	*Direct Instruction via Google Meets; video lessons; small group instruction; Socratic Seminars; audio readings; podcasts; interactive presentations; peer feedback; problem-based learning; inquiry-based learning; active note-taking; independent study*	*Google Classroom and Google Meets; Read 180; DBQs; HMH <u>World History</u>; McGraw-Hill <u>US History and Geography</u>; Pearson/Saavas <u>Economics</u>; McGraw Hill <u>Economics</u>; <u>Government</u> MacGruders; AP Classroom; albert.io;* *Khan Academy; SHEG*	*Nearpod* *SchoolCity* *AP Classroom* *Khan Academy* *Weekly Assessment*	*Nearpod* *SchoolCity* *AP Classroom* *Khan Academy* *Weekly Assessment*

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
9-12	Whole-group Direct Instruction and differentiated small group lessons	Content provider(s) used by all CTE programs: • Google Classroom • Google Meets • Buzz • AZ Curriculum Consortium • Nearpod SkillsUSA Career Essential Suite used by Graphics Design program.	Teacher-created formative assessments created utilizing but not limited to one of following as needed determined by the teacher: • Emondo • Flipgrid • Google Forms/Slides • Kahoot • Pear Deck • Quizizz • Quizlet • Socrative Formative assessments pulled from adopted resources to be administered as needed determined by the teacher.	Summative assessments pulled from adopted resources to be administered as needed determined by the teacher. Teacher-created summative assessments created utilizing but not limited to one of following as needed determined by the teacher: • SchoolCity • Google Forms/Slides
	E-Learning	OSHA 10/CareerSafe for the following CTE programs: • AgriScience • Bioscience • Cabinetmaking • Nursing Services	Formative assessments are built into the CareerSafe platform as the student works through each module.	Summative Assessment is built into CareerSafe platform at the completion of all modules.

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))

		Sports Medicine Stagecraft Chandler Online Academy • Florida Virtual Curriculum • eDynamics Curriculum/Buzz	Formative assessments are built into both Florida Virtual & eDynamics platforms as the student works through each unit.	Summative assessments are built into both Florida Virtual & eDynamics platform; Midterm and Final Exam.

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 IEP goals and services for each student. 2. Offer in person sessions for services only for those students unable to access distance learning/virtual platform due to severity of their disability. 3. Co-teaching in Google Classrooms and offer services via Google meets	1. Special education teachers 2. Special education teachers with the support of paraprofessionals 3. Special education teachers in collaboration with general education staff and support of paraprofessionals. 4. Special Education teachers and paraprofessionals	1. Annually, within first 2 weeks to determine IF an IEP team meeting is warranted due to change in student needs. 2. Individual schedule of appointments for services 3. Daily/Weekly interaction depending on individual student needs. 4. Daily interaction with virtual platform	1. Compliance check by Facilitator 2. Data collection on goals 3. Data collection on goals 4. Data collection on goals.

4. Teachers of record offers Google Classroom and live Google meets for service delivery as appropriate (see #2) – Virtual and Chandler Online Academy			

Process for Implementing Action Step

Special educators who are providing services to students with disabilities will review the IEP's of students on their caseloads.
Students accessing general education environment for most of their school day will have support and services provided by the special education and general education teachers as allowed by SB1317 under the guidance and direction of the special education teacher. Paraprofessional will provide support as directed by certified staff.
Teachers of specialized classrooms (LOS C and D) were tasked with reviewing individual needs of students who were not able to access the virtual setting. Small group services sessions may be scheduled to meet the specific goals and services not accessible via virtual delivery.

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
Delivery of (1) hour of targeted and (1) integrated ELD instruction for students that have been identified via AZELLA scores. Provide instruction based on enrollment on-line platform or in-person. If instruction is provided on-line services will be provided in small group via Google meets. In person will be provided by General Education teacher and/or ELD Specialist.	ELD Specialist will provide the targeted instruction and the content area teacher will provide the integrated instruction.	At the Secondary level (100) minutes of instruction is required daily and at the Elementary (120) minutes are required daily.	Progress Monitoring, reviewing and auditing of Lesson Plans and scheduling of integrated and/or targeted instructional minutes.

Process for Implementing Action Step

General education teachers will provide direct integrated instruction to include Reading, Writing, Vocabulary, Grammar, Listening and Speaking in English based on student identified needs. ELD Specialist will provide the targeted instruction based on students individualized needs in the identified areas.

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					
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	Available on a variety of SEL competencies and prevention topics	Available on a variety of SEL competencies and prevention topics	Available on a variety of SEL competencies and prevention topics	Available on a variety of SEL competencies and prevention topics	Available on a variety of SEL competencies and prevention topics
	Other:	Use of adopted Caring School Community or Second Step curriculum	Use of adopted Caring School Community or Second Step curriculum	Use of adopted Caring School Community or Second Step curriculum	Second Step	Nearpod

		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	X	X
	Email/IM	X	X	X	X	X
	Other:	ASCA aligned Prevention lessons	ASCA aligned Prevention lessons	ASCA aligned Prevention lessons	ASCA aligned Prevention lessons	ASCA aligned Prevention lessons

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
Facilitates and supports delivery of SEL curriculum. Takes inventory of student/grade level needs and delivers academic, career and personal social development lessons.	Teacher, School Counselor and or Social Worker	K-6 Daily, 7-12 quarterly	Teacher observations, lesson plans, MTSS data and discipline reports.

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
Comprehensive benchmark testing (K-6) quarterly to determine academic progress and growth within the grade level in ELA and math. This includes percentile and risk level.	Organized and monitored by the CUSD Assessment department Proctored by classroom teachers	Four times per year	Data available within ATI Galileo and is used as J2025 Board Goal 2b and 2c.
ELA and math common finals (7-12) for each semester to determine common course outcomes. These assessments are administered in School City for data analysis purposes at a site and district level.	Organized and monitored by the CUSD Assessment department Proctored by classroom teachers	December/May or at the end of a semester course	Data is available within School City at a school and district level.
Florida Virtual End of Course Assessments – Chandler Online Academy Grades 7-12	Proctored by Chandler Online Academy Teachers	Upon course completion	Exam results as logged in BUZZ

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*ATI Galileo CBAS*	*Computer-based*	*August 31-September 18*
1-3	*ATI Galileo CBAS and Q4 Gap Analysis*	*Computer-based*	*August 31-September 18*
4-6	*ATI Galileo CBAS and Q4 Gap Analysis*	*Computer-based*	*August 31-September 18*
7-8	*School City-Back to School Series*	*Computer-based*	*August 31-September 18*
9-12	*School City-Back to School Series*	*Computer-based*	*August 31-September 18*

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	*ATI Galileo CBAS*	*Computer-based*	*August 31-September 18*
1-3	*ATI Galileo CBAS*	*Computer-based*	*August 31-September 18*
4-6	*ATI Galileo CBAS*	*Computer-based*	*August 31-September 18*
7-8	*School City-Back to School Series*	*Computer-based*	*August 31-September 18*
9-12	*School City-Back to School Series*	*Computer-based*	*August 31-September 18*

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).

CUSD has two preliminary plans to administer these assessments based on the date schools may open. If students return to school within the six-week timeframe, students will complete the assessments in-person using technology. If students continue the virtual learning experience, teachers will proctor these exams using Google Meets to confirm that the students are actively completing the exam. After the benchmarks are administered, teachers will receive a refresher course on how to use benchmark data to drive instructional practices. The goal of the Q4 gap analysis tests is to prepare teachers to incorporate these learning targets within their Q1 lesson planning. ATI Galileo has been a long provider of benchmark testing for CUSD and has prepared comprehensive benchmark testing for students. The School City benchmark assessments have been designed specifically to support teachers and students during COVID-19.

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.