

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:

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed) 	<ol style="list-style-type: none"> 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	Union Elementary School District	School District Entity ID	4277
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Melanie Block	
Representative Telephone Number		(623) 478-5064	
Representative E-Mail Address		mblock@uesd.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
Dos Rios Elementary School	89592	070462103
Hurley Ranch Elementary School	87523	070462102
Union Elementary School	5359	070462101

Distance Learning Background Information

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

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

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

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1700	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	Quarterly Request from Parents	Estimated Number of Students Participating in Distance Learning for a Portion of the year	100%
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 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.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		

<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p> <p>Union Elementary School District is allowing parents to select the model for instruction based on the family needs. We are offering an in-person option, an online option, and a hybrid model as a contingency as COVID-19 evolves. The parent selection is conducted on a quarterly basis after a review of how students are performing academically based on student grades and district assessment results. All students will begin on-line and remain until health data indicates it is safe to open or our in-person model.</p>

<p>Is the school district requiring students to do distance learning?</p>	<p>No</p>
<p>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?</p>	<p>Yes</p>

**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
<ol style="list-style-type: none"> 1) Student in distance learning classes will be assigned to a distance homeroom for attendance. 2) Student in person will have in person homeroom teacher. 3) System will be set if a student is quarantined, they will be marked as a remote learner in the attendance system for tracking purposes. 4) All teachers will take attendance daily in Synergy, using regular attendance codes. 5) Attendance clerks will monitor student attendance; processing students that are tardy, absent and accuracy of remote vs. in-person coding. 6) Administration will review attendance reports, provided by central office, to monitor student participation and follow up with students and families to address difficulties as they arise. 7) Central Office Administration will monitor weekly and work with school administration to support difficulties as they arise. 	<ol style="list-style-type: none"> 1) Teacher 2) Teacher 3) Teacher 4) Teacher 5) School Attendance Clerk and Office Manager 6) School Administration 7) District Office Administration 	<ol style="list-style-type: none"> 1) Daily starting August 3, 2020 2) Daily once In-Person Starts 3) Daily once In-Person Starts 4) Daily starting August 3, 2020 5) Daily starting August 3, 2020 6) Daily starting August 3, 2020 7) Weekly as needed 	<ol style="list-style-type: none"> 1) Attendance reports from Synergy. (Actions 1 – 7)

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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
<p>1) Teachers will learn how to call students into Teams meetings for each content of learning.</p> <p>2) At initial conference teacher will get parent contact information updated. Teachers will use Synergy parent mail to communicate with families weekly about academic progress and engagement.</p> <p>3) The School PBIS Team will create plans for Tier 2 & 3 students with teachers as the need arises.</p> <p>4) School Counselor will reach out to families that require support in responding to the pandemic. To support students with academic needs. Providing groups, resources, and support as needed.</p>	<p>1) District Coaches</p> <p>2) Teachers</p> <p>3) School Administration & PBIS Teams</p> <p>4) School Counselors</p>	<p>1) Last week of July</p> <p>2) Last week of July All Teacher Induction</p> <p>3) Weekly Monitoring</p> <p>4) Weekly as needed</p>	<p>1) PD Calendar</p> <p>2) Communication reports/spreadsheets</p> <p>3) PBIS Agendas</p> <p>4) Synergy Communication</p>

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
<p>1) Teachers will be teaching from the classroom for students engaged in online learning.</p>	<p>1) School Administration</p> <p>2) Teachers/Principals</p> <p>3) School Administration/Director of Human Resources</p>	<p>1) Teacher Induction</p> <p>2) All staff Induction – last week of July</p>	<p>1. Classroom Walk Through sessions (observations)</p> <p>2. Master Schedule Implementation</p>

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<p>2) 6-hour Model Expectation: Both In-Person and On-line learning have the same content time period and framework to ensure that students have a consistent routine for learning daily.</p> <p>3) Exceptions will be made for personnel that provide medical documentation that they are required to work from home.</p>		<p>3) One on One meetings with HR as needed</p>	<p>3. Union Flexible Learning Framework (UFLF)</p> <p>4. Back to School Plan Staff Guide</p> <p>5. Union ESD Remote Work Agreement</p>
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b. Describe commitments on delivery of employee support services including but not limited to:

- Human resource policies and support for employees; and
- Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1) All staff members will adhere to the Union ESD Back to School Staff Guide, which are protocols for COVID safety and work expectations in both in-person and on-line learning.</p> <p>2) All staff members will be emailed district communication and be sent to the district website for COVID communication.</p>	<p>1) Director of Human Resources and Supervisor/School Administrator</p> <p>2) Superintendent</p>	<p>1) Last week of July – All Staff Induction</p> <p>2) Weekly or as needed</p>	<p>1) Signed Attestations</p> <p>2) Website and Emails</p> <p>3) COVID Staff Safety Protocols & PD.</p>

3) Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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<ol style="list-style-type: none"> 1) Staff will follow the Back to School Plan and aligned Union ESD Flexible Learning Framework. 2) Online Learning Development is aligned with the district 5 shared commitments for best instructional practices. 3) Teacher feedback, observations and student academic performance will be used to provide strategic professional development as needed. 4) In-Person and Social Distancing following CDC guidelines. On-Line PD through Microsoft Teams provided. 	<ol style="list-style-type: none"> 1) Director of Academic Services 2) District Coaches 3) Director of Academic Services 4) District Coaches, Principals, Director of Academic Services 	<ol style="list-style-type: none"> 1) All Staff Induction – last week of July 2) Last week of July 3) Weekly – District Wednesday PD. 4) Induction and weekly through district PD. 	<ol style="list-style-type: none"> 1) Back to School Plan and the Union ESD Flexible Learning Framework 2) PD Calendar 3) Teacher feedback, observation data and student grades and assessment scores. 4) Agendas, PPT's, teacher feedback
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List Specific Professional Development Topics That Will Be Covered

Union ESD is a Microsoft Office District:

- Teams Basics for Classroom
- Teams Classes and Think Aloud
- Video Tips for Live Instruction
- Teams Tips and Tricks
- PDF Escape PD
- Nearpod (Introduction and Extension)
- Teams Class Notebook
- Synergy: Attendance, Grade book, Contact Log & Incident Referrals
- Classroom Management in Remote Setting: Digital Routines and PBIS
- W.H.OLE Objectives in Remote Setting: Digital Objectives – Standards Based Learning Targets
- Lesson Planning for Remote Setting: How to plan lessons using End of Week Outcomes, student academic outcomes and rigor required
- Learning Checks for understanding in Remote Setting: Learning Checks in the remote setting that provide student academic ability with student feedback from teachers
- Monitor and Adjust Instruction in the Remote Setting: Learning how to reteach, abandon (temporarily), move-on and provide practice to students with remote resources
- Math Adoption – Eureka for PreK – 5 grade and Open Up 6 – 8 grade
- Foundations Literacy Program – K – 3rd grade

More to be developed as we monitor teacher feedback, teacher observations and student academic outcomes.

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

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)

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	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Teams</i>	<i>Eureka Math – Great Minds</i>	<i>Daily in Live Lessons Nearpod & Curricular Resources</i>	<i>Unit CFA’s 6 times per year. DIBELS 8 and Galileo 3 times per year. (BOY, MOY, EOY) Quarterly Grades</i>
<i>1-3</i>	<i>Teams</i>	<i>Eureka Math – Great Minds</i>	<i>Daily in Live Lessons Nearpod & Curricular Resources</i>	<i>Unit CFA’s 6 times per year. DIBELS 8 and Galileo 3 times per year. (BOY, MOY, EOY) Quarterly Grades</i>
<i>4-5</i>	<i>Teams</i>	<i>Eureka Math – Great Minds</i>	<i>Daily in Live Lessons Nearpod & Curricular Resources</i>	<i>Unit CFA’s 6 times per year. DIBELS 8 and Galileo 3 times per year. (BOY, MOY, EOY) Quarterly Grades</i>
<i>6-8</i>	<i>Teams</i>	<i>Illustrative Math – Open Up</i>	<i>Daily in Live Lessons Nearpod & Curricular Resources</i>	<i>Unit CFA’s 6 times per year. DIBELS 8 and Galileo 3 times per year. (BOY, MOY, EOY) Quarterly Grades</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Teams</i>	<i>Pearson – Reading Street</i>	<i>Daily in Live Lessons Nearpod & Curricular Resources and Adaptive Text</i>	<i>Unit CFA’s 6 times per year. DIBELS 8 and Galileo 3 times per year. (BOY, MOY, EOY) Quarterly Grades</i>
<i>1-3</i>	<i>Teams</i>	<i>Pearson – Reading Street</i>	<i>Daily in Live Lessons Nearpod & Curricular Resources and Adaptive Text</i>	<i>Unit CFA’s 6 times per year. DIBELS 8 and Galileo 3 times per year. (BOY, MOY, EOY) Quarterly Grades</i>

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4-6	Teams	Pearson – Reading Street	Daily in Live Lessons Nearpod & Curricular Resources and Adaptive Text	Unit CFA’s 6 times per year. DIBELS 8 and Galileo 3 times per year. (BOY, MOY, EOY) Quarterly Grades
7-8	Teams	HMH – Collections	Daily in Live Lessons Nearpod & Curricular Resources and Adaptive Text	Unit CFA’s 6 times per year. DIBELS 8 and Galileo 3 times per year. (BOY, MOY, EOY) Quarterly Grades
9-12	N/A	N/A	N/A	N/A

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Teams	Scott Foresman & Nearpod	Daily in Live Lessons Nearpod	District Writing Assessment (BOY, MOY & EOY) Quarterly Grades
1-3	Teams	Scott Foresman & Nearpod	Daily in Live Lessons Nearpod	District Writing Assessment (BOY, MOY & EOY) Quarterly Grades
4-6	Teams	Scott Foresman & Nearpod	Daily in Live Lessons Nearpod	District Writing Assessment (BOY, MOY & EOY) AIMS Science Quarterly Grades
7-8	Teams	Prentice-Hall & Nearpod	Daily in Live Lessons Nearpod	Unit CFA’s 6 times per year. District Writing Assessment (BOY, MOY & EOY) AIMS Science Quarterly Grades
9-12	N/A	N/A	N/A	N/A

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)
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	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Teams	McGraw-Hill & Nearpod	Daily in Live Lessons Nearpod	District Writing Assessment (BOY, MOY & EOY) Quarterly Grades
1-3	Teams	McGraw-Hill & Nearpod	Daily in Live Lessons Nearpod	District Writing Assessment (BOY, MOY & EOY) Quarterly Grades
4-6	Teams	McGraw-Hill & Nearpod	Daily in Live Lessons Nearpod	District Writing Assessment (BOY, MOY & EOY) Quarterly Grades
7-8	Teams	McGraw-Hill & Nearpod	Daily in Live Lessons Nearpod	Unit CFA's 6 times per year. District Writing Assessment (BOY, MOY & EOY) Quarterly Grades
9-12	N/A	N/A	N/A	N/A

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12	N/A	N/A	N/A	N/A

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

Based on what we learned from Quarter 4 last year we will know that continuity is critical for our learners. We have made our instructional day be the same whether students are in-person or engaged in distance learning. This foundation will support students as they interact within their grade level and perform academic tasks. The next adjustment that was made is to leverage the district curriculum in both formats. We will issue student devices to all our students and district curriculum through textbooks and workbooks. The intent here is to accelerate student learning through synchronous instruction. Our third pivotal adjustment is that we will be monitoring overall student performance through district assessments and grades throughout the school year. Arranging for parents to bring students that are distance learners into our facilities with all COVID protocols followed and proctor the assessments.

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) Adjustment to Union Flexible Learning Framework (UFLF) 2) Individualized parent-teacher conferences will be held for model selection implementation. 3) Individual student weekly schedule provided to the parent/student/general education teacher to clarify IEP services. 4) Wilson Reading Systems for students with Reading Support. 5) On-going progress monitoring for IEP goals. 6) Special Education Sub-Group Monitoring District Assessment Data	1) Director of Academic Services and Director of Student Services 2) Principal and Special Education Service Coordinator 3) Director of Student Services, Principal and Special Education Service Coordinator 4) Reading Teachers and Special Education Service Coordinator 5) Special Education Service Coordinator 6) Director of Academic Services, Director of Student Services and Principals	1) Late July 2) Early August 3) Mid-August 4) 4 days a week for 30minutes a day. 5) Early October, Mid-December, Early March, Mid-May 6) Quarterly	1) Framework document 2) Sign In Sheets 3) Copy of weekly schedule and communication log in Synergy 4) Quarterly Data Analysis Process and Lesson Plans 5) Completed progress reports in EIEPPro 6) See Data Analysis Worksheets

Process for Implementing Action Step

Union ESD is implementing professional learning for how to teach live (synchronous) aligned with our shared commitments; classroom management, WHOLE objectives, learning checks for understanding, lesson planning and how to monitor and adjust instruction to ensure students have mastery of the standards. This will include both special education and general education teachers to ensure that there are aligned systems of support for all students in Union ESD. Each school site and the district will monitor assessment and grade data to respond to student outcomes as they appear with the focus on improving learning.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Align all ELP standards to ELA standards reflected in Curriculum Maps and End of Week Outcomes.	1) Director of Academic Services 2) District ELL Coach 3) Principals and ELL Coach 4) Teachers, Principal and Director of Academic Services	1) Late June 2) Late July 3) August 15, 2020 and each month thereafter	1) Curriculum Maps with ELA and ELP standards 2) PD Power Point and Sign In Sheets

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<ul style="list-style-type: none"> 2) Professional Development for ELP standard Implementation 3) Walk Through and Formal Observations to monitor instructional delivery 4) Assessment monitoring for ELL sub-group 5) Address difficulties as they arise from classroom observations. 	<ul style="list-style-type: none"> 5) Principal 	<ul style="list-style-type: none"> 4) September and after every assessment or grade review 5) As needed 	<ul style="list-style-type: none"> 3) Walk Through and Observation Feedback in iObservation 4) Assessment results and meeting notes 5) Observation Plans, PD provided to teacher
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Process for Implementing Action Step

Union ESD has worked to strategically align our approved resources with the ELA (what) and ELP (how) standards in our Curriculum Maps and End of Week outcome. This has enabled our teachers to focus how they will deliver language processes for all students in our classrooms as all our students are learning how to engage with literacy for reading, writing, grammar, speaking and listening. We will use the AZELLA results as we work with our students ensuring that we align the instructional model with our 2-hour literacy requirement which aligns with master schedules for all schools. We use the program Duolingo for our student's whom enter and are monolingual. Union ESD has an English Language Coach, this role provides professional development, classroom support, and monitoring of the EL program as defined by the Arizona Department of Education.

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	N/A
	Packet of Social and Emotional Topics					N/A
	Online Social Emotional videos				X	N/A
	Parent Training	X	X	X	X	N/A
	Other: Daily Lessons	X	X	X	X	N/A

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	N/A
	Phone	X	X	X	X	N/A
	Webcast (Teams)	X	X	X	X	N/A

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Email/IM (Outlook)	X	X	X	X	N/A
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
<ol style="list-style-type: none"> 1) Create lesson plans for SEL lessons for all students. 2) Create and implement daily schedule with 30 minutes of daily SEL instruction. 3) Monitor student need as difficulties arise. 4) Implementation of MTSS triangle for SEL supports (Tiers 1 – 3) 	<ol style="list-style-type: none"> 1) Curriculum Mappers and Director of Academic Services 2) Director of Academic Services and Principals 3) Principals and Counselors 4) Directors of Academic and Student Services, Principals 	<ol style="list-style-type: none"> 1) Late June 2020 2) Last week of July 2020 3) August 3, 2020 and on-going 4) July and on-going 	<ol style="list-style-type: none"> 1) Lesson Plan in Curriculum Portal 2) Master Schedules Submitted by school and Master Scheduling Guidelines 3) Counselor groups signed forms from parents and lesson plans for small and 1:1 group. 4) MTSS Triangle and Staff PD

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
<ol style="list-style-type: none"> 1) Grades submitted weekly in Synergy. 2) Principals will Monitor student performance by content area weekly. 3) District Assessment Results 	<ol style="list-style-type: none"> 1) Teacher 2) Principals 3) Director of Academic Services and Principals 	<ol style="list-style-type: none"> 1) Weekly starting August 10, 2020 and each week thereafter. 2) Weekly starting August 14, 2020 and each week after. 3) 3 to 4 times annually starting August 17, 2020. 	<ol style="list-style-type: none"> 1) Grade reports 2) Teacher and Parent Communication, child study forms 3) District Calendar, student assessment results

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)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>Galileo</i>	<i>In-Person</i>	<i>August 2020, January and May 2021</i>
<i>1-3</i>	<i>Galileo</i>	<i>In-Person</i>	<i>August 2020, January and May 2021</i>
<i>4-6</i>	<i>Galileo</i>	<i>In-Person</i>	<i>August 2020, January and May 2021</i>
<i>7-8</i>	<i>Galileo</i>	<i>In-Person</i>	<i>August 2020, January and May 2021</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>DIBELS 8</i>	<i>In-Person</i>	<i>August and December 2020, April 2021</i>
<i>1-3</i>	<i>DIBELS 8 & Galileo</i>	<i>In-Person</i>	<i>August and December 2020, April 2021</i>
<i>4-6</i>	<i>DIBELS 8 & Galileo</i>	<i>In-Person</i>	<i>August and December 2020, April 2021</i>
<i>7-8</i>	<i>DIBELS 8 & Galileo</i>	<i>In-Person</i>	<i>August and December 2020, April 2021</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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).

Union ESD has an assessment calendar, this year to implement this we will call parents to arrange student assessment times for any families that are in the distance learning program. Students that are in-person will follow our established assessment procedures. We will train our staff to assess students in each setting to ensure that students have continuity in their assessment protocols. This process will allow our staff and students to gather valid and useful data about how our students are performing on both grade level and screener assessments.

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.

Union ESD has worked to ensure that in-person and distance learning for students uses consistent schedules, curriculum, pedagogical strategies, and routines. This will allow students to move between the models of instruction with more ease and provides teachers, principals and all other stakeholders with a foundation that will best support students as we accelerate their learning throughout 2020-21 school year. Our goal is planned flexibility to support learning and respond safely for our community throughout the pandemic. We will use district professional development to respond and support staff with student needs. There are 2 attached documents that Union ESD is using in house to support with communication and implementation of our Accelerated Learning Plan for 2020-21 school year, the **Back to School Plan** and **Union Flexible Learning Framework** (once draft revisions are completed).