

# Distance Learning Plan Template for School Districts

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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](mailto: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](mailto:EmergencyDL@azed.gov), as specified in communications from ADE.

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

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

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>1. Develop full Professional Development Calendar that includes training on Virtual Instruction.</li> <li>2. Provide pre-service training to staff on <u>Edgenuity</u>, Core Knowledge, Singapore Math, and required state training</li> <li>3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model</li> <li>4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean of Academics</li> <li>2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches)</li> <li>3. Dean of Academics and Virtual Instructors</li> <li>4. Instructional Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. Early July</li> <li>2. Last week of July</li> <li>3. Weekly</li> <li>4. Weekly (as needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. Training Agendas, Sign in Sheets, and Presentations</li> <li>3. Meeting Notes</li> <li>4. Coaching Logs</li> </ol>

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](mailto:EmergencyDL@azed.gov) with any questions.*

School District Name	Mesa Unified School District #4	School District Entity ID	4235
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Holly Williams	
Representative Telephone Number		480-472-0205	
Representative E-Mail Address		hcwilliams@mpsaz.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	CTSD
Adams Elementary	4913	070204101
Brinton Elementary	79490	070204156
Bush Elementary	4961	070204149

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<b>Crismon Elementary</b>	<b>4945</b>	<b>070204133</b>
<b>Eagleridge Enrichment Program</b>	<b>4967</b>	<b>070204195</b>
<b>Early Education Center</b>	<b>80046</b>	<b>070204191</b>
<b>Edison Elementary</b>	<b>4915</b>	<b>070204103</b>
<b>Eisenhower Center for Innovation</b>	<b>4932</b>	<b>070204120</b>
<b>Emerson Elementary</b>	<b>4916</b>	<b>070204104</b>
<b>Entz Elementary</b>	<b>4959</b>	<b>070204147</b>
<b>Falcon Hill Elementary</b>	<b>4956</b>	<b>070204144</b>
<b>Field Elementary</b>	<b>4937</b>	<b>070204125</b>
<b>Franklin at Alma Elementary</b>	<b>90752</b>	<b>070204158</b>

<b>Franklin East</b>	<b>4917</b>	<b>070204105</b>
<b>Franklin Elementary at Brimhall</b>	<b>91812</b>	<b>070204159</b>
<b>Franklin West</b>	<b>4926</b>	<b>070204114</b>
<b>Guerrero Elementary</b>	<b>79225</b>	<b>070204155</b>
<b>Hale Elementary</b>	<b>4931</b>	<b>070204119</b>
<b>Hermosa Vista Elementary</b>	<b>4955</b>	<b>070204143</b>
<b>Highland Elementary</b>	<b>4944</b>	<b>070204132</b>
<b>Holmes Elementary</b>	<b>4919</b>	<b>070204107</b>
<b>Michael T. Hughes Elementary</b>	<b>4918</b>	<b>070204106</b>
<b>Irving Elementary</b>	<b>4920</b>	<b>070204108</b>

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<b>Ishikawa Elementary</b>	<b>4952</b>	<b>070204140</b>
<b>Jefferson Elementary</b>	<b>4921</b>	<b>070204109</b>
<b>Johnson Elementary</b>	<b>4948</b>	<b>070204136</b>
<b>Keller Elementary</b>	<b>4940</b>	<b>070204128</b>
<b>Kerr Elementary</b>	<b>4958</b>	<b>070204146</b>
<b>Las Sendas Elementary</b>	<b>4962</b>	<b>070204150</b>
<b>Lehi Elementary</b>	<b>4922</b>	<b>070204110</b>
<b>Lincoln Elementary</b>	<b>4923</b>	<b>070204111</b>
<b>Lindbergh Elementary</b>	<b>4934</b>	<b>070204122</b>
<b>Longfellow Elementary</b>	<b>4924</b>	<b>070204112</b>

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<b>Lowell Elementary</b>	<b>4925</b>	<b>070204113</b>
<b>MacArthur Elementary</b>	<b>4941</b>	<b>070204129</b>
<b>Madison Elementary</b>	<b>4953</b>	<b>070204141</b>
<b>Mendoza Elementary</b>	<b>4951</b>	<b>070204139</b>
<b>O'Connor Elementary</b>	<b>4949</b>	<b>070204137</b>
<b>Patterson Elementary</b>	<b>78938</b>	<b>070204153</b>
<b>Pomeroy Elementary</b>	<b>4943</b>	<b>070204131</b>
<b>Porter Elementary</b>	<b>4957</b>	<b>070204145</b>
<b>Red Mountain Center for Early Education</b>	<b>79687</b>	<b>070204196</b>
<b>Red Mountain Ranch Elementary</b>	<b>4960</b>	<b>070204148</b>

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<b>Redbird Elementary</b>	<b>4935</b>	<b>070204123</b>
<b>Robson Elementary</b>	<b>4946</b>	<b>070204134</b>
<b>Roosevelt Elementary</b>	<b>4933</b>	<b>070204121</b>
<b>Salk Elementary</b>	<b>4936</b>	<b>070204124</b>
<b>Sirrine Elementary</b>	<b>4947</b>	<b>070204135</b>
<b>Sousa Elementary</b>	<b>4954</b>	<b>070204142</b>
<b>Stevenson Elementary</b>	<b>4939</b>	<b>070204127</b>
<b>Summit Academy</b>	<b>90753</b>	<b>070204193</b>
<b>Taft Elementary</b>	<b>4930</b>	<b>070204118</b>
<b>Washington Elementary</b>	<b>4938</b>	<b>070204126</b>



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<b>Webster Elementary</b>	<b>4927</b>	<b>070204115</b>
<b>Whitman Elementary</b>	<b>4929</b>	<b>070204117</b>
<b>Whittier Elementary</b>	<b>4928</b>	<b>070204116</b>
<b>Wilson Elementary</b>	<b>6229</b>	<b>070204151</b>
<b>Zaharis Elementary</b>	<b>79807</b>	<b>070204157</b>
<b>Carson Junior High</b>	<b>4969</b>	<b>070204252</b>
<b>Franklin Junior High</b>	<b>90303</b>	<b>070204264</b>
<b>Fremont Junior High</b>	<b>4971</b>	<b>070204254</b>
<b>Kino Junior High</b>	<b>4970</b>	<b>070204253</b>
<b>Mesa Academy for Advanced Studies</b>	<b>89593</b>	<b>070204192</b>

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<b>Poston Junior High</b>	<b>4973</b>	<b>070204256</b>
<b>Rhodes Junior High</b>	<b>4974</b>	<b>070204257</b>
<b>Shepherd Junior High</b>	<b>4977</b>	<b>070204260</b>
<b>Smith Junior High</b>	<b>79489</b>	<b>070204263</b>
<b>Stapley Junior High</b>	<b>4979</b>	<b>070204262</b>
<b>Taylor Junior High</b>	<b>4975</b>	<b>070204258</b>
<b>Dobson High</b>	<b>4983</b>	<b>070204274</b>
<b>East Valley Academy</b>	<b>78932</b>	<b>070204278</b>
<b>Mesa High</b>	<b>4980</b>	<b>070204271</b>
<b>Mountain View High</b>	<b>4982</b>	<b>070204273</b>

<b>Red Mountain High</b>	<b>4984</b>	<b>070204275</b>
<b>Skyline High</b>	<b>78917</b>	<b>070204276</b>
<b>Westwood High</b>	<b>4981</b>	<b>070204272</b>

### 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.*

<b>How many instructional days will the school district operate for School Year 2020-2021?</b>	<b>180</b>
<b>How many instructional days did the school district operate for School Year 2019-2020?</b>	<b>180</b>

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

<b>Estimated Enrollment for FY 2021</b>	<b>60683</b>	<b>Start Date for Distance Learning</b>	<b>8/4/2020</b>
<b>Estimated Number of Students Participating in Distance Learning for the Full Year</b>	<b>15211</b>	<b>Estimated Number of Students Participating in Distance</b>	<b>45472</b>

	<b>Learning for a Portion of the year</b>	
<p><b>Please choose the option that indicates your proposed duration/plan for distance learning:</b></p>	<p><input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.</p> <p><input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students.</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><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.).</p> <p><input checked="" type="checkbox"/> 5. Other (Please explain below)</p>	

<p><b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b></p>
<p>Mesa Public Schools will begin the 2020-21 school year on August 4 in a remote learning environment. When deemed safe for students to resume in person instruction, students will have the choice to phase into a modified in person environment that will alternate days of in person instruction. Students will attend M/Th or T/F and alternate Wednesdays each week. This reduces the number of students in the classroom each day. When modified in person instruction begins, families will be given the choice to remain in the remote learning environment. Once it is determined to be safe to resume 5 day a week in person instruction, MPS will phase into in person instruction and modified in person will no longer be an option. During the in person instruction, families will have the choice for students to remain in the remote learning environment.</p>

<p><b>Is the school district requiring students to do distance learning?</b></p>	<p>Choose an item.</p>
<p><b>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?</b></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
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Participation in virtual meeting or classroom session via Webex	Teacher	1-5 days per week	Teacher 'Check In' student via SMS or student log into LMS
Communication with teacher via telephone, email, Webex meeting	Teacher	1-5 days per week	Teacher 'Check In' for student via SMS or student log into LMS
Student log into LMS for instruction participation, assignments and assessments	Student	5 days per week	LMS data showing student engagement by log in and participation through assignments
Parent communication via email or telephone attesting to time spent on education	Parent	As needed	Parent contact logged into SMS by school staff

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
Learning and engagement will be accessed by students through the Canvas learning management platform. Teachers will monitor student engagement on a daily and weekly basis through	Teachers Principals Area assistant superintendents	Daily/weekly Weekly Weekly	Teacher/student contact logs Submission of assignments and synchronous lessons with student attendance/participation Attendance tracking (see attendance section)

### 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>Provide expectations for teachers and leaders regarding instruction and assessment, connecting and communicating with students and parents, grading, technology, Social emotional learning, and professional learning needs, and specialized programming support for students with special or other needs</p> <p><u><a href="#">Remote Learning expectations</a></u></p> <p><u><a href="#">Modified in-person expectations</a></u></p>	<p>Teachers</p> <p>Principals</p> <p>Directors and specialists (Teaching &amp; Learning, Special Education, Information Systems)</p> <p>Assistant Superintendents</p>	<p>Daily/weekly</p>	<p>Student engagement in learning (attendance, submission of assignments, conference calls, synchronous/asynchronous learning in Canvas)</p> <p>Progress reports, grades</p> <p>Formative and summative assessments</p>
<p>Provide training and support on instructional tools, learning management system, and curriculum</p>	<p>Principals</p> <p>Directors and specialists (Teaching &amp; Learning, Special Education, Information Systems)</p> <p>Assistant Superintendents</p>	<p>Ongoing 2020-2021 weekly, monthly</p>	<p>GROW platform reports, Training agendas/outcomes, completion, engagement with students, Canvas and Synergy, Florida Virtual</p>

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
<p>See leader expectations for communication with families  <a href="#">Remote Learning expectations</a>  <a href="#">Modified in-person expectations</a></p> <p>The district shall provide eligible employees with a comprehensive health, accident and life insurance program.</p> <p>Professional development credits may be earned and employees will be compensated at the amount approved by the Governing Board for the Hiring Guidelines/working conditions.</p> <p>The district wellness program will provide assistance and create opportunities for employees to lead healthier lifestyles.</p> <p>The employee assistance program (EAP) provides services to all employees free of charge. The program will provide a wide variety of resources regarding work and life topics of interest to the employee and family members.</p>	<p>Administrators</p> <p>District Leadership</p> <p>Superintendent</p> <p>Employees</p> <p>Employees</p>	<p>Daily/weekly</p> <p>Yearly</p> <p>Ongoing</p> <p>Yearly</p> <p>Ongoing</p>	<p>Communication logs, newsletters, virtual meetings, sign in logs, social media communication</p> <p>Employee handbook and benefits enrollment</p> <p>Certificated/Classified personnel request board documents. GROW system</p> <p>Sign-in sheets, engagement in sessions, submission of assignments/logs Contract with EAP Preferred</p>

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



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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Professional development opportunities will be provided to teachers and leaders virtually via self-paced courses, collaborative team sessions, staff meetings, webinars, etc. in regard to digital curriculum, SEL strategies, engaging students in remote learning, leading in remote learning, etc.</p>	<p>Teachers Principals  Directors and specialists (Teaching &amp; Learning, Special Education, Information Systems)  Assistant Superintendents</p>	<p>Summer 2020  2020-2021 monthly professional learning sessions, weekly collaborative team meetings, ongoing self-paced throughout the semester/year</p>	<p>Engagement in sessions, submission of assignments, mastery of outcomes, agendas, GROW reports, Canvas course completion, team meetings and site professional learning agendas and sign ins</p>

**List Specific Professional Development Topics That Will Be Covered**

Executive functioning, Canvas beginning, intermediate and advanced courses, unit design, assessment, grading, integration of digital tools and curriculum, Florida Virtual training for elementary, personalized learning 101, engaging in remote learning, counseling sessions (relationship building, managing stress)

### 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
<b>What was Used to Establish Need?</b>			
Questionnaire	x	x	X
Personal Contact and Discussion	X		
Needs Assessment-Available data	x	x	X
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	x	x	X
WIFI Hot Spot	x		
Supplemental Utility Support (Internet)			
Other:		Access to classroom if internet is needed	
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual curriculum supplemented by My Math and other district approved digital software/curriculum</i>	<i>daily/weekly</i>	<i>Benchmarks through School City constructed to mimic AZM2 given 3x/year</i>  <i>Teacher created unit assessments, Florida Virtual assessments</i>
<i>1-3</i>	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual curriculum supplemented by My Math and other district approved digital software/curriculum</i>	<i>daily/weekly</i>	<i>Benchmarks through School City constructed to mimic AZM2 given 3x/year</i>  <i>Teacher created unit assessments, Florida Virtual assessments</i>
<i>4-6</i>	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual curriculum supplemented by My Math and other district approved digital software/curriculum</i>  <i>Big Ideas (6th)</i>	<i>daily/weekly</i>	<i>Benchmarks through School City constructed to mimic AZM2 given 3x/year</i>  <i>Teacher created exams/unit exams and Florida Virtual assessments</i>

<p>7-8</p>	<p><i>Synchronous and asynchronous through remote, distance, blended learning</i></p>	<p><i>Big Ideas, Mesa Distance Learning Program and other district-approved supplemental software</i></p> <p><i>MA 07 7th Grade General Math Big Ideas Course 2 (Red) Ron Larson &amp; Laurie Boswell Houghton Mifflin Harcourt</i></p> <p><i>MA 08 Pre-Algebra Big Ideas Course 3 (Blue) Ron Larson &amp; Laurie Boswell Houghton Mifflin</i></p> <p><i>MA 10 Accel. Pre Algebra (7th Gr.) Big Ideas Math Accelerated Grade 7: A Common Core Curriculum Larson, Boswell</i></p> <p><i>Houghton Mifflin Harcourt</i></p>	<p><i>daily/weekly</i></p>	<p><i>Benchmarks through School City constructed to mimic AZM2 given 3x/year</i></p> <p><i>Teacher created exams/unit exams</i></p>
<p>9-12</p>	<p><i>Synchronous and asynchronous through remote, distance, blended learning</i></p>	<p><i>Big Ideas, Mesa Distance Learning Program and other district-approved supplemental software</i></p> <p><i>MA 27 Algebra I Big Ideas Algebra 1</i></p> <p><i>Ron Larson &amp; Laurie Boswell</i></p> <p><i>Big Ideas Learning</i></p> <p><i>MA 30 Geometry Big Ideas Geometry Big Ideas Learning</i></p>	<p><i>daily/weekly</i></p>	<p><i>Benchmarks through School City constructed to mimic AZM2 given 3x/year</i></p> <p><i>Unit exams/assessments</i></p>

		<p><i>MA 32 Honors Geometry Big Ideas Geometry Ron Larson &amp; Laurie Boswell Big Ideas Learning</i></p> <p><i>MA35 Personal Finance Math Financial Algebra: Advanced Algebra with Financial Applications Richard J. Sgroi Cengage Learning</i></p> <p><i>MA 38 Algebra Applications Mathematics in Action The Consortium for Foundation Mathematics Pearson Addison Wesley</i></p> <p><i>MA 40 Algebra II Big Ideas Algebra 2 Ron Larson &amp; Laurie Boswell Big Ideas Learning</i></p> <p><i>MA 41 Honors Algebra II Big Ideas Algebra 2 (Accelerated) Ron Larson &amp; Laurie Boswell Big Ideas Learning</i></p> <p><i>MA 42 Trigonometry/College Math Algebra &amp; Trigonometry (7th Edition) Larson Cengage Learning</i></p> <p><i>MA 43 Contemporary Math with Modeling For All Practical Purposes (9th Edition) COMAP Bedford, Freeman &amp; Worth</i></p>		
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		<p><i>MA 45 Pre-Calculus PreCalculus Mathematics for Calculus</i></p> <p><i>Stewart, Redlin, Watson Thomson Brooks/Cole</i></p> <p><i>MA 50 AP Calculus</i></p> <p><i>MA51 AP Calculus 2nd Edition Sullivan and Miranda WH Freeman &amp; Co</i></p> <p><i>MA 52 AP Statistics Introduction to Statistics &amp; Data Analysis Peck, Olsen, Devore Brooks/Cole-Carnage Learning</i></p>		
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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual and other district-approved supplemental software, Harcourt</i>	<i>daily/weekly</i>	<p><i>Benchmarks</i></p> <p><i>Teacher created exams/unit exams and Florida Virtual assessments</i></p>

				<i>Acadience</i>
1-3	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual and other district-approved supplemental software, Harcourt</i>	<i>daily/weekly</i>	<i>Benchmarks through School City constructed to mimic AZM2 given 3x/year</i>  <i>Teacher created exams/unit exams and Florida Virtual assessments</i>  <i>Acadience</i>
4-6	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual and other district-approved supplemental software, Harcourt</i>	<i>daily/weekly</i>	<i>Benchmarks through School City constructed to mimic AZM2 given 3x/year</i>  <i>Teacher created exams/unit exams and Florida Virtual assessments</i>
7-8	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Mesa Distance Learning Program and other online ELA resources from publishers and open educational resources</i>  <i>ELA 07 English Language Arts 7 Elements of Literature - First Course-Beers</i>	<i>daily/weekly</i>	<i>Benchmarks through School City constructed to mimic AZM2 given 3x/year</i>  <i>Teacher created exams/unit exams</i>

		<p><i>Holt, Rinehart &amp; Win</i></p> <p><i>ELA 08 English Language Arts 8</i></p> <p><i>Elements of Literature – Second course</i></p> <p><i>Beers</i></p> <p><i>Holt, Rinehart &amp; Win</i></p>		
9-12	<p><i>Synchronous and asynchronous through remote, distance, blended learning</i></p>	<p><i>Mesa Distance Learning Program and Collections Program from HMH online</i></p> <p><i>EN 09 Freshman English Collections 9 Beers et al. Houghton Mifflin Harcourt</i></p> <p><i>EN 47 Sophomore English Collections 10 Beers et al. Houghton Mifflin Harcourt 2017</i></p> <p><i>EN 48 Junior English Collections 11 Beers et al. Houghton Mifflin Harcourt 2017</i></p> <p><i>EN 49 Senior English Collections 12 Beers et al. Houghton Mifflin Harcourt 2017</i></p>	<p><i>daily/weekly</i></p>	<p><i>Benchmarks through School City constructed to mimic AZM2 given quarterly</i></p> <p><i>Teacher created exams/unit exams</i></p>



<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<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>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual Elementary program: Discovery Education STEM Connect</i>	<i>daily/weekly</i>	<i>Florida Virtual Assessments administered after each unit  Teacher created assessments</i>
<i>1-3</i>	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual Elementary program: Discovery Education STEM Connect</i>	<i>daily/weekly</i>	<i>Florida Virtual Assessments administered after each unit  Teacher created assessments</i>
<i>4-6</i>	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual Elementary program: Discovery Education STEM Connect</i>	<i>daily/weekly</i>	<i>Florida Virtual Assessments administered after each unit</i>

				<i>Teacher created assessments</i>
7-8	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<p><i>Mesa Distance Learning Program and other online science texts from publishers and open educational resources SC 07 Integrated Science I Holt Science and Technology Varies (4 book series)Holt, Rinehart &amp; Winston</i></p> <p><i>SC 08 Integrated Science II Holt Science and Technology Varies (4 book series) Holt, Rinehart &amp; Winston</i></p>	<i>daily/weekly</i>	<i>Mesa Distance Learning Program Assessments and teacher created tests given after each unit</i>
9-12	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<p><i>Mesa Distance Learning Program and other online science texts from publishers and open educational resources SC 09 Essentials of Science Foundations of Physical Science</i></p> <p><i>SC 33 Earth Science Earth Science-Geology, the Environment and the Universe</i></p> <p><i>SC 44 College Prep Biology Modern Biology</i></p> <p><i>SC 45 Honors Biology Biology</i></p> <p><i>SC 46 Adv. Placement Biology Biology: The Unity and Diversity of Life</i></p> <p><i>SC 48 Biotechnology I &amp; II Biotechnology: Science for the New Millennium</i></p>	<i>daily/weekly</i>	<i>Mesa Distance Learning Program Assessments and teacher created tests given after each unit</i>

		<p><i>SC 49 Biology</i></p> <p><i>Biology: Prentice Hall</i></p> <p><i>SC 50 Environmental Science Environmental Science</i></p> <p><i>SC 52 AP Environmental Science Living in the Environment</i></p> <p><i>SC 55 Human Anatomy &amp; Physiology</i> <i>Essentials of Human Anatomy &amp; Physiology</i></p> <p><i>SC 57 Advanced Human Anatomy &amp; Physiology Human Anatomy &amp; Physiology</i></p> <p><i>SC 71 Chemistry Chemistry Pearson-Prentice Hall</i></p> <p><i>SC 72 College Prep Chemistry Chemistry: Visualizing Matter</i></p> <p><i>SC 77 Adv. Placement Chem. Chemistry</i></p> <p><i>SC 81 Physics Physics – Principles and Problems</i></p> <p><i>SC 82 Adv. Placement Physics College Physics (4th Ed)</i></p> <p><i>SC 90 AP Physics/Calculus</i></p>		
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		<i>Based Principles of Physics, A Calculus-Based Text</i>		
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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<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>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual Elementary School curriculum</i>	<i>daily/weekly</i>	<i>Florida Virtual Assessments administered after each unit</i>  <i>Teacher created assessments</i>
<i>1-3</i>	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual Elementary School curriculum</i>	<i>daily/weekly</i>	<i>Florida Virtual Assessments administered after each unit</i>  <i>Teacher created assessments</i>

4-6	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Florida Virtual Elementary School curriculum</i>	<i>daily/weekly</i>	<i>Florida Virtual Assessments administered after each unit</i>  <i>Teacher created assessments</i>
7-8	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Mesa Distance Learning Program and other online science texts from publishers and open educational resources</i>	<i>Teacher created tests given throughout the curriculum; teacher feedback daily and weekly dependent on task and learning outcome</i>	<i>Mesa Distance Learning Program Assessments and teacher created tests given after each unit</i>
9-12	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>Mesa Distance Learning Program and other online science texts from publishers and open educational resources</i>	<i>Teacher created tests given throughout the curriculum; teacher feedback daily and weekly dependent on task and learning outcome</i>	<i>Mesa Distance Learning Program Assessments and teacher created tests given after each unit</i>

<b>Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )</b>				
	<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	<i>Synchronous and asynchronous through remote, distance, blended learning</i>	<i>District approved CTE supplemental content providers</i>	<i>Teacher created tests given throughout the curriculum; teacher feedback daily and weekly dependent on task and learning outcomes</i>	<i>Program assessments and teacher created tests given throughout the curriculum; industry certification exams will be given when appropriate</i>
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**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.**

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
Remote Learning begins August 4, 2020 for all students  Provide specially designed instruction to meet IEP goals.	Department directors, principals, instructors and related service providers  Teachers and site administrators.	Daily instruction utilizing multiple experiences  Daily instruction and weekly progress monitoring	Teacher progress monitoring (weekly). Monitored participation (time logged into online software).  Attendance, submission of assignments, conference calls, benchmarks

**Process for Implementing Action Step**

Implementing remote learning will initiate for students on August 4, 2020. Prior to implementing remote learning teachers have been provided intensive professional development and preparation. Expectations have been clearly defined for teachers, administrators, students and parents.

Remote Learning Plan: [2020-2021 SpEd Remote Learning](#)

Defined expectations to implement remote learning plan: [SpEd Expectations](#) [Sample Student Schedule and Expectations](#)

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

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<p>Implement temporary identification process to ensure new students are identified and receive services</p> <p>Provide teachers with training in Canvas, Florida Virtual curriculum, and supplemental resources to implement the <i>Approved Research Based SEI Models for School Year 2020-21</i></p> <p>Provide sample schedules for remote and modified in person instruction to implement state mandated minutes of SEI instruction</p>	<p>Teachers</p> <p>Principals</p> <p>Directors/Specialists</p> <p>Assistant Superintendents</p> <p>Classified support staff (SEI Technicians)</p>	<p>As per state guidelines, the requirements outlined in SB1014, 120 minutes of ELD instruction for elementary and 100 minutes of ELD instruction for secondary daily, will be planned for and implemented to the extent possible.</p>	<p>New English language learners are identified and receive services (provisional screener).</p> <p>Teachers use Canvas, Florida Virtual curriculum and supplemental resources and provide required minutes as evidenced by lesson plans and teacher schedules.</p> <p>Attendance documents for provided training</p>

Provide training on state required models for implementation			Assessment data on student progress/mastery of concepts
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**Process for Implementing Action Step**

<p>Provide training for SEI technicians to use the provisional placement screener to identify students.</p> <p>Provide specific, targeted training for classified support staff on virtual learning programs.</p> <p>Provide training in Canvas/Florida Virtual, and supplemental resources.</p> <p>Provide professional learning and PLCs to teachers of English learners in regards to:</p> <ul style="list-style-type: none"> <li>• ELP Standards</li> <li>• SEI models</li> <li>• Remote learning</li> <li>• Remote learning schedules</li> <li>• Meeting targeted instruction</li> <li>• Supplemental units and resources</li> </ul> <p><a href="#">ELAD Website - Teacher Resource Page</a> (Remote learning resources included)</p> <p><a href="#">English Learner Services During Remote Learning</a></p> <p><a href="#">Elementary Student Schedule Example - Pull-Out SEI Model</a></p> <p><a href="#">Elementary Student Schedule Example - Two-Hour SEI Model</a></p> <p><a href="#">Secondary Student Schedule Example</a></p> <p><a href="#">Approved Research-Based SEI Models - ADE/OELAS</a></p> <p><a href="#">Approved Research-Based SEI Models</a> (Resource Page)</p>
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### 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
<b>Social Emotional Learning</b>	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	X	X	X	X	X
	Other:	X	X	X	X	X

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Provide counseling services via teletherapy	School psychologists and social workers related service providers	Per IEP defined minutes	Documentation and progress monitoring on behavior SEL goals
Counselor lessons co-taught with teachers	Counselors/teachers	Embedded weekly	Engagement with counselor lessons/curriculum

### 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
<p><a href="#">MPS Grading practices</a> utilized</p> <p>Progress on IEP goals monitored for mastery.</p>	<p>Teachers</p> <p>Teachers</p>	<p>Ongoing progress monitoring, quarterly and semester grades (Elem/secondary)</p> <p>Quarterly progress monitoring.</p>	<p>Feedback in Canvas learning management system, gradebook, report cards, transcripts</p> <p>Quarterly progress reports.</p>

### 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.*

<b>Benchmark Assessments (Math)</b>
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	<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>School City</i>	<i>In person</i>	<i>Upon return in person, Jan, April/May</i>
<i>1-3</i>	<i>School City</i>	<i>In person, online</i>	<i>Aug, Jan, April/May</i>
<i>4-6</i>	<i>School City</i>	<i>In person, online</i>	<i>Aug, Jan, April/May</i>
<i>7-8</i>	<i>School City</i>	<i>In person, online</i>	<i>Aug, Jan, April/May</i>
<i>9-12</i>	<i>School City</i>	<i>In person, online</i>	<i>Aug, Jan, April/May</i>

<b>Benchmark Assessments (ELA)</b>			
	<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>School City</i>	<i>In person</i>	<i>Upon in person return, Jan, April/May</i>

1-3	School City	In person, online	Aug, Jan, April/May
4-6	School City	In person, online	Aug, Jan, April/May
7-8	School City	In person, online	Aug, Jan, April/May
9-12	School City	In person, online	Aug, Jan, April/May

**Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).**

### Additional Information (Optional)

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

