

Distance Learning Plan 2020-2021 for Crane Elementary School District #13

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	4501
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Laurie Doering	
Representative Telephone Number		928-373-3403	
Representative E-Mail Address		Ldoering@craneschools.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	CTDS
Centennial Middle School	78935	14-04-13-107
Crane Middle School	6172	14-04-13-103

Gary A. Knox Elementary School	85833	14-04-13-108
Gowan Science Academy	91908	14-04-13-138
H L Suverkrup Elementary School	6174	14-04-13-105
Mesquite Elementary	89582	14-04-13-130
Pueblo Elementary School	6168	14-04-13-101
Ronald Reagan Elementary School	6173	14-04-13-104
Salida Del Sol Elementary	85834	14-04-13-109
Valley Horizon Elementary School	6175	14-04-13-106

Distance Learning Background Information

a. Number of Instructional Days (3.b)

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

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

How many instructional days will the school district operate for School Year 2020-2021?	178 (met number of hours for 180)
How many instructional days did the school district operate for School Year 2019-2020?	178 (will meet number of hours for 180)

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	6,200	Start Date for Distance Learning	July 30, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	1,200	Estimated Number of Students Participating in Distance Learning for a Portion of the year	6,200
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)
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If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
We intend to operate distance/remote learning and offer a 5 day option. Beginning July 30, 2020 all schools will be operating under a remote learning modality. Once the district is directed to offer in-person school options we will provide a 5-day in-person opportunity for all who want or need that structure as well as providing the remote learning option for those families who wish to continue with that modality. Providing the remote learning option after being directed to begin in-person school operations will be contingent upon having a sufficient number of students enrolled in the site-based remote learning and availability of teaching staff. Crane ESD’s AOI school, Crane iLearning Academy, will continue operations with its virtual learning programs throughout the year.

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
<p>Attendance tracking for remote learning may include any of the options below:</p> <ul style="list-style-type: none"> • Communication with their teachers via ZOOM, or other digital meeting software. • Student participation in a virtual meeting or classroom session (ZOOM, etc.) • Daily assignments completed and submitted by the student. • A parent attestation or documentation that time was spent on educational activities. <ul style="list-style-type: none"> • <i>For these attestations the teacher will probably need to go back and adjust attendance if they are submitted after the days documented.</i> • <i>More rapid and convenient documentation might come from app sources such</i> 	<p>Teachers/Registrars</p>	<p>Daily for all methods except the attestation may be completed weekly.</p>	<p><i>SYNERGY</i></p> <p><i>Once Canvas is up and running and parents are provided training and access to the portal communication can occur through Canvas.</i></p>

Distance Learning Plan Template 2020-2021

<p><i>ClassDojo, Remind, SeeSaw, etc</i></p> <p>B) Stay updated on guidance for attendance found here: https://www.azed.gov/finance/school-finance-guidance-for-covid-19/</p>	<p>B) Ana Alfaro – Lead Registrar</p>	<p>B) Daily through July Weekly through August Monthly afterwards</p>	<p>B) Evidence will be available of communication to registrars and other necessary parties regarding changes such as through agenda items, email correspondences.</p>
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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>A) When students are not engaged in learning, staff will proactively communicate with the students/parents.</p> <p>B) When ‘in-person’ learning is not advisable due to COVID-19 exposure, student(s) will transfer to distance/remote learning. Once it is safe for student(s) to resume ‘in-person’ learning, student(s) will return to the ‘in-person’ learning environment.</p> <p><i>Policy ID SCHOOL DAY The normal school day for the instruction of the students of this</i></p>	<p>A) Teachers Registrars</p> <p>B) Building Administrator District Office</p>	<p>A) Minimum of twice per week</p> <p>B) As needed</p>	<p>A) Communication logs:</p> <ul style="list-style-type: none"> • Communication modalities such as Canvas (after training), SeeSaw, Class Dojo, emails or • Teacher logs <p>B) Communication modalities such as Blackboard Connect, Social Media, media and communication logs.</p>

<p><i>District shall be in accordance with Arizona Revised Statutes. The regular school session may be temporarily altered by the Board upon recommendation by the Superintendent when such alteration is in the best interest of the District.</i></p> <p><i>The Superintendent may close the schools, delay the opening of schools, or dismiss school early for emergency reasons and to protect the health and safety of students and staff member.</i></p> <p>The intent is to transfer to remote learning to continue the sequence and consistency in learning in lieu of a school closure resulting in no instruction.</p>			
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Attestation Form for Attendance

Site Based Remote Learning - Weekly Log						
School Name:						NOTES:
Teacher Name:						
Student Name:						
Student ID:						
Week of:						
Please place an 'X' in the subject(s) that were studied each day.						
Subjects:	Monday	Tuesday	Wednesday	Thursday	Friday	
Reading						
Writing						
Language						
English (ELL)						
Math						
Science						
Social Studies						
PE, Art, Music						
Parent Name:						Date Received at School:
Parent Signature:						

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
<ol style="list-style-type: none"> Crane iLearning Academy attendance. Crane Site-Based Remote Learning Attendance Teachers will schedule their day for esynchronous and asynchronous learning opportunities as well as provide office hours to support the parent in supporting student learning 	<ol style="list-style-type: none"> AOI teacher and parents of each student Teacher – Parent Teacher 	<ol style="list-style-type: none"> Weekly Daily teacher with weekly parent submissions for offline learning activities (e.g. personal reading, projects) Provide both synchronous and Asynchronous learning opportunities. Daily 	<ol style="list-style-type: none"> Online verification of attendance log through “HelloSign” Teacher SIS entries and upload of parent submissions Teacher Logs/Schedules/Parent contact logs

b. Describe commitments on delivery of employee support services including but not limited to:

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Staff Identification-What staff will be assigned to remote work? Train all employees regarding remote work guidelines/expectations. Required staff communication Determine technology requirements 	<ol style="list-style-type: none"> Department Administrator or School Principal Department Administrator or School Principal IT Department Department Administrator/Principal Department Administrator/Principal 	<ol style="list-style-type: none"> Prior to assignment During first two weeks of assignment. Establish email accounts and log in credentials at hire. Issue appropriate technology at hire or start of remote assignment. At start of assignment and as needed. 	<ol style="list-style-type: none"> Staff listing is provided to human resources. Record log of training completion. New hire requirement for all employees. Device Inventory Supply Orders

5. Determine supply requirements			
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Remote New Teachers Training which includes Classroom Management, Remote Learning, Pages, Keynote, Apple Remote learning 2. Canvas (LMS) training for all instructional staff 3. 65 days of Apple PD for Instructional Staff 4. Mastery Connect Assessment System Training (6 hours) 5. Studio and Catalog training for all instructional staff. 	<ol style="list-style-type: none"> 1. Site Coaches, District Coordinators and Department Administrators 2. Curriculum Department Administrator 3. Curriculum Department Administrator or Site Principal 4. Curriculum Department Administrator 5. Curriculum Department Administrator 	<ol style="list-style-type: none"> 1. 6 days prior to student first day of remote/distance learning (Pre-Service). 2. 1 - 2hour training for Administrators July 14, 2 teacher sessions – 4hours each during pre-service days July 21 + 22. Self-paced course for all instructional staff, Additional training on implementation for Teachers on Sept. 4 (PD day). 3. <ol style="list-style-type: none"> a. 30 days of Virtual Training scheduled by sites based on staff needs before Jan. 1. b. 35 days after Jan.1 TBD how based on Apple travel restrictions 4. 2 Sessions – August 11/13 5. Self-paced 	<ol style="list-style-type: none"> 1. Attendance Rosters, task completions, use of strategies in Synchronous and Asynchronous activities 2. Attendance Rosters, and Canvas System Analytics that show Course completion and by whom. Usage analytics. 3. Attendance rosters/ Observations/Feedback by Coaches/Admin. 4. Attendance Rosters, System Analytics showing usage. 5. Attendance Rosters, System Analytics showing usage.

List Specific Professional Development Topics That Will Be Covered

<ul style="list-style-type: none"> • Best Practices for Remote Learning
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- Canvas Implementation Training
- Studio and Catalog Training
- Mastery Connect User Training
- Classroom Management (Fred Jones)
- Remote Classroom Management
- Apple Remote Delivery for Remote Learning
- Apple Pages – EPub
- Apple Keynote and Animation
- Apple I movie
- Engagement Strategies (Kagan Structures for Online as well as in the Classroom)

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	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet) - SCHOOL-ISSUED DEVICES	X	X	X
WIFI Hot Spot	? Exploring		? Exploring
Supplemental Utility Support (Internet)			
Other: Upload/Download Options using school WIFI	X	Access to School WIFI	
When will stakeholders have access to IT Support Availability?			

Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
Other: FAQs; Support Videos	X	X	X

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)				
	<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>	<ul style="list-style-type: none"> Direct instruction via Zoom (synchronous) Independent Study via Google Classroom, SeeSaw, and/or Canvas (Asynchronous) 	<ul style="list-style-type: none"> Illustrative Mathematics, Zearn, IXL 	Daily-Exit tickets, checklists, performance tasks, oral questioning, hand signals, think-write-pair-share, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets, Zoom Polling, Studio Video Assessments.	Bi-Weekly End-of-Unit Assessments through Mastery Connect Skills based Quarterly Assessments
<i>1-3</i>	<ul style="list-style-type: none"> Direct instruction via Zoom (synchronous) Independent Study via Google Classroom, SeeSaw, and/or Canvas (Asynchronous) 	<ul style="list-style-type: none"> Illustrative Mathematics, Zearn, IXL 	Daily-Exit tickets, checklists, performance tasks, oral questioning, hand signals, think-write-pair-share, summaries, journal writing, etc. Weekly- Quizzes via	Bi-Weekly End-of-Unit Assessments through Mastery Connect Quarterly Benchmarks through Mastery Connect

Distance Learning Plan Template 2020-2021

			Individual interviews, participation in discussion boards/Padlets, Zoom Polling, Studio Video Assessments.	
4-6	<ul style="list-style-type: none"> • Direct instruction via Zoom (synchronous) • Independent Study via Google Classroom, SeeSaw, and/or Canvas (Asynchronous) 	<ul style="list-style-type: none"> • Illustrative Mathematics, • Zearn, • IXL 	<p>Daily-Exit tickets, checklists, performance tasks, oral questioning, hand signals, think-write-pair-share, summaries, journal writing, etc.</p> <p>Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets, Zoom Polling, Studio Video Assessments.</p>	<p>Bi-Weekly End-of-Unit Assessments through Mastery Connect</p> <p>Quarterly Benchmarks through Mastery Connect</p>
7-8	<ul style="list-style-type: none"> • Direct instruction via Zoom (synchronous) • Independent Study via Google Classroom, SeeSaw, and/or Canvas (Asynchronous) 	<ul style="list-style-type: none"> • Illustrative Mathematics, • Zearn, • IXL • Edgenuity 	<p>Daily-Exit tickets, checklists, performance tasks, oral questioning, hand signals, think-write-pair-share, summaries, journal writing, etc.</p> <p>Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets, Zoom Polling, Studio Video Assessments.</p>	<p>Bi-Weekly End-of-Unit Assessments through Mastery Connect</p> <p>Quarterly Benchmarks through Mastery Connect</p>
9-12	N/A	N/A	N/A	N/A

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>	<ul style="list-style-type: none"> • Whole group and small group synchronous learning via Zoom • Asynchronous EL Education at home learning guides. 	<ul style="list-style-type: none"> • EL Education comprehensive curriculum • Lexia Core 5. 	<p>EL Education Remote Learning phonics assessment with embedded formative questions in the EL Education reading guides.</p> <p>Lexia Core Assessments, Daily-Exit tickets, checklists, performance tasks, oral questioning, hand signals, think-write-pair-share, summaries, journal writing, etc.</p> <p>Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets, Zoom Polling, Studio Video Assessments</p>	<p>Skills based Quarterly Assessments</p> <p>DIBELS –Pre, Mid and Post EL End of Unit Assessments</p>
<i>1-3</i>	<ul style="list-style-type: none"> • Whole group and small group synchronous learning via Zoom • Asynchronous EL Education at home learning guides. 	<ul style="list-style-type: none"> • EL Education comprehensive curriculum • Lexia Core 5. • IXL 	<p>EL Education Remote Learning phonics and spelling assessment with embedded formative questions in the EL Education reading guides. A Third Grade Phonics progression was added to address possible learning gaps from the end of second grade.</p> <p>Lexia Core Assessments, Daily-Exit tickets, checklists,</p>	<p>Quarterly Benchmarks through Mastery Connect</p> <p>DIBELS –Pre, Mid and Post EL End of Unit Assessments</p>

Distance Learning Plan Template 2020-2021

			<p>performance tasks, oral questioning, hand signals, think-write-pair-share, summaries, journal writing, etc.</p> <p>Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets, Zoom Polling, Studio Video Assessments</p>	
4-6	<ul style="list-style-type: none"> • Whole group and small group synchronous learning via Zoom • asynchronous EL Education at home learning guides. 	<ul style="list-style-type: none"> • EL Education comprehensive curriculum • Lexia Core 5 for grades 4 + 5 • Lexia Power Up for grade 6. • IXL (4-6) 	<p>EL Education embedded formative questions in the EL Education reading guides (Daily).</p> <p>Lexia Core Assessments, Daily-Exit tickets, checklists, performance tasks, oral questioning, hand signals, think-write-pair-share, summaries, journal writing, etc.</p> <p>Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets, Zoom Polling, Studio Video Assessments</p>	<p>Quarterly Benchmarks through Mastery Connect</p> <p>EL End of Unit Assessments</p>
7-8	<ul style="list-style-type: none"> • Whole group and small group synchronous learning via Zoom 	<ul style="list-style-type: none"> • EL Education comprehensive curriculum. • IXL • Edgenuity 	<p>EL Education Remote embedded formative questions in the EL Education reading guides (Daily), Daily-Exit tickets, checklists,</p>	<p>Quarterly Benchmarks through Mastery Connect</p> <p>EL End of Unit Assessments</p>

	<ul style="list-style-type: none"> Asynchronous EL Education at home learning guides. 		performance tasks, oral questioning, hand signals, think-write-pair-share, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets, Zoom Polling, Studio Video Assessments	
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>
<i>Kindergarten</i>	<ul style="list-style-type: none"> Direct instruction via Zoom (synchronous) Independent Study via Google Classroom, SeeSaw, and/or Canvas (Asynchronous) 	<ul style="list-style-type: none"> Crane Dynamic Curriculum Strategies 	Daily-Exit tickets, checklists, performance tasks, oral questioning, Zoom Polling, think-write-pair-share, Studio Video Assessments, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets,	Skill Assessment Checklists Lexia
<i>1-3</i>	<ul style="list-style-type: none"> Direct instruction via Zoom (synchronous) Independent Study via Google Classroom, SeeSaw, 	<ul style="list-style-type: none"> Crane Dynamic Curriculum Strategies 	Daily-Exit tickets, checklists, performance tasks, oral questioning, Zoom Polling,	Quarterly Benchmarks through Mastery Connect

Distance Learning Plan Template 2020-2021

	and/or Canvas (Asynchronous)		think-write-pair-share, Studio Video Assessments, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets	
4-6	<ul style="list-style-type: none"> • Direct instruction via Zoom (synchronous) • Independent Study via Google Classroom, SeeSaw, and/or Canvas (Asynchronous) 	<ul style="list-style-type: none"> • Crane Dynamic Curriculum Strategies 	Daily-Exit tickets, checklists, performance tasks, oral questioning, Zoom Polling, think-write-pair-share, Studio Video Assessments, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets	Quarterly Benchmarks through Mastery Connect
7-8	<ul style="list-style-type: none"> • Direct instruction via Zoom (synchronous) • Independent Study via Google Classroom, SeeSaw, and/or Canvas (Asynchronous) 	<ul style="list-style-type: none"> • Crane Dynamic Curriculum Strategies 	Daily-Exit tickets, checklists, performance tasks, oral questioning, Zoom Polling, think-write-pair-share, Studio Video Assessments, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets	Quarterly Benchmarks through Mastery Connect
9-12	N/A	N/A	N/A	N/A

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<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>	<ul style="list-style-type: none"> • Direct instruction via Zoom (synchronous) • Independent Study via Google Classroom, SeeSaw, and/or Canvas/Studio (Asynchronous) 	<ul style="list-style-type: none"> • Go Noodle (PE) • Crane District Developed Curriculum-Dynamic Curriculum Strategies • Exploring Additional Resources for Special Areas 	Daily-Exit tickets, checklists, performance tasks, oral questioning, Zoom Polling, think-write-pair-share, Studio Video Assessments, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets	<ul style="list-style-type: none"> • Skill Assessments
<i>1-3</i>	<ul style="list-style-type: none"> • Direct instruction via Zoom (synchronous) • Independent Study via Google Classroom, SeeSaw, and/or Canvas/Studio (Asynchronous) 	<ul style="list-style-type: none"> • Go Noodle (PE) • Crane District Developed Curriculum-Dynamic Curriculum Strategies • Exploring Additional Resources for Special Areas 	Daily-Exit tickets, checklists, performance tasks, oral questioning, Zoom Polling, think-write-pair-share, Studio Video Assessments, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets	<ul style="list-style-type: none"> • Mastery Connect Benchmark Assessment • District Curriculum Assessment for Social Studies
<i>4-6</i>	<ul style="list-style-type: none"> • Direct instruction via Zoom (synchronous) • Independent Study via Google Classroom, SeeSaw, 	<ul style="list-style-type: none"> • Go Noodle (PE) • Crane District Developed Curriculum-Dynamic Curriculum Strategies 	Daily-Exit tickets, checklists, performance tasks, oral questioning, Zoom Polling,	<ul style="list-style-type: none"> • Mastery Connect Benchmark Assessment

Distance Learning Plan Template 2020-2021

	and/or Canvas (Asynchronous)	<ul style="list-style-type: none"> Exploring Additional Resources for Special Areas 	think-write-pair-share, Studio Video Assessments, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets	<ul style="list-style-type: none"> District Curriculum Assessment for Social Studies
7-8	<ul style="list-style-type: none"> Direct instruction via Zoom (synchronous) Independent Study via Google Classroom, SeeSaw, and/or Canvas (Asynchronous) 	<ul style="list-style-type: none"> Go Noodle (PE) Crane District Developed Curriculum-Dynamic Curriculum Strategies Exploring Additional Resources for Special Areas 	Daily-Exit tickets, checklists, performance tasks, oral questioning, Zoom Polling, think-write-pair-share, Studio Video Assessments, summaries, journal writing, etc. Weekly- Quizzes via Individual interviews, participation in discussion boards/Padlets	<ul style="list-style-type: none"> District Curriculum Assessment for Social Studies Mastery Connect Benchmark Assessment
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)

https://drive.google.com/drive/folders/1_QrQ3yIKoS7Um7lfpPrpVbRVopwzBazF?usp=sharing

Meeting the Needs of Students with Disabilities and English Learners.

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
ESS- Develop and monitor the service delivery models for each learning option offered.	ESS -Director of Exceptional Student Services and Exceptional Student Services Coordinator	ESS -On-going and quarterly checks	<ul style="list-style-type: none"> • ESS- Service delivery schedules and attendance • ESS- IEP compliance

Process for Implementing Action Step

See below **2020-2021 Crane Exceptional Student Services Plan**

2020-2021 Crane Exceptional Student Services Plan

Detailed plans and examples of how the school will ensure access and meet the needs of special education students.

Service Delivery Models

Setting	Distance (iLearning)	Remote (School Based Services)	In-Person (School Based Services)
Crane iLearning Academy	<p>IEP Compliance</p> <ul style="list-style-type: none"> *Provide specially designed instruction as determined by the IEP. *Provide direct services and related services as determined by the IEP team for online learning. *Accommodations and modifications will be provided to the greatest extent possible. *Collaborate with iLearning teacher as appropriate. *Case management and service providers will be assigned by ESS Department. *Adhere to requirements of FAPE for individual student. *IEP services will be provided based on a student's appropriate learning location according to FAPE 		

Distance Learning Plan Template 2020-2021

	-If FAPE issues arise, the IEP Team will meet.		
Setting	Distance (iLearning)	Remote (School Based Services)	In-Person (School Based Services)
Crane iLearning Academy (continued)	<p>*Progress monitoring of IEP goals will be determined on an individual basis and FAPE.</p> <p>*Annual IEP and evaluations will be conducted when applicable.</p> <p>*IEP services delivered via Zoom or what the IEP Teams determines the student’s FAPE.</p> <p>*Services will be conducted individually or in small group virtually via Zoom.</p> <p><u>Environment Conditions</u></p> <p>*No transportation services provided.</p> <p>*Parent will receive a schedule including time, area of service, and who will provide the services.</p> <p>*Attendance will be documented in Synergy.</p> <p>*Students are expected to complete the daily lessons and assignments.</p>		
Self-Contained		<p><u>IEP Compliance</u></p> <p>*Provide specially designed instruction as determined by the IEP.</p> <p>*Provide direct services and related services as determined by the IEP team for online learning.</p>	<p><u>IEP Compliance</u></p> <p>*Provide specially designed instruction as determined by the IEP.</p> <p>*Provide direct and related services as detailed in the IEP and student’s LRE for services.</p>

Setting	Distance (iLearning)	Remote (School Based Services)	In-Person (School Based Services)
Self-Contained (continued)		<p>*Provide accommodations and modifications to the greatest extent possible.</p> <p>*Collaborate with staff as appropriate regarding student services.</p> <p>*Services will be conducted individually or in small group virtually via Zoom.</p> <p>*Inclusion opportunities will continue as detailed in the IEP.</p> <p>*Adhere to the requirements of FAPE for individual student.</p> <p>*ESS teacher will share with parents a schedule that will be followed weekly.</p> <p>*ESS teacher will communicate with parents via Zoom, phone, and/or email.</p> <p><u>Environment Conditions</u></p> <p>*No transportation services provided during distance learning, but will resume once in-person instruction begins if student qualifies for this service.</p> <p>*Schedule provided for services as determined by the IEP team.</p>	<p>*Provide accommodations and modifications as detailed in the IEP.</p> <p>*Collaborate with appropriate staff regarding student services.</p> <p>*Services will be conducted individually or in small group.</p> <p>*Inclusion opportunities will be coordinated to meet health and safety guidelines detailed in the district plan.</p> <p>*Adhere to the requirements of FAPE for individual student.</p> <p>*ESS teacher will communicate with parents via Zoom, phone, and/or email.</p> <p><u>Environment Conditions</u></p> <p>*Transportation services provided as noted in the student’s IEP.</p> <p>*Attendance will be documented in Synergy.</p> <p>*Schedule provided for services as determined by the IEP team.</p> <p>*Routine schedule followed daily.</p>

Distance Learning Plan Template 2020-2021

		*Parent will receive a schedule including time, area of service, and who will provide the services.	*Direct and Related services will be provided by building staff or assigned by the ESS Department.
Setting	Distance (iLearning)	Remote (School Based Services)	In-Person (School Based Services)
Self-Contained (continued)		<p>*Recorded learning sessions if possible, to provide greater access.</p> <p>*Direct and Related services will be provided by building staff or assigned by the ESS Department.</p> <p>*Student materials will be delivered by the transportation department if deemed necessary by the ESS staff.</p> <p>*Delivery of daily breakfast and lunch is available.</p> <p>*Attendance will be documented in Synergy.</p>	<p>Safety</p> <p>*Adhere to the district plan for safety through the pandemic.</p> <p>*Designate individual student materials (not shared materials).</p> <p>*Sanitizing workstations and shared spaces throughout the day.</p> <p>*Protective safety equipment (such as masks and safety gloves) will be worn by staff.</p> <p>*Masks will be worn by students in designated areas except for the students that meet the exception rule detailed in the district plan.</p> <p>*Social distancing will be promoted and followed whenever possible.</p>
Resource Room Push-In/Push-Out/Co-Teach		<p>IEP Compliance</p> <p>*Provide specially designed instruction as determined by the IEP.</p> <p>*Provide direct services and related services as determined by the IEP for online learning.</p>	<p>IEP Compliance</p> <p>*Provide specially designed instruction as determined by the IEP.</p> <p>*Provide accommodations and modifications as detailed in the IEP.</p> <p>*Collaborate with appropriate staff.</p>

		*Services will be conducted individually or in small group virtually via Zoom.	*Provide direct and related services as detailed in the IEP and student’s LRE for services.
Setting	Distance (iLearning)	Remote (School Based Services)	In-Person (School Based Services)
Resource Room Push-In/Push-Out/Co-Teach (continued)		<p>*Provide accommodations and modifications to the greatest extent possible.</p> <p><u>Environment Conditions</u></p> <p>*No transportation services provided during distance learning, but will resume once in-person instruction begins if student qualifies for this service.</p> <p>*Attendance for services will be documented in a log by the ESS teacher in grades K-6.</p> <p>*Attendance for services will be document in Synergy by the ESS Resource Teacher for grades 7-8.</p> <p>*Schedule provided for services as determined by the IEP team.</p> <p>*Parent will receive a schedule including time, area of service, and who will provide the services.</p> <p>*Recorded learning sessions if possible, to provide greater access.</p>	<p>*Services will be conducted individually or in small group.</p> <p><u>Environment Conditions</u></p> <p>*Transportation services provided as noted in the student’s IEP.</p> <p>*Attendance will be documented in Synergy.</p> <p>*Schedule provided for services as determined by the IEP team.</p> <p>*Routine schedule followed daily.</p> <p><u>Safety</u></p> <p>*Adhere to the district plan for safety through the pandemic.</p> <p>*Designate individual student materials (not shared materials).</p> <p>*Sanitizing workstations and shared spaces throughout the day.</p> <p>*Protective safety equipment (such as masks and/or safety gloves) will be worn by staff.</p> <p>*Masks will be worn by students in designated areas except for the students that</p>

Distance Learning Plan Template 2020-2021

		*Direct and Related services will be provided by building staff or assigned by the ESS Department.	meet the exception rule detailed in the district plan.
Setting	Distance (iLearning)	Remote (School Based Services)	In-Person (School Based Services)
Resource Room Push-In/Push-Out/Co-Teach (continued)			*Social distancing will be promoted and followed whenever possible.
Related Services (speech therapy, occupational therapy, physical therapy, counseling, adaptive P.E., Behavior)	<p>*Related service providers will share with parents a schedule that will be followed each week/month.</p> <p>*Related service providers will communicate with parents via Zoom, phone, and/or email.</p> <p>*Related services will be conducted individually or in small group virtually via Zoom.</p>	<p>*Related service providers will share with parents a schedule that will be followed each week/month.</p> <p>*Related service providers will communicate with parents via Zoom, phone, and/or email.</p> <p>*Related services will be conducted individually or in small group virtually via Zoom.</p>	<p>*Related services will be provided as determined by the IEP.</p> <p>*Related services will be conducted individually or in small groups.</p>

Procedural Requirements for Evaluations and IEPs

Meeting Types	Meetings – MET1, MET2, IEP, CDA, Transfers, FBA/BIPS, Transitions, Manifestation, CFT...	Evaluation Testing, Student Monitoring & Goal Progress
MET/Evaluations	<p>*Meetings will be conducted via Zoom or via phone to limit in-person contact.</p> <p>*Parents can select type of participation either Zoom or phone.</p> <p>*All school-based MET Team members must attend meetings via Zoom.</p> <p>*Electronic signatures will be obtained using Hello Sign for all virtual and phone meetings. A screen shot of attendees will be taken at the Zoom meeting.</p> <p>*A Prior Written Notice (PWN) will document:</p> <ul style="list-style-type: none"> -attendees (Zoom or phone) -decisions made -eligibility, record agree or disagree with decision for each team member, a statement will be provided if a team member disagrees -language meeting was conducted -how parents will receive their Procedural Safeguards 	<p>*Vision and hearing testing will be conducted annually in person, adhering Crane guidelines for social distancing and sanitizing. Students receiving virtual instruction will be asked to bring their child to a school for vision and hearing testing. Evaluation testing can't proceed without vision/hearing results.</p> <p>*Student one-on-one evaluation testing will be conducted by school psychologist and/or related service provider adhering to Crane guidelines for sanitizing area and materials for each use.</p> <p>*Consideration for medically fragile or medically high-risk students will be addressed prior to testing in-person.</p>

Meeting Types	Meetings – MET1, MET2, IEP, CDA, Transfers, FBA/BIPS, Transitions, Manifestation, CFT...	Evaluation Testing, Student Monitoring & Goal Progress
IEP Meetings and Other Meetings	<p>*Meetings will be conducted via Zoom or via phone to limit in-person contact.</p> <p>*Parents can select type of participation either Zoom or phone.</p> <p>*All school based IEP Team members must attend meetings via Zoom.</p> <p>*Electronic signatures will be obtained using Hello Sign for all virtual and phone meetings. A screen shot of attendees will be taken at the Zoom meeting.</p> <p>*A PWN will document:</p> <ul style="list-style-type: none"> -attendees (Zoom or phone) -decisions made -language meeting was conducted -how parents will receive their Procedural Safeguards 	<p>*Vision and hearing testing will be conducted annually in person, adhering Crane guidelines for social distancing and sanitizing. Students receiving virtual instruction will be asked to bring their child to a school for vision and hearing testing.</p> <p>*Progress monitoring of IEP meeting will be completed as directed in the IEP and communicated quarterly to parents.</p>

a. 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. Administrators, site coaches, EL data clerks, and teachers receive professional development on the two-	<ol style="list-style-type: none"> 1. Title III Coordinator 2. Title III Coordinator 3. Title III Coordinator, site coaches, and teachers 	<ol style="list-style-type: none"> 1. Pre-service and ongoing 2. Pre-service 3. Daily and weekly with monthly collaboration across campuses. 	<ol style="list-style-type: none"> 1. Sign in sheets and rosters 2. Lesson plan templates 3. Lesson plans and rosters 4. Schedules

<p>hour and pull-out research-based models being implemented</p> <ol style="list-style-type: none"> 2. Lesson-planning template using English Learner ELP Standards created and placed in accessible folder 4. ELD specialists plan ELD instruction aligned to the ELP standards and connected to content instruction using the lesson plan template 5. Remote learning schedules that meet the required minutes for targeted and integrated instruction by grade bands 6. AZELLA Placement testing for incoming kindergarten students and first through eighth graders enrolling without a prior year AZELLA placement test. Testing will follow safety guidelines set by the CDC and OELAS. 7. Formative assessment data will be collected to assess the incoming and 	<ol style="list-style-type: none"> 4. Building Administrators, site coaches, teachers 5. District administrators, AZELLA test Coordinator, and Title III Coordinator 6. Building Administrators, site coaches, teachers 7. Building Administrators, site coaches, teachers 	<ol style="list-style-type: none"> 4. Pre-service with ongoing monitoring and adjusting. 5. July 30-August 30 and ongoing as needed for late enrollees. 6. Ongoing 7. Ongoing 	<ol style="list-style-type: none"> 5. AZELLA testing reports and scores 6. Formative assessment scores, anecdotal notes, and writing samples. 7. Lesson plans
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ongoing needs of the EL learners. 8. Scaffolding Strategies and Supplemental Support Materials, such as Language for Learning, will be utilized via zoom.			
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Process for Implementing Action Step

- Conduct pre-service training
- Meet virtually with testers to go over safety procedures and guidelines for testing
- Testers schedule by appointment students for testing in order to achieve testing completion deadlines set by state/federal guidelines
- Communicate results to sites/teachers in order to inform instruction
- Coordinator assists sites in configuring program instructional supports and monitors formative assessment data to assist in decisions for ongoing language acquisition and program support.
- Conduct ongoing training for EL teachers and support staff.

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 In EL Education	X	X	X	X	N/A
	Online Social Emotional videos					N/A
	Parent Training					N/A
	Other: Canvas Course	X	X	X	X	N/A

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

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. Provide Social Emotional Learning Course through Canvas 2. In- Service on EL Education Emotional Learning Topics and support 3. Establish lines of Support for sites without counselors. 4. Monitoring through content keeper students unhealthy search habits 	<ol style="list-style-type: none"> 1. Curriculum Administrator 2. ELA Coordinator/Site Coaches 3. District Administrator and Site Principal 4. Site Principal 	<ol style="list-style-type: none"> 1. At beginning of year 2. Pre-Service/site PD 3. As needed 4. Daily 	<ol style="list-style-type: none"> 1. Student enrollment and work in Course 2. Attendance Rosters 3. Administration logs 4. Administration logs

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
<ul style="list-style-type: none"> Through Bi-weekly Standards Assessments Through Curriculum Unit Assessments 	Teacher Teacher	Bi-Weekly Assessments	Student Data

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	Skills Criteria Check List	Online individualized by teacher	Sept. 8-25, Dec. 1-11, Apr. 6-15 (if not AZMerit), May 10-21.
1-3	Mastery Connect /Inspect Library	OnLine	Sept. 8-25, Dec. 1-11, Apr. 6-15 (if not AZMerit), May 10-21.
4-6	Mastery Connect /Inspect Library	OnLine	Sept. 8-25, Dec. 1-11, Apr. 6-15 (if not AZMerit), May 10-21.
7-8	Mastery Connect /Inspect Library	OnLine	Sept. 8-25, Dec. 1-11, Apr. 6-15 (if not AZMerit), May 10-21.
9-12	N/A	N/A	N/A

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>1. DIBELS</i>	<i>Remotely by individual apt.</i>	<i>Sept. 8-25, Dec. 1-11, Apr. 6-15, May 10-21.</i>
<i>1-3</i>	<i>1. DIBELS 2. Mastery Connect/Inspect Grade Assessment</i>	<i>1. Remotely by individual apt. 2. Online</i>	<i>Sept. 8-25, Dec. 1-11, Apr. 6-15, May 10-21.</i>
<i>4-6</i>	<i>Mastery Connect/Inspect Grade Assessment</i>	<i>Online</i>	<i>Sept. 8-25, Dec. 1-11, Apr. 6-15 (if no AZMerit), May 10-21.</i>
<i>7-8</i>	<i>Mastery Connect/Inspect Grade Assessment</i>	<i>Online</i>	<i>Sept. 8-25, Dec. 1-11, Apr. 6-15 (if no AZMerit), May 10-21.</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).

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.