

Distance Learning Plan

Grand Canyon USD #4

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

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

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

The Grand Canyon School District will be working with Coconino County Health Department and will always comply with governmental agencies. We will go to 100% Distance Learning (virtual learning) should we have to close.

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	Grand Canyon USD #4	School District Entity ID	4194
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Matthew Yost	
Representative Telephone Number		928-638-2461	
Representative E-Mail Address		myost@grandcanyonschool.org	

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Grand Canyon High School	4825	030204
Grand Canyon Elementary	4824	030204

Distance Learning Background Information

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

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

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

How many instructional days will the school district operate for School Year 2020-2021?	144
How many instructional days did the school district operate for School Year 2019-2020?	144

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	270	Start Date for Distance Learning	September 8, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	150	Estimated Number of Students Participating in Distance Learning for a Portion of the year	270
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 checked="" 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 type="checkbox"/> 5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

Grand Canyon School District will provide distance learning opportunities for all students. Chromebooks will be distributed for students in grades 3-12 and iPads for grades PreK-2. Teachers will be utilizing the LMS platform of Edgenuity, with Zoom being used as the video conference tool. In addition, Google Suite will serve as the “host” for several other online learning tools such as IXL, NoRedInc, TurnItIn, Foundations, Flocabulary and Read Theory. In addition, the school has another LMS called School’s PLP for credit recovery and options for foreign languages and other electives. Our Distance Learning Plan will be led by Mrs. Peg Lyle, certified teacher with 7 years’ experience in online teaching and learning. Professional Development will be provided at the beginning of the school year for a total of 12 days to give teachers opportunities to learn how to effectively use the learning tools as well as how to best engage students in distance learning.

GCUSD is offering two distance learning plans for students: distance learning from home and a hybrid model. The hybrid consists of two days at school with in person learning, and two days at home distance learning. Both plans will be following our Beyond Textbooks curriculum of standards and Edgenuity in order for continuity and consistency in learning. Assessments will be given on our Performance Matters platform that is tied to PowerSchool.

Is the school district requiring students to do distance learning?	No
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
Daily attendance will be taken by teachers through the monitoring of:			
1) Attendance entered daily in PowerSchool based upon teacher reporting a) Elementary teachers will enter attendance at the end of the day b) Middle and High School teachers will enter attendance by period	Teacher	Daily	Teacher PowerSchool attendance book
2) Attendance at live learning sessions	Teacher	On date of attendance	Teacher PowerSchool attendance book
3) Completion of daily assignments	Student	Daily	Grades entered into PowerTeacher
4) Time spent on LMS coursework as assigned by the teacher	Student	Daily	LMS tracking program
5) Parent attestation documenting time students spent working on assignments	Parent	Weekly	Google form available from website emailed to registrar

a. Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Weekly message reminders of attendance	District	Weekly	Documentation of text blasts sent out by the district
2. Post attendance information and forms on school website	Administration	Start of school	Posted on website
3. Communicate and inform students and parents on attendance responsibilities	Teachers	Start of school and as needed	Parent Handbook/Teacher Letter to Parents
4. Administration team to make phone calls to parents	Administration Team	Start of school and as needed	Google sheet
5. Utilize a referral system for students missing 4 consecutive attendance days	Teachers and Administration Team	Start of school and as needed	Google sheet

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
1. Weekly lesson plans	Teachers and our Online Learning Coordinator, Ms. Lyle	Weekly	Documentation of plans emailed to administration
2. Assignment policy: daily assignments in ELA, Math, Science and Social Studies and one specials class to include one or more of PE, Art, Music Technology or other elective			
3. Grades entered weekly; one grade per subject per week	Teachers, Ms. Lyle, Administration	Weekly	Weekly grade checks by administration
4. Delivery of instruction will include synchronous and asynchronous learning	Teachers	Weekly	Administrative virtual walkthroughs utilizing a checklist

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<p>opportunities. These opportunities could be uploaded recordings of teachers delivering lessons or instructional video from our LMS or Google Classroom.</p> <p>5. Tutoring rooms 6. Office hours 7. Weekly communication to parents and students</p>	<p>Teachers Teachers Teachers</p>	<p>Weekly Weekly Weekly</p>	<p>Administration virtual walkthroughs utilizing a checklist</p>
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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>District and school administrators will respond to written and verbal inquiries within 24 hours. The district will provide a handbook of policies and procedures to all staff. Professional development will also be offered.</p>	<p>Administration</p>	<p>Beginning of school year and daily throughout the year.</p>	<p>Documentation of response to inquiries, handbook and PD attendance sheets</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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<p>Professional development will be offered to the teachers and paraprofessionals for 6 hours a day for 12 days, before the start of the school year. PD will include COVID-19 training on protocols, policies and procedures, Google Suite, Best Practices for online instruction and learning, Edgenunity, Zoom, and online tools.</p>	<p>Administration, certified trainers from Coconino County, Teachers sharing expertise and experience, and professional presenters from LMS.</p>	<p>6 hours a day for 12 days</p>	<p>Certificates of completion and follow up of implementation by Online Learning Coordinator.</p>
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List Specific Professional Development Topics That Will Be Covered

Topics will include best practices in online instruction and implementation of our LMS and assessment systems. In addition, teachers will be sharing their knowledge and expertise in how they have utilized online tools such as Padlet, FlipGrid, Jamboard, Teacher Tube and Nearpod. All of these tools can also be incorporated into our Google Suite platform in Google Slides.

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			
Personal Contact and Discussion	x	x	x
Needs Assessment-Available data			
Other:	A map was generated to determine where we		

	can use hotspots on our buses for internet. Utilizing community partners and businesses to provide internet access for our students.		
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x	x	x
WIFI Hot Spot	x		
Buses providing internet access			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	x	x	x
Extended Weekday Hours	x	x	x
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<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>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>Edgenuity, IXL, Flocabulary, Beyond Textbooks</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 4. <i>Edgenuity monitoring assessments</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p> <p><i>Performance Matters</i> <i>Benchmarks for ELA and Math quarterly</i></p>
<i>1-3</i>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>Edgenuity, IXL, Flocabulary, Beyond Textbooks, Eureka Math</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 4. <i>Edgenuity monitoring assessments</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p> <p><i>Performance Matters</i> <i>Benchmarks given quarterly</i></p>
<i>4-6</i>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>Edgenuity, IXL, Flocabulary, Beyond Textbooks, Eureka Math, Prodigy, Math Antics, Khan Academy</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p> <p><i>Performance Matters</i> <i>Benchmarks given quarterly</i></p>

			4. <i>Edgenuity monitoring assessments</i>	
7-8	<i>Direct Instruction via Zoom, Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Edgenuity, IXL, Flocabulary, Beyond Textbooks, Khan Academy, Math Antics</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 4. <i>PLP and Edgenuity monitoring assessments</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p> <p><i>Performance Matters</i> <i>Benchmarks given quarterly</i></p>
9-12	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Edgenuity, Flocabulary, Beyond Textbooks, Khan Academy</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 4. <i>PLP and Edgenuity monitoring assessments</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p> <p><i>Performance Matters</i> <i>Benchmarks given quarterly</i></p>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Edgenuity, IXL, Flocabulary, Beyond Textbooks, Foundations</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p> <p><i>Performance Matters</i> <i>Benchmarks given quarterly</i></p>

			<ol style="list-style-type: none"> 4. <i>PLP and Edgenuity monitoring assessments</i> 5. <i>DIBELS 8 Assessments</i> 	<p><i>DIBELS 8 Summative Benchmarks</i></p>
1-3	<p><i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i></p>	<p><i>Edgenuity, IXL, Flocabulary, Beyond Textbooks, Foundations</i></p>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 4. <i>PLP and Edgenuity monitoring assessments</i> 5. <i>DIBELS 8 Assessments</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p> <p><i>Performance Matters</i> <i>Benchmarks given quarterly</i></p> <p><i>DIBELS 8 Summative Benchmarks</i></p>
4-6	<p><i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i></p>	<p><i>Edgenuity, IXL, Flocabulary, Beyond Textbooks, NoRedInk, Read Theory, NewsELA</i></p>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 4. <i>Edgenuity monitoring assessments</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p> <p><i>Performance Matters</i> <i>Benchmarks given quarterly</i></p>
7-8	<p><i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based</i></p>	<p><i>School's PLP, Edgenuity, IXL, Flocabulary, Beyond Textbooks, NoRedInk, Read Theory, NewsELA</i></p>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i></p>

	<i>Learning, and if appropriate paper packets.</i>		<i>assessments on assigned days</i> 3. <i>Teacher assessments</i> 4. <i>PLP and Edgenuity monitoring assessments</i>	<i>Performance Matters</i> <i>Benchmarks given quarterly</i>
9-12	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Edgenuity, Flocabulary, Beyond Textbooks, NoRedInk, Read Theory, NewsELA</i>	1. <i>Teacher grading policies</i> 2. <i>Beyond Textbook formative assessments on assigned days</i> 3. <i>Teacher assessments</i> 4. <i>PLP and Edgenuity monitoring assessments</i>	<i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i> <i>Performance Matters</i> <i>Benchmarks given quarterly</i>

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>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Edgenuity, Flocabulary, Beyond Textbooks</i>	1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>Edgenuity monitoring assessments</i> 4. <i>Project and Experiment Rubrics</i>	<i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet</i> <i>Discussions</i> <i>Performance Matters</i> <i>Benchmarks given quarterly</i>
<i>1-3</i>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and</i>	<i>Edgenuity, Flocabulary, Beyond Textbooks</i>	1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i>	<i>Discussion boards</i> <i>Completed assignments</i>

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	<i>physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>		<ol style="list-style-type: none"> 3. <i>Edgenuity monitoring assessments</i> 4. <i>Project and Experiment Rubrics</i> 	<p><i>Zoom/Google Meet Discussions</i></p> <p><i>Performance Matters Benchmarks given quarterly</i></p>
4-6	<i>Direct Instruction via Zoom, GoToMeeting and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>Edgenuity, Flocabulary, Beyond Textbooks, FOSS Kits</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>Edgenuity monitoring assessments</i> 4. <i>Project and Experiment Rubrics</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet Discussions</i></p> <p><i>Performance Matters Benchmarks given quarterly</i></p>
7-8	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Edgenuity, Flocabulary, Beyond Textbooks, FOSS Kits</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>PLP and Edgenuity monitoring assessments</i> 4. <i>Project and Experiment Rubrics</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet Discussions</i></p> <p><i>Performance Matters Benchmarks given quarterly</i></p>
9-12	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Edgenuity, Flocabulary, Beyond Textbooks</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>PLP and Edgenuity monitoring assessments</i> 4. <i>Project and Experiment Rubrics</i> 	<p><i>Discussion boards</i> <i>Completed assignments</i> <i>Zoom/Google Meet Discussions</i></p> <p><i>Performance Matters Benchmarks given quarterly</i></p>

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>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School’s PLP, Edgenuity, Flocabulary, Beyond Textbooks</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>PLP and Edgenuity monitoring assessments</i> 4. <i>Exit Tickets</i> 	<i>Discussion boards Completed assignments Zoom/Google Meet Discussions</i>
<i>1-3</i>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School’s PLP, Edgenuity, Flocabulary, Beyond Textbooks, Discovery Education</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>PLP and Edgenuity monitoring assessments</i> 4. <i>Exit Tickets</i> 	<i>Discussion boards Completed assignments Zoom/Google Meet Discussions</i>
<i>4-6</i>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School’s PLP, Edgenuity, Flocabulary, Beyond Textbooks, Discovery Education</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>PLP and Edgenuity monitoring assessments</i> 4. <i>Exit Tickets</i> 	<i>Discussion boards Completed assignments Zoom/Google Meet Discussions</i>
<i>7-8</i>	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School’s PLP, Edgenuity, Flocabulary, Beyond Textbooks, Discovery Education</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>PLP and Edgenuity monitoring assessments</i> 4. <i>Exit Tickets</i> 	<i>Discussion boards Completed assignments Zoom/Google Meet Discussions</i>

9-12	<i>Direct Instruction via Zoom, and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Edgenuity, Flocabulary, Beyond Textbooks, Discovery Education</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>PLP and Edgenuity monitoring assessments</i> 4. <i>Exit Tickets</i> 	<i>Discussion boards Completed assignments Zoom/Google Meet Discussions</i>

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	<i>Direct Instruction via Zoom and Google Classroom, Teacher Tube, Virtual and physical manipulatives, Live tutoring, Project Based Learning, and if appropriate paper packets.</i>	<i>School's PLP, Beyond Textbooks, Pima CTED Wiki, AzCTE Curriculum Connector, AzCIS, Serve Safe Food Manager Program, Virtual Field Trips and Guest Speakers</i>	<ol style="list-style-type: none"> 1. <i>Teacher grading policies</i> 2. <i>Teacher assessments</i> 3. <i>PLP and Edgenuity monitoring assessments</i> 4. <i>Exit Tickets</i> 	<i>Discussion boards Completed assignments Zoom/Google Meet Discussions</i>

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

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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.

Distance Learning Plan Grand Canyon USD #4 2020-2021

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Specially Designed Instruction will be offered remotely in accordance with goals outlined on students' IEP's. 2. Synchronous "real-time" learning opportunities will be provided in accordance with services outlined on students' IEP's. 3. Needed accommodations in all categories will be accepted for Special Education students in accordance with their IEP's. 4. Opportunities to participate in the General Education Curriculum will be provided by General Education Teachers as outlined on students' IEP's. 	<p>The Special Services Director, Special Education Teachers, and Paraprofessionals as assigned, will be responsible for supporting remote learning.</p>	<p>Service times on IEP's will be met through a combination of synchronous learning opportunities and independent work provided in accordance with IEP goals and specially designed curriculum by the Special Education Teacher. Service minutes required will be calculated by adding the minutes of synchronous "real time" learning sessions to the estimated minutes of specially designed work completion time by the student to equal the service minutes outlined on IEP's.</p> <p>General education environment minutes required will be calculated by adding the minutes of synchronous "real time" learning sessions with the general education class to the estimated minutes of general education work completion time by the student to equal the general curriculum minutes outlined on IEP's.</p>	<ol style="list-style-type: none"> 1. Documentation of work provided through Google Classroom, or work packets provided. 2. Teachers will take attendance during synchronous "real time" learning sessions. Corresponding activities will be assigned to students and documented by the Special Education Teachers. Random walk-throughs will be conducted by the Special Services Director during Synchronous "real time" learning sessions, in accordance with the adopted evaluation rubric. 3. Information on individual accommodations will be provided to General Education Teachers, and Special Education Staff. 4. General education teachers will take attendance during Synchronous "real time" learning sessions. Corresponding activities will be assigned to students and documented by their general education teachers. Random walk-throughs will be conducted by the Principal during Synchronous "real time" learning sessions, in accordance with the adopted evaluation rubric.
<p>Process for Implementing Action Step</p>			

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1. Provide technology to families to allow access to Google Classroom and Zoom. Document work provided online, or with packets sent home if necessary.
2. Special Education Teachers will monitor Student Attendance and Service times.
3. Documentation will be kept to demonstrate that appropriate staff have received information on student accommodations.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. 120 minutes per day/600 minutes per week of ELD instruction for K-5 and 100 minutes per day/500 minutes per week of ELD instruction for 6-12, will be addressed to the extent possible. 2. Opportunities to participate in the General Education Curriculum will also be provided by General Education Teachers. General Education Teachers will utilize approved evidence-based SEI models to the greatest extent possible. 	The ELD Director and the students' assigned General Education Teachers are responsible for the remote learning opportunities offered to EL students.	ELD instruction times will be met through a combination of synchronous learning opportunities and independent work that supports the language acquisition needs of the student. This is provided by the General Education Teacher. ELD instructional minutes will be calculated by adding the minutes of synchronous "real time" learning sessions to the estimated minutes of ELD work completion time by the student to equal the ELD instruction minutes.	<ol style="list-style-type: none"> 1. Teachers will take attendance during synchronous ELD "real time" learning sessions. Corresponding activities will be assigned to students and documented by the ELD Director. Random walk-throughs will be conducted by the ELD Director and the Administration during synchronous "real time" learning sessions, in accordance with the adopted evaluation rubric.

Process for Implementing Action Step

1. Provide technology to families to allow access to Google Classroom and Zoom. Document work provided online.
2. ELD Director and General Education Teachers will monitor Student Attendance and work completion.

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics	X	X	X	X	X
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	X	X	X	X	X

Other: _____

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	x	x	x	x	x
	Phone	x	x	x	x	x
	Webcast					
	Email/IM					
	Other: Individual or small group via Zoom or GoToMeeting	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
Teacher Check-In Via Zoom or GoToMeeting, email, phone or text	The Classroom Teacher, Principal, Counselor, Dean of Students and Exceptional Services Director all work together to check in on students and provide options that work best.	Weekly	ZOOM and GoToMeeting records, emails, texts and written referrals
Packets of Social Emotional Topics using Second Step Curriculum (PreK-8) and School's PLP (9-12)		Monthly	Teacher lesson plans
Online Social Emotional Training using "WhyTry"	Counselor	As needed to provide more support	Completion of student work in the "WhyTry" program
Parent Training	Counselor/Principal/Dean of Students	Once per Semester via electronic resources	Counselor Logs
Phone Counseling	Teachers/Principal/Dean of Students	Weekly	Counselor Logs
Individual or Small Group Counseling	Teachers/Principal/Dean of Students	Weekly	Counselor 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
Mastery of Beyond Textbook Formative Assessments for ELA and Math.	Classroom General Education Teacher	Monthly	Data recorded on BT formative tracker
Mastery of formative assessments created by teachers for science, social studies, and other courses.	Classroom General Education Teacher	Once every 1-2 weeks	Data recorded in PowerTeacher Gradebook
Proficiency of Performance Matters BT Benchmark assessments on standards.	Classroom General Education Teacher	Once every 6- 9 weeks	Performance Matters Benchmark 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)			
	<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>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>
<i>1-3</i>	<i>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>
<i>4-6</i>	<i>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>
<i>7-8</i>	<i>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>
<i>9-12</i>	<i>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>DIBELS 8, Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>
<i>1-3</i>	<i>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>
<i>4-6</i>	<i>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>
<i>7-8</i>	<i>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</i>
<i>9-12</i>	<i>Performance Matters BT Benchmark</i>	<i>Online In-person</i>	<i>October, January, April</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.