

SANDERS UNIFIED SCHOOL DISTRICT #18 (UPDATED December 15, 2020)

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

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

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

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to EmergencyDL@azed.gov, as specified in communications from ADE.

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

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

The example above is not intended to demonstrate that these are specific action steps a school district should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the school district to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

School District Information

**School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.*

School District Name	Sanders Unified School #18	School District Entity ID	4156
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Verlynn Goldtooth		
Representative Telephone Number	928-688-4755		

Representative E-Mail Address	verlynnngoldtooth@sandersusd.net
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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
Valley HS	4724	01-02-18-003
Sanders MS	4723	01-02-18-002
Sanders ES	4722	01-02-18-001

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	Approx SES: 340 Approx SMS: 171 Approx VHS: 215 Approx total: 726	Start Date for Distance Learning	August 4, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	VHS: 15 SMS: 30 SES: 50 Total: 95	Estimated Number of Students Participating in Distance Learning for a Portion of the year	VHS: 15 SMS: 30 SES: 50 Total: 95

<p>Please choose the option that indicates your proposed duration/plan for distance learning:</p>	<p><input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.</p> <p><input checked="" type="checkbox"/> 2. We intend to operate distance learning until <u>March 12, 2021</u> for all students. (Contingent upon NN Executive Orders)</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><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.).</p> <p><input type="checkbox"/> 5. Other (Please explain below)</p>
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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 will start with distance learning on August 4, 2020. When it is safe (Per Governor Ducey) to return to school, we will begin with a hybrid program in which each of five regions will attend once a week for face-to-face instruction, while all others continue working online. This hybrid program will continue until it is deemed safe for students to be on campus more than once a week.

From August 4 - August 14: SUSD will implement distance Learning through the use of Chromebook.
 August 17, 2020 - December 2020: Per Guidance from Gov. Ducey/Superintendent Hoffman and Arizona Dept. of Health.

Per Governor Ducey's executive order - On August 17, 2020 SUSD will implement the hybrid learning plan.

Students in the Sanders Community will be transported in by regions that have been developed by transportation.
 1/3 of the students who are enrolled in SUSD will be transported to each school site.

- ~~Monday: Region 1: Rural Community (Sanders, White Mesa Apartments) 7 routes with 146 students~~
- ~~Tuesday: Region 2: New Lands (S of Hwy 191 & N of 191 Klagetoh/WR) 9 routes with 139 students~~
- ~~Wednesday: Region 3: Querino, Pine Springs 5 Routes with 84 students~~
- ~~Thursday: Region 4: Lupton Area (Oak Springs, Park Estates) 8 routes with 148 students~~
- ~~Friday: Region 5: Houck (Houck Housing, N & S of Frontage and Navajo: Hogan Wells Rim Range, Navajo Springs) 6 routes with 105 students~~

10/15/2020:

- ~~Each teacher called parents of students from their homeroom class roster and inquired if their student would be attending school on August 17, 2020. Approximately 60 students in the SUSD area indicated that they would be sending their child to onsite services. Students will be located at Sanders Elementary Gymnasium. Teachers from each site will be in attendance to provide supervision. Breakfast and Lunch will be delivered to students. Students who attend "study hall" will be provided guidance from certified teachers. (8.17.20)~~

12/14/2020:

- SUSD Governing Board voted to keep SUSD K-12 in Distance Learning for 2nd Semester or until Governor Ducey/President Nez lift the Executive Orders.
- Breakfast and Lunch will be provided for children in the surrounding areas. (SUSD and Non -SUSD Students)
- On-site study hall will not be held for 2nd Semester or until Governor Ducey/President Nez lift the Executive Orders.
- Scenario 3: Remote/Distance Learning Experience (Began 8-4-2020)

Is the school district requiring students to do distance learning?)	YES
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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?	NO
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**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
VHS: Tracking of attendance at VHS	Teachers Registrar Principal	Daily and weekly to see if there are trends in the attendance using Google Meet/Zoom.	Electronic and hard copies of the attendance will be kept at VHS
SMS: Tracking of attendance at SMS	Teachers Registrar Instructional Coach Dean of Students Principal	SMS / VHS Students will follow the student schedule with attendance taken in Synergy daily by the teacher. SES Teachers will track attendance morning and afternoon attendance daily in Synergy.	Electronic copy in Synergy for daily attendance based on minutes logged into APEX and/or synchronous instruction. Hard copy via Google Form on which teachers double-check the APEX attendance with the synchronous instruction to verify attendance for all subjects Dean of Students Log of home visits for chronic absences
SES: Tracking of attendance at SES	Teachers Registrar Principal	Teachers will complete a Google Sheets document to maintain a hard copy of student attendance; this will help them to track attendance trends.	Google Sheets attendance records Parent Attestation - Attached

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
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<p>VHS Students contacted for enrollment</p> <ul style="list-style-type: none"> Updating VHS website weekly as needed Sending Blackboard messaging as needed Contacting via phone or email 	<p>Registrar Counselor Dean of Students Teachers Paraprofessionals Admin Assistant Parent Liaison</p>	<p>Beginning July 21, 2020:</p> <ul style="list-style-type: none"> SES/SMS/VHS counselors will begin daily contact with students who have not registered. SMS/VHS Dean of Students will begin daily contact with students who have not registered. 	<p>Evidence submitted at school level:</p> <ul style="list-style-type: none"> Logs (electronic/hard copy) will be kept and forwarded to the principal on a daily basis Monitoring checklist by the Principal. Monitoring Contact Log of teachers
<p>SMS Students contacted for enrollment</p> <ul style="list-style-type: none"> Updating SMS website weekly as needed Sending Blackboard messaging as needed Weekly contact via phone or email 	<p>Registrar Counselor Dean of Students Teachers Paraprofessionals Admin Assistant Parent Liaison</p>	<ul style="list-style-type: none"> Principal will send school message Admin Assistant update SES/SMS/VHS website for info (as needed) <p>Registration Tracking:</p> <ul style="list-style-type: none"> Registrar will provide registration info to the Dean, and he will contact families within 24 hours of the student's registration. <p>Attendance Tracking:</p>	<p>Evidence submitted at District Level:</p> <ul style="list-style-type: none"> Parent Liaison to submit home visit notes with Counselors/Deans at each site.
<p>SES Students contacted for enrollment</p> <ul style="list-style-type: none"> Updating SES website weekly as needed Sending Blackboard messaging as needed Weekly contact via phone or email 	<p>Registrar Counselor Teachers Paraprofessionals Admin Assistant Parent Liaison</p>	<ul style="list-style-type: none"> Teachers (Grade level/Content, Sped, EL) will contact absent students and those who fall behind at least once weekly. Counselors will contact students who have missed two (2) or more days of school in a week. Paraprofessionals will contact ESS and EL students weekly. 	
<p>District Parent Liaison:</p> <ul style="list-style-type: none"> Daily/Weekly home visits to check on SUSD students Registrars/Dean/Counselor will provide a list of students to Parent Liaison to implement a home visit. Outreach from parent liaison for students with habitual absences 		<p>Media Information:</p> <ul style="list-style-type: none"> Weekly webpage updates As-needed Blackboard Messaging Daily teacher contacts Weekly ESS and EL additional contacts 	

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
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<p>Sanders ES/Sanders MS/Valley HS Teachers and staff who are working virtually expectations:</p> <ul style="list-style-type: none"> • Daily/Weekly staff meetings for staff SEL wellness. • Weekly grade postings with communication to site leadership. • Log Sheet to be kept by classified staff. <p>Delivery of employee support services will be through in person or written communication</p> <ul style="list-style-type: none"> • ALL FACE TO FACE MEETINGS SHALL BE CONDUCTED UTILIZING CDC GUIDELINES 	<p>VHS:</p> <ul style="list-style-type: none"> • Principal • Dean of Students • Instructional Coach • PLC Mentors • VHS Staff 	<p>VHS:</p> <ul style="list-style-type: none"> • Monday to Friday <ul style="list-style-type: none"> ○ Daily: AM and PM • Wednesday PLC <ul style="list-style-type: none"> ○ 7:30am-10:00am • Staff Meetings as scheduled 	<p>Evidence from Sanders ES/ Sanders MS/ Valley HS teachers and staff: :</p> <ul style="list-style-type: none"> • Google Log Sheet that will be kept electronically/hard copy that will be maintained by the principal • Google Classroom setup by Midnight each Friday for the next week (VHS/SMS/SES) • Lesson Plans submitted • Meeting agendas • PLC Notes w/ documented work output • Grading in Synergy (X2/week)
<ul style="list-style-type: none"> • Staff are to work from their classrooms/job site while maintaining physical distancing • School hours are 7:30-4:00; they may check out at lunch • Staff will wear masks over their nose and mouth when two or more people are present • Staff will hold class as if in the building • Staff will prepare lessons using the appropriate template and will submit via Google classroom • Teachers will take attendance each period and report absences electronically 	<p>SMS:</p> <ul style="list-style-type: none"> • Principal • Dean of Students • Instructional Coach • PLC Mentors • SMS Staff 	<p>SMS:</p> <ul style="list-style-type: none"> • Monday to Friday <ul style="list-style-type: none"> ○ Daily: AM and PM • Wednesday PLC <ul style="list-style-type: none"> ○ 7:30am-10:00am • Staff Meetings as necessary 	<ul style="list-style-type: none"> • Contact Logs • Attendance Log
	<p>SES:</p> <ul style="list-style-type: none"> • Principal • Instructional Coach • PLC Mentors • SES Staff 	<p>SES:</p> <ul style="list-style-type: none"> • Monday to Friday <ul style="list-style-type: none"> ○ Daily: AM and PM • Wednesday PLC <ul style="list-style-type: none"> ○ 7:30am-10:00am • Staff Meetings as necessary 	

- b. Describe commitments on delivery of employee support services including but not limited to:**
- **Human resource policies and support for employees; and**
 - **Regular communication from the administration.**

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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<p>Sanders ES/Sanders MS/Valley HS Teachers and staff support:</p> <ul style="list-style-type: none"> 7:30 Monday check-in via virtual meeting Participate on Virtual Planning with the coach Virtual Wednesday PLC meetings & PD sessions Collaboration between teachers and instructional coach 	<p>VHS:</p> <ul style="list-style-type: none"> Principal Dean of Students Instructional Coach Counselor Teachers 	<p>VHS:</p> <ul style="list-style-type: none"> Monday to Friday <ul style="list-style-type: none"> Daily: AM and PM Wednesday PLC <ul style="list-style-type: none"> 7:30am-10:00am Staff Meetings as scheduled 	<p>Evidence from Sanders ES/ Sanders MS/ Valley HS teachers and staff: :</p> <ul style="list-style-type: none"> Google Logs kept electronically/hard copy which will be maintained by the Instructional Coach PLC Notes and agendas Attendance rosters Virtual walk-through data/walkthroughs
<ul style="list-style-type: none"> Individual conferencing between principal and teachers at least monthly Classroom management support and help making connections with student by Dean of Students Counselor will virtually conference with teachers as needed regarding SEL supports ESS teacher will virtually conference with teachers regarding modifications and accommodations. 	<p>SMS:</p> <ul style="list-style-type: none"> Principal Dean of Students Instructional Coach Counselor Teachers 	<p>SMS:</p> <ul style="list-style-type: none"> Monday to Friday <ul style="list-style-type: none"> Daily: AM and PM Wednesday PLC <ul style="list-style-type: none"> 7:30am-10:00am Staff Meetings as necessary 	<ul style="list-style-type: none"> Conference notes Coaching notes with IC Planning Notes with IC
<ul style="list-style-type: none"> Staff will be assigned Safe schools training modules on COVID-19. 	<p>SES:</p> <ul style="list-style-type: none"> Principal Dean of Students (as needed) Instructional Coach Counselor Teachers 	<p>SES:</p> <ul style="list-style-type: none"> Monday to Friday <ul style="list-style-type: none"> Daily: AM and PM Wednesday PLC <ul style="list-style-type: none"> 7:30am-10:00am Staff Meetings as necessary <p>Use of Consult A Doctor through SUSD Medical Benefits.</p>	

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Sanders ES/Sanders MS/Valley HS Teachers and staff support:</p> <ul style="list-style-type: none"> Virtual PD given during Teacher Institute July 23-30, 2020. Virtual PD on Wednesdays prior to PLCs PD topics driven by teacher request and data trends Webinars 	<p>VHS:</p> <ul style="list-style-type: none"> Principal Dean of Students Instructional Coach Counselor Teachers 	<p>Sanders ES/Sanders MS/Valley HS Teachers and staff support:</p> <ul style="list-style-type: none"> Teachers Institute prior to school Weekly access to Master Teacher (SMS only), Safe Schools, and Google App courses Weekly Wednesday PD & PLCs 9 Saturday curriculum development workshops throughout the school year 	<p>Evidence from Sanders ES/ Sanders MS/ Valley HS teachers and staff: :</p> <ul style="list-style-type: none"> Sign-in sheets Agendas PLC notes-description of work performed. Meeting minutes Online completion logs

<ul style="list-style-type: none"> • Saturday curriculum development through CSI grant • Conferences provided through CSI grant • Individualized from the instructional coach and/or principal • Google App courses online • Safe Schools courses online 	SMS: <ul style="list-style-type: none"> • Principal • Dean of Students • Instructional Coach • Counselor • Teachers 	<ul style="list-style-type: none"> • Teacher Development Conferences under CSI Grant 	<ul style="list-style-type: none"> • Completion certificates • Conference notes
Added support for SMS through CSI Grant: <ul style="list-style-type: none"> • Master Teacher e-bundle for individualized PD based on teachers' interests and needs 	SES: <ul style="list-style-type: none"> • Principal • Dean of Students (as needed) • Instructional Coach • Counselor • Teachers 		

List Specific Professional Development Topics That Will Be Covered

All staff shall receive professional development on the following topics: IEP, 504's, MTSS (Intervention & Referrals), Accommodations and Modifications, and Child Find Pre-school. The special education staff will throughout the year receive training in the following areas: e-IEP Pro, IEP development, Transitional development, Behavior support, Progress Monitoring, Data Collection, PWN writing, and IEP writing. The ESS staff will be delivered on Wednesdays at a time TBD. All staff training will be conducted TBD timeline by the Special Education Director.

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire		X	X
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)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)	X	X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours		X	
24/7 Support	X		
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency

Kindergarten	Virtual and Direct Instruction via google meet and google classroom	Savvas Online Learning with workbook as supplement	Formative assessment will be weekly via direct assistance virtually online using Savvas Envision Math ; Quick Check Independent Practice Practice Buddy	Direct assistance virtually online given at the completion of every topic using Savvas Envision Math Topic Assessment online
1-3	Virtual and Direct Instruction via google meet and google classroom	Savvas online Learning with workbook as supplement	Formative assessment will be online daily via Savvas Envision Math ; Quick Check Independent Practice Practice Buddy	Given at the completion of every topic using Savvas Envision Math Topic Assessment online
4-5	Virtual and Direct Instruction via google meet and google classroom	Savvas online Learning with workbook as supplement	Formative assessment will be online daily via Savvas Envision Math ; Quick Check Independent Practice Practice Buddy	Given at the completion of every topic using Savvas Envision Math Topic Assessment online
6-8	Virtual and Direct Instruction via google meet and google classroom and Apex materials	APEX APEX resource sheets through google classrooms. Additional Resources (Google Classroom)	Formative assessment following APEX Lessons and informal observations following study sessions and practice sessions on a daily basis.	Given at the completion of every Unit using Apex Unit Assessment Test
9-12	Virtual and Direct Instruction via ZOOM or Google Meet 2 grades per week per subject	APEX (some content through Google Classroom)	Formal Formative assessments every 5-7 days Informal may be on a daily basis	Summative assessments will be given at the completion of a chapter/unit/module which will be virtual

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

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Virtual and Direct Instruction via google meet and google classroom Fast ForWord (FFW) - Online Supplement Reading Program. Virtually 4x per week for 30 minutes	Savvas online Learning with workbook as supplement Fast ForWord (supplement reading Program)	Formative assessment will be weekly via direct assistance virtually online using Savvas Reading Street Weekly- Based Test and CCR Test (writing) FFW - as the student is making Progress the program is automatically assigning an assessment based on the student progress.	Direct assistance virtually online given at the completion of every Unit using Savvas Reading Street Unit Assessment via direct instruction virtually RPI - Reading Progress Indicator (assessment) given at the beginning SY middle SY, end SY.

1-3	Virtual and Direct Instruction via google meet and google classroom FFW - Online Supplement Reading Program, Virtually 4x per week for 30 minutes	Savvas online Learning with workbook as supplement Fast ForWord (supplement reading Program)	Formative assessment weekly via online using Savvas Reading Street Weekly- Based Test and CCR Test (writing)	Given at the completion of every Unit using Savvas Unit Assessment Test
4-5	Virtual and Direct Instruction via google meet and google classroom FFW - Online Supplement Reading Program. Virtually 4x per week for 30 minutes	Savvas online Learning with workbook as supplement Fast ForWord (supplement reading Program)	Formative assessment weekly via online using Savvas Reading Street Weekly- Based Test and CCR Test (writing)	Given at the completion of every Unit using Savvas Unit Assessment Test
6-8	Virtual and Direct Instruction via google meet and google classroom and Apex materials	APEX Savvas	Formative assessment following Apex	Given at the completion of every Unit using Apex Unit Assessment Test
9-12	Virtual and Direct via ZOOM or Google Meet 2 grades per week per subject	APEX, SAVVAS, Fast ForWord (some content through Google Classroom)	Writing will be done daily and assessed by the teacher. Submission will be by email	At the completion of a chapter/unit/module which will be virtual

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency

Kindergarten	Virtual and Direct Instruction via google meet and google classroom	Savvas online Learning with workbook as supplement	Formative assessment will be weekly every after lesson via direct assistance virtually online using Savvas My Elevate Science Lesson Quiz	Direct assistance virtually online given at the completion of every Topic using Savvas My Elevate Science Topic Assessment
1-3	Virtual and Direct Instruction via google meet and google classroom	Savvas online Learning with workbook as supplement	Formative assessment weekly after every Lesson through online using Savvas My Elevate Science Lesson Quiz	Given at the completion of every Topic using Savvas My Elevate Science Topic Assessment
4-5	Virtual and Direct Instruction via google meet and google classroom	Savvas online Learning with workbook as supplement	Formative assessment weekly after every Lesson through online using Savvas My Elevate Science Lesson Quiz	Given at the completion of every Unit using Savvas My Elevate Science Topic Assessment
6-8	Virtual and direct instruction via google meet and google classroom	APEX Additional Content presented through Google Classroom.	Formative assessment following APEX	Given at the completion of every unit using APEX Unit Assessment Test
9-12	Virtual and Direct Instruction via ZOOM or Google Meet 2 grades per week per subject	APEX (some content through Google Classroom)	Formal Formative assessments every 5-7 days Informal may be on a daily basis	At the completion of a chapter/unit/module which will be virtual

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Virtual and Direct Instruction via google meet and google classroom (Special Classes)	Savvas online Learning with workbook as supplement	Formative assessment will be weekly every after lesson via direct assistance virtually online using Savvas My World Online Lesson Quiz (Social Studies)	Given at the completion of every Chapter using Savvas My World

	Virtual and Direct Instruction via google meet and google classroom (Special Classes)	Computer Class: online using Tynker Virtual Instruction for (Special Classes- Art, Navajo Language, PE) using the SES Curriculum Map.	Given at the completion of every lesson quiz for special classes. Given at the completion of every lesson quiz for special classes.	Interactive Online Chapter Test (Social Studies) Computer Program Assessment is automatically set after participation in computer science lessons. Given at the completion of every Unit Assessment Test for special classes.
1-3	Virtual and Direct Instruction via google meet and google classroom (Special Classes) Virtual and Direct Instruction via google meet and google classroom (Special Classes- Art, Navajo Language , PE)	Savvas online Learning with workbook as supplement Computer Class: online using Tynker Virtual Instruction for (Special Classes- Art, Navajo Language, PE) using the SES Curriculum Map.	Formative assessment will be weekly every after lesson through online using Savvas My World Online Lesson Quiz (Social Studies) Given at the completion of every lesson quiz for special classes. Given at the completion of every lesson quiz for (Special Classes- Art, Navajo Language , PE)	Given at the completion of every Chapter using Savvas My World Interactive Online Chapter Test (Social Studies) Computer Program Assessment is automatically set after participation in computer science lessons. Given at the completion of every Unit Assessment Test for special classes.
4-5	Virtual and Direct Instruction via google meet and google classroom (Social Studies) Virtual and Direct Instruction via google meet and google classroom (Special Classes- Art, Navajo Language , PE)	Savvas online Learning with workbook as supplement Computer Class: online using Tynker Virtual Instruction for (Special Classes- Art, Navajo Language, PE) using the SES Curriculum Map.	Formative assessment will be weekly every after lesson through online using Savvas My World Online Lesson Quiz (Social Studies) Computer Program Assessment is automatically set after participation in computer science lessons. Given at the completion of every lesson quiz for (Special Classes- Art, Navajo Language , PE)	Given at the completion of every Chapter using Savvas My World Interactive Online Chapter Test (Social Studies) Computer Program Assessment is automatically set after participation in computer science lessons. Given at the completion of every unit Assessment Test for special classes.
6-8	Virtual and direct instruction via google meet and google classroom	APEX Additional Content through Google Classroom.	Formative assessment following APEX	Given at the completion of every unit using APEX Unit Assessment Test

9-12	Virtual and Direct via ZOOM, Google Meet Career Technical Education (CTE)- Virtual and direct via Google Meet/Zoom 2 grades per week per subject	APEX (Art, Music, PE, Spanish, Publication) (some content through Google Classroom) Google Meet/Classroom (Navajo Language, Navajo Government/History) CTE-iCEV= Online CTE Curriculum & Instructional Materials	Formal Formative assessments every 5-7 days Informal may be on a daily basis	At the completion of a chapter/unit/module which will be virtual
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Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
9-12	Virtual and Direct Instruction via google meet and google/meet classroom -Possibly Zoom These lessons and assignments can all be put into google classroom. Once assignments are created, this will be put into the students calendar so they can stay on track. A “checkli” can be made for the students to use as a check-off sheet. https://www.checkli.com/	iCEV-Online Curriculum, Instructional Materials & Certification Testing, for CTE -Career and Technical Education. <ul style="list-style-type: none"> • Home Health • Carpentry • Welding • Culinary • Agriculture • Graphics 	Every 3 to 5 days, or after each activity and/or projects completed. These will be provided by iCEV and graded by iCEV. Any additional projects must be photographed and/or videoed and sent to the instructor and shared with the Instructional Coach and CTE Director. There must be a rubric for any projects given.	At the completion of each class, which will be virtual. These will be provided by iCEV and graded by iCEV.

	<p>All CTE teachers will submit their lesson plans as directed by the Instructional Coach and Principal, and share them with the CTE Director.</p> <p>These will include the lesson plan, objectives, instructional method, assignments, vocabulary, assessments, and bellwork/ticket out.</p> <p>The lesson plans will be provided by iCEV and CTE teachers are expected to adhere to them. And to transfer them to the SUSD lesson plan template.</p> <p>2 grades per week</p> <ul style="list-style-type: none"> • Interactive coursework/assignments that will be distributed from iCEV, and is graded automatically by iCEV as soon as the student turns it in. • Interactive activities provided by iCEV, that can be in real time. 			
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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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Sped/EL Teachers will collaborate with general education teachers to obtain access to lessons/curriculum.</p> <p>Sped/EL teachers assigned to self-contained classes will deliver the curriculum utilizing the lessons provided through Unique Learning.</p> <p>Sped Teachers will modify the lessons as per the each student's IEP in the area in which the student needs additional support</p> <p>Sped/EL Teachers will check for understanding of the objective through deliverable service minutes Sped/EL Teachers will also collaborate with paraprofessionals to provide additional support as needed for the students</p> <p>Sped/EL Teachers will collaborate with general education teachers on student performance/progress</p> <p>Sped teachers/Counselors will inform Director/Principal of any additional support needed for the student to ensure effective implementation of the IEP/ELP to promote student growth</p>	<p>Sped/EL teachers responsible for developing schedules of those students on their caseload to deliver instructional support</p> <p>Sped/EL teacher will share weekly Google document of instructional support needed with paraprofessionals</p> <p>All documentation shall be maintained for student files to ensure compliance</p> <p>All documentation shall be provided to the Director and Principals</p> <p>Director/Counselor will provide support and ensure compliance when needed</p> <p>Principals will be responsible to ensure collaboration time for general education teachers and sped teachers to ensure appropriate implementation of each students IEP</p> <p>Occupational therapists will deliver services as per students IEP.</p>	<p>Frequency and/or timing will be implemented as per each student's IEP.</p> <p>Frequency and/or timing will be implemented as per each student's EL classification.</p> <p>Sped teachers and general education needs to meet at least weekly to review upcoming lessons for at least 30 minutes. Due to the pandemic teachers can meet on Google meets or Zoom. Teachers will also be able to discuss student's needs via email.</p> <p>All related services will be conducted as per the IEP.</p> <p>All related services will be conducted as per the ELP</p> <p>All evaluations shall be conducted as per ADE, IDEA, OSEP, AZELLA guidelines</p>	<p>Teachers will maintain an attendance log of each student as well as the content area is in which serviceable minutes were delivered</p> <p>Teachers will track the areas in which instructional support was provided through a Google document. The document will align with the IEP. The document will include frequency, duration and type of support that was provided.</p> <p>All related service providers will develop an attendance tracker which include all forms of communications with families.</p>

<p>Sped/EL teachers will collaborate with paraprofessionals in needed assistance for the students</p> <p>Sped/EL Teachers will maintain student's attendance and minutes delivered</p> <p>Sped/EL teachers will develop a schedule in collaboration with parents/students/and teachers to best assist the student</p> <p>Sped/EL teachers will also collaborate students' needs with parents</p> <p>Occupational therapists will provide students with service minutes whenever possible through a digital platform such as Google meets; however, when face to face is in the student's best interest, services will be done in this manner.</p> <p>Physical therapists will deliver services through a digital platform. When face to face is in the student's best interest, services will be provided in this manner.</p> <p>Psychologists will deliver evaluations utilizing best practices. When data review is not sufficient face to face evaluations will be conducted.</p> <p>Speech Therapists will deliver services via a digital platform</p>	<p>Physical therapists will deliver services as per students IEP.</p> <p>Psychologists will deliver services as per students IEP.</p>		
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Process for Implementing Action Step

Director, Lead Sped Teachers, EL Teachers, and Counselors will develop Google document and tracking forms for Sped/EL teachers and paraprofessionals to utilize with general education teachers. Teachers will share the document with administrators for evaluation and guidance. Sped/EL teachers will then set schedules by communicating with stakeholders to provide support. Teachers in self-contained classes will set up instruction as per Unique Learning. Self-Contained teacher will deliver pre-developed lessons with students via Google Meets or Zoom as well as provide parents with support and training. Teachers will share Google documentation and trackers with administrators for attendance. All related service providers will develop a schedule to be shared with admin as well as parents. The speech pathologist will also share her schedule with transportation to ensure that students are transported to and from the specified service location to deliver minutes. All staff and students will follow CDC guidelines.

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
VHS will be performing the Pull Out model for EL students using the breakout function of ZOOM/Google Meet for 10 minutes of the instructional period	VHS: <ul style="list-style-type: none"> Teachers Counselor Instructional Coach Principal 	VHS: <ul style="list-style-type: none"> Daily or until required hours are met 	VHS: <ul style="list-style-type: none"> Lesson plans Logs kept electronically/hard copy which will be maintained by the Counselor
SMS will use the 2-hour model for EL students with synchronous and asynchronous instruction. The EL teacher will follow up with families each week as needed, and will collaborate with content area teachers during the PLCs. Instructional coach will assist teachers with differentiation during planning collaborations	SMS: <ul style="list-style-type: none"> SEI Instructor Instructional Coach Principal 	SMS: <ul style="list-style-type: none"> Daily 	SMS: <ul style="list-style-type: none"> Lesson Plans Google Classroom Logs Teacher collaboration notes from the instructional coach Virtual walkthrough data
SES will use a pullout model if an SEI teacher is not found; a combination of the 2-hour and pull-out models will be used if an SEI teacher is hired. For pull-out students, the teachers will use ZOOM small group functions (Google Meet) for providing EL supports 10 minutes of every hour .	SES: <ul style="list-style-type: none"> Classroom Teacher SEI Instructor Instructional Coach 	SES: <ul style="list-style-type: none"> Daily 	SES: <ul style="list-style-type: none"> Lesson Plans Google Classroom Logs Teacher collaboration notes from the instructional coach or SEI instructor Virtual walkthrough data

Process for Implementing Action Step

SES/SMS/VHS-The EL students will be identified to the teachers who have these students on their roster along with their category in which they have been placed. The teacher who holds an SEI endorsement will schedule a time during the class period to provide additional instructional time using best practices. The student will receive the minimum hours required by the end of each day or week.

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	X	X	X	X	X

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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<p>Sanders ES/Sanders MS/Valley HS Teachers and staff support for SEL:</p> <ul style="list-style-type: none"> • The school will provide social and emotional learning support through virtual or in person • Virtual and in-person supports will be provided. • SEL Packets will be available for families in need of them, delivered during home visits. <p>Sanders ES and ValleyHS – hired SEL Counselor on December 14, 2020 to begin January 4, 2021. (added 12/14/20 vg)</p>	<p>SES/SMS/VHS:</p> <ul style="list-style-type: none"> • Dean of Students • Counselor • Health Aide Tech • District Parent Liaison 	<p>SES/SMS/VHS:</p> <ul style="list-style-type: none"> • Referral from teachers on daily check-in depending on the need of the student • Weekly topical video posts to webpage • Weekly delivery to students with chronic absences or with other needs 	<p>SES/SMS/VHS:</p> <ul style="list-style-type: none"> • Log of contacts electronically/hard copy to be maintained by the Counselor with assistance from the Health Aide Tech • Home visit log • Referral forms • Webpage log • Contact logs
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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>Sanders ES/Sanders MS/Valley HS Teachers and staff support for Academic Success:</p> <ul style="list-style-type: none"> • Students will demonstrate mastery by the submission of written work, project or oral test • Student mastery of objectives evidenced in APEX • Quarterly CBAS data • STAR data • CFAs • Fast ForWord Data 	<p>SES/SMS/VHS:</p> <ul style="list-style-type: none"> • Teacher • Instructional Coach • Principal 	<p>SES/SMS/VHS:</p> <ul style="list-style-type: none"> • Daily • Weekly • Quarterly 	<p>SES/SMS/VHS:</p> <ul style="list-style-type: none"> • Lesson plans • Record of grade • Logs • Google Classroom • Curriculum Documents • Synergy gradebooks • Data Wall

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>
Kindergarten	Pre-Instructional Effectiveness (Pre IE)- Imagine Learning Comprehensive Benchmark Assessment Series: Benchmark 1 Comprehensive Benchmark Assessment Series: Benchmark 2 Comprehensive Benchmark Assessment Series: Benchmark 3 Post-Instructional Effectiveness (Post IE)- Imagine Learning	Online with Test Secure Online with Test Secure Online with Test Secure Online with Test Secure Online with Test Secure	<ul style="list-style-type: none"> • August 10-28, 2020 • September 28-October 2, 2020 • December 7 - December 11, 2020 • March 1- March 5, 2021 • May 10-May 14, 2021
1-3			
4-5			
6-8			
9-12			

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>
Kindergarten	Pre Instructional Effectiveness (Pre IE)- Imagine Learning Comprehensive Benchmark Assessment Series: Benchmark 1 Comprehensive Benchmark Assessment Series: Benchmark 2 Comprehensive Benchmark Assessment Series: Benchmark 3 Post Instructional Effectiveness (Post IE)- Imagine Learning	Online with Test Secure Online with Test Secure Online with Test Secure Online with Test Secure Online with Test Secure	<ul style="list-style-type: none"> • August 10-28, 2020 • September 28-October 2, 2020 • December 7 - December 11, 2020 • March 1- March 5, 2021 • May 10-May 14, 2021
1-3			
4-5			
6-8			
9-12			

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).

Assessments will be given using a secure server to ensure valid and accurate assessment results.
Digital Platform utilize will be Imagine Learning

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.

Sanders Unified School District is committed to the success of our students and families. At the high school we are committed to a partnership with Northland Pioneer College to provide Technology to Advance Learning Outcomes at Northland (TALON) classes to students for higher learning opportunities.

For Teacher Training this year - we have provided time for teachers to become familiar and comfortable with the technology that will be implemented for all students from Kindergarten through 12th grade. We have given over 24 hours on specific digital platforms to ensure students, families and teachers/staff are supported in receiving and delivering the educational platforms that will be used. K-5 Savvas Pearson and 6-12 APEX Learning Systems.

SUSD #18

Return this form by Monday, July 27, 2020

2020-21 School Year – Schedule Options

Name of Student: _____

Grade Level of Student: _____

Option 1:

Valley High School is prepared to welcome back students, in-person, at the start of the 2020-2021 school year when community conditions allow. We will begin August 4, 2020, online and quickly move into in-person/on-campus instruction no earlier than August 17, 2020.. This instructional model is most similar to past operations of VHS with additional accommodations for student safety. Local or state conditions may require intermittent closure throughout the 2020-2021 school year, which will require students and staff to transition to Remote Learning if the need arises.

By choosing In-Person enrollment, parents/legal guardians and students will agree to follow the student screening expectations for COVID-19:

- self-report symptoms to the school, such as a high fever, aches and pains in the joints (elbow, wrist, knee)
- keep students at home if any symptoms are present.
- students will have the opportunity to make-up coursework missed due to symptoms of COVID-19.
- using a Face-Covering each school day (face coverings must meet the SUSD #18 dress code requirements.)
- students will have a temperature check when they arrive on campus
- wash hands or use hand sanitizer frequently
- clean their work area frequently
- stay in the same room all day. (Teachers will come to the classroom)
- time outside of the classroom will be limited

Any student who has difficulty breathing, or has a chronic health condition with documentation from a healthcare provider indicating they cannot wear a face covering, or who is incapable of physically removing the face covering on his/her own, will not be required/requested to wear face coverings. Alternate methods of protection will be discussed with these individuals.

My Student will attend In-Person at Valley High School for the 2020-2021 School Year (Circle One): **Yes** **No**

Parent Name (Legal Guardian, Printed): _____

Parent Signature (Legal Guardian, Signed): _____

Option 2:

Valley High School is proud to offer our students the opportunity to participate in APEX Online as a VHS Distance Learning Program. Students in grades 9 -12 may enroll in the VHS/APEX Online Distance Learning Program for an entire semester or school year. This option offers core and elective courses that are matched, as closely as possible, to your students current/preset schedule. Navajo Government and Navajo Language is not offered through VHS/APEX Distance Learning. Instruction for Navajo will be provided online through Google Classroom. Instruction is on-line or on campus which will include interaction and support from teachers and an online mentor. Therefore, internet access maybe required. 1:1 computer technology device from VHS will be offered. Just as our in-person instructional model, social emotional supports and accommodations and services will be provided (e.g.: Special Education, English language learners). Special education services will be determined by the IEP Team.

By choosing the VHS/APEX Distance Learning Program enrollment, parents/legal guardians and students will agree to provide written documentation to VHS that their student committed to at least thirty (30) hours of instruction with the VHS/APEX Distance Learning Program each week (e.g.: Five (5) hours of instruction for each class per week).

My Student will attend online at Valley High School for the entire 1st Semester of 2020-2021 School Year (Circle One): **Yes** **No**

Parent Name (Legal Guardian, Printed): _____

Parent Signature (Legal Guardian, Signed): _____

Please see your student's Synergy account for their schedule beginning **Thursday, July 30, 2020**

Return this form by email to: shannonscott@sandersusd.net , in-person to the main office at Valley High School or by mail, PO Box 250, Sanders, AZ 86512. If you are unable to do one of these, please call us at 928-688-4200 for assistance.

It is imperative we receive your response as quickly as possible. Thank you!