

Distance Learning Plan Template for School Districts

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

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

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

Instructions

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

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

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

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

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

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

School District Information

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

School District Name	Scottsdale Unified School District #48	School District Entity ID	4240
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Dr. Kimberly Guerin	
Representative Telephone Number		(480) 484-6159	
Representative E-Mail Address		kguerin@susd.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
Arcadia High School	4240	070248292
Anasazi Elementary School	4240	070248128
Chaparral High School	4240	070248295
Cherokee Elementary School	4240	070248121
Cheyenne Traditional School	4240	070248127
Cochise Elementary School	4240	070248102
Cocopah Middle School	4240	070248169

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Copper Ridge K-8 School	4240	070248130
Coronado High School	4240	070248293
Desert Canyon Elementary School	4240	070248129
Desert Canyon Middle School	4240	070248164
Desert Mountain High School	4240	070248296
Echo Canyon K-8 School	4240	070248108
Hohokam Elementary School (Yavapai Elementary School)	4240	070248114
Hopi Elementary School	4240	070248112
Ingleside Middle School	4240	070248165
Kiva Elementary School	4240	070248107
Laguna Elementary School	4240	070248123
Mohave Middle School	4240	070248167
Mountainside Middle School	4240	070248166
Navajo Elementary School	4240	070248113
Pima Traditional School	4240	070248110
Pueblo Elementary School	4240	070248120
Redfield Elementary School	4240	070248125

Saguaro High School	4240	070248294
Scottsdale Online Learning	4240	070248299
Sequoia Elementary School	4240	070248124
Tonalea K-8 School	4240	070248109

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	22,500	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	3,300	Estimated Number of Students Participating in Distance Learning for a Portion of the year	19,200

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<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 September 8, 2020 for all students.</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).</p> <p><input type="checkbox"/> 5. Other (Please explain below)</p>
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<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p>

<p>Is the school district requiring students to do distance learning?</p>	<p>Yes</p>
<p>If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?</p>	<p>Yes</p>

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of*

Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.

Attendance Tracking (1.a.i, 1.i)

- *Describe how the school district will track attendance for students attending remotely, whether full time or intermittently.*

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation or documentation of time spent on educational activities.

The school district is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Attendance will be tracked in the student information system daily by teachers. A student that does not participate in either assignments or class meetings will be marked absent. 2. Students who do not participate will be dropped after ten consecutive days of unexcused absences.	1. School teachers/Attendance Clerks/Site Admin 2. School teachers/Attendance Clerks/Site Admin	1. Elementary teachers will take daily attendance, secondary teachers will take period attendance 2. Students who do not participate will be dropped after ten consecutive days of unexcused absences.	1. Absences are recorded in the SIS 2. Withdrawal codes in the SIS

- 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
<ol style="list-style-type: none"> 1. Communication between teachers, parents, and students. Repeated attempts to contact students who do not engage. 2. An auto-dialer will go out daily to those that do not participate during the previous school day. Absences will be marked unexcused unless the parent calls in an excused absence. 	<ol style="list-style-type: none"> 1. School based staff 2. School based staff 	<ol style="list-style-type: none"> 1. Daily 2. Daily 	<ol style="list-style-type: none"> 1. Email records, text records, auto dialer reports, SIS reports 2. Email records, text records, auto dialer reports, SIS reports

Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Supervise, instruct, and assess learning virtually on a daily basis 2. Provide synchronous and asynchronous instruction in core content areas and electives/special areas 3. Follow the regular school day schedule 4. Utilize Buzz, Google Classroom, and Florida Virtual for content 	<ol style="list-style-type: none"> 1. Teachers, Staff, Principals 2. Teachers 3. Teachers, Staff, Principals 4. Teachers, Principals 5. Teachers, Principals 	<ol style="list-style-type: none"> 1. Daily 2. Daily 3. Daily 4. Daily 5. Daily/weekly/as needed 	<ol style="list-style-type: none"> 1. Virtual walkthroughs and observations 2. Virtual walkthroughs and observations 3. School/Class schedules; attendance 4. School/Class schedules, virtual walkthroughs and observations 5. virtual walkthroughs and observations

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5. Utilize Teams, Zoom, and Buzz to communicate with students and families			
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b. Describe commitments on delivery of employee support services including but not limited to:

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Inform employees on COVID-19 Families First Coronavirus Response Act 2. Inform employees of SUSD leave policies in Employee Handbooks 3. Inform employees of benefit resources available to them 4. Communication from administration to employees	1. HR Staff and School Principals 2. HR Staff 3. Benefits Staff 4. Communications Department, Superintendent, Supervisors	1. Completed April 2020 2. Daily, on district website 3. Annually in May for existing employees; ongoing (during onboarding) for new hires; daily on the district website 4. Weekly as needed	1. Posters in buildings and on website 2. References in employee handbooks and presentations have been given 3. Open enrollment documentation, initial enrollment documentation 4. Copies of communication, including newsletters, emails, and website updates

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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<ol style="list-style-type: none"> 1. Teachers and administrators received PD in distance learning prior to the start of the school year through multiple training sessions 2. Additional PD will be provided as needs are identified during the initial roll out 	<ol style="list-style-type: none"> 1. SUSD Teaching and Learning Department, including the Director of Professional Development (Dr. Tim Fountain) and Academic Coaches 2. SUSD Teaching and Learning Department, Director of Professional Development, Site Academic Coaches, Site Leadership 	<ol style="list-style-type: none"> 1. Two weeks prior to the first day of school (August 10th) including New Teacher Orientation, Administrator Academy, and during teachers' first contracted week. This included four hours of training for Enhanced Distance Learning and additional training for teachers delivering instruction through Scottsdale Online Learning (SOL) 2. Monthly PD during district half-days 	<ol style="list-style-type: none"> 1. Record of attendance was maintained; future evidence of implementation would be noted in the creation of teacher learning modules through the adopted SUSD platform (Buzz). 2. Record of attendance, agendas, minutes
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List Specific Professional Development Topics That Will Be Covered

Distance learning tools. Supporting Social Emotional Learning in the online environment. Teaching platforms (Meets and Teams). How to utilize adopted curriculum online.

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	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	

Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours			
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>	Math 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) Enhanced Distance Learning 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content	Math 1. Big Ideas Math and Saxon Math Enhanced Distance Learning 1. SUSL curriculum and state standards to guide instruction Scottsdale Online Learning 1. Florida Virtual Curriculum	Math 1. Formative assessments are embedded in curriculum, include prerequisite skill assessment to identify gaps Enhanced Distance Learning 1. Teachers will use common formative assessments as well as Benchmarks through School City on a quarterly basis	Math 1. Summative assessments include chapter tests embedded in the curriculum Enhanced Distance Learning 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis Scottsdale Online Learning

	<p>will be provided through Zoom, Teams, and Google Hangouts</p> <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts 		<p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2-3 artifacts (i.e. graphic organizer) per week 	<ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis
1-3	<p>Math</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, 	<p>Math</p> <ol style="list-style-type: none"> 1. Big Ideas Math and Saxon Math <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSL curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>Math</p> <ol style="list-style-type: none"> 1. Formative assessments are embedded in curriculum, include prerequisite skill assessment to identify gaps <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential 	<p>Math</p> <ol style="list-style-type: none"> 1. Summative assessments include chapter tests embedded in the curriculum <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p>

	<p>Teams, and Google Hangouts</p> <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts 		<p>standards and to measure proficiency</p> <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency 	<ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis
4-6	<p>Math</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts 	<p>Math</p> <ol style="list-style-type: none"> 1. Big Ideas Math and Saxon Math <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>Math</p> <ol style="list-style-type: none"> 1. Formative assessments are embedded in curriculum, include prerequisite skill assessment to identify gaps <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p>	<p>Math</p> <ol style="list-style-type: none"> 1. Summative assessments include chapter tests embedded in the curriculum <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through

	Scottsdale Online Learning 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and		1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency	School City on a quarterly basis
7-8	Math 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) Enhanced Distance Learning 1. Provide daily synchronous and asynchronous instruction; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts Scottsdale Online Learning 1. Provide support virtually from classroom teacher;	Math 1. Ready Classroom Mathematics (iReady) Enhanced Distance Learning 1. SUSD curriculum and state standards to guide instruction Scottsdale Online Learning 1. Florida Virtual Curriculum	Math 1. iReady Diagnostic Assessment three times (Fall, Winter, Spring) Enhanced Distance Learning 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency Scottsdale Online Learning 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential	Math 1. End of Unit assessments for each unit; additional summatives as needed Enhanced Distance Learning 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis Scottsdale Online Learning 1. Summative assessments occur regularly; each module has a quiz and a test

	schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts		standards and to measure proficiency	
9-12	<p>Math</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide daily synchronous and asynchronous instruction; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <p>Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be</p>	<p>Math</p> <ol style="list-style-type: none"> 1. Algebra I/Geometry/GeoTrig Honors: Savvas Learning; Algebra II/Algebra II Honors: Pathways; TrigPreCalc, TrigPreCalc Honors, Algebra III, Calc III/Differential Equations, Savvas Learning; AP Calc AB, BC, Brief Calc, Calc III: Cengage; AP Stats: BFW, AP Comp Sci: HMH Brief Java Text <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>Math</p> <ol style="list-style-type: none"> 1. Formative assessments before each topic, frequency varies by curriculum and course <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency 	<p>Math</p> <ol style="list-style-type: none"> 1. End of Unit assessments for each unit; cumulative semester exams in Fall and Spring <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments occur regularly; each module has a quiz and a test

	provided through Zoom, Teams, and Google Hangout			
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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>	<p>ELA</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location 	<p>ELA</p> <ol style="list-style-type: none"> 1. Core Knowledge Language Arts (CKLA) and SUSD Curriculum <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>ELA</p> <ol style="list-style-type: none"> 1. Variety of formative assessments from CKLA and teacher interactions on a daily basis <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Teachers will use common formative assessments as well as Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2-3 artifacts (i.e. graphic organizer) per week 	<p>ELA</p> <ol style="list-style-type: none"> 1. Variety of summative assessments from CKLA, School City, and teachers <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis

	for information; content will be provided through Zoom, Teams, and Google Hangouts			
1-3	<p>ELA</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; 	<p>ELA</p> <ol style="list-style-type: none"> 1. Core Knowledge Language Arts (CKLA) and SUSD Curriculum <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>ELA</p> <ol style="list-style-type: none"> 1. Variety of formative assessments from CKLA and teacher interactions on a daily basis <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Teachers will use common formative assessments as well as Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2-3 artifacts (i.e. graphic organizer) per week 	<p>ELA</p> <ol style="list-style-type: none"> 1. Variety of summative assessments from CKLA, School City, and teachers <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis

	content will be provided through Zoom, Teams, and Google Hangouts			
4-6	<p>ELA</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be 	<p>ELA</p> <ol style="list-style-type: none"> 1. SUSD Curriculum <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>ELA</p> <ol style="list-style-type: none"> 1. Variety of formative assessments from teacher interactions on a daily basis <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Teachers will use common formative assessments as well as Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2-3 artifacts (i.e. graphic organizer) per week 	<p>ELA</p> <ol style="list-style-type: none"> 1. Variety of summative assessments from School City and teachers <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis

	provided through Zoom, Teams, and Google Hangouts			
7-8	<p>ELA</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide daily synchronous and asynchronous instruction; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through 	<p>ELA</p> <ol style="list-style-type: none"> 1. McDougall Littell Literature and Springboard (Mountainside only) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSL curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>ELA</p> <ol style="list-style-type: none"> 1. Formative assessment before each concept, frequency varies by curriculum and course <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency 	<p>ELA</p> <ol style="list-style-type: none"> 1. End of Unit essays and assessments for each unit, cumulative semester exams in Fall and Spring <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments occur regularly; each module has a quiz and a test

	Zoom, Teams, and Google Hangouts			
9-12	<p>ELA</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide daily synchronous and asynchronous instruction; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts 	<p>ELA</p> <ol style="list-style-type: none"> 1. Holt, Rinehart, Winston Elements of Literature; PreAP 9th and 10th College Board (Coronado only); AP Language: The Language of Composition; AP Literature: Literature; Reading Poetry, Fiction, and Drama (Arcadia); Perrine's Literature Structure (Chaparral); Bedford Introduction to Literature (Desert Mountain) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>ELA</p> <ol style="list-style-type: none"> 1. Formative assessment before each concept, frequency varies by curriculum and course <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency 	<p>ELA</p> <ol style="list-style-type: none"> 1. End of Unit essays and assessments for each unit, cumulative semester exams in Fall and Spring <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments occur regularly; each module has a quiz and a test

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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>	Science 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) Enhanced Distance Learning 1. Direct Instruction virtually with identified classroom teacher Scottsdale Online Learning 1. Online support from identified teachers	Science 1. Discovery Education Science Techbook, FOSS kits with virtual resources and hands-on labs for home use Enhanced Distance Learning 1. SUSD curriculum and state standards to guide instruction Scottsdale Online Learning 1. Florida Virtual Curriculum	Science 1. Formative assessments encouraged daily and include: exit tickets, quick writes, notebook entries, and sense-making strategies Enhanced Distance Learning 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency Scottsdale Online Learning 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency	Science 1. Summative assessments encouraged weekly and include: quizzes, tests, projects, presentations Enhanced Distance Learning 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis Scottsdale Online Learning 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis

1-3	<p>Science</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL) <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangout 	<p>Science</p> <ol style="list-style-type: none"> 1. Discovery Education Science Techbook, FOSS kits with virtual resources and hands-on labs for home use <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>Science</p> <ol style="list-style-type: none"> 1. Formative assessments encouraged daily and include: exit tickets, quick writes, notebook entries, and sense-making strategies <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency 	<p>Science</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly and include: quizzes, tests, projects, presentations <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis
4-6	Science	Science	Science	Science

	<p>1. Provide daily instruction through Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL)</p> <p>Enhanced Distance Learning</p> <p>1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts</p> <p>Scottsdale Online Learning</p> <p>1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts</p>	<p>1. Discovery Education Science Techbook, FOSS kits with virtual resources and hands-on labs for home use</p> <p>Enhanced Distance Learning</p> <p>1. SUSD curriculum and state standards to guide instruction</p> <p>Scottsdale Online Learning</p> <p>1. Florida Virtual Curriculum</p>	<p>1. Formative assessments encouraged daily and include: exit tickets, quick writes, notebook entries, and sense-making strategies</p> <p>Enhanced Distance Learning</p> <p>1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency</p> <p>Scottsdale Online Learning</p> <p>1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency</p>	<p>1. Summative assessments encouraged weekly and include: quizzes, tests, projects, presentations</p> <p>Enhanced Distance Learning</p> <p>1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis</p> <p>Scottsdale Online Learning</p> <p>1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis</p>
7-8	<p>Science</p> <p>1. Provide daily instruction through</p>	<p>Science</p>	<p>Science</p> <p>1. Formative assessments</p>	<p>Science</p> <p>1. Summative assessments</p>

	<p>Enhanced Distance Learning (EDL) OR Scottsdale Online Learning (SOL)</p> <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts 	<ol style="list-style-type: none"> 1. SEPUP kits with virtual resources <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSU curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>encouraged daily and include: exit tickets, quick writes, notebook entries, and sense-making strategies</p> <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to 	<p>encouraged weekly and include: quizzes, tests, projects, presentations</p> <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments occur regularly; each module has a quiz and a test
9-12	<p>Science</p> <ol style="list-style-type: none"> 1. Provide daily instruction through Enhanced Distance Learning (EDL) OR 	<p>Science</p> <ol style="list-style-type: none"> 1. GIZMOS and Vernier Probeware and access to online texts <p>Enhanced Distance Learning</p>	<p>Science</p> <ol style="list-style-type: none"> 1. Formative assessments encouraged daily and include: exit tickets, quick writes, 	<p>Science</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly and include: quizzes,

	<p>Scottsdale Online Learning (SOL)</p> <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts 	<ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum 	<p>notebook entries, and sense-making strategies</p> <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency 	<p>tests, projects, presentations</p> <p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments occur regularly; each module has a quiz and a test
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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>	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Direct Instruction virtually with 	Enhanced Distance Learning	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. 	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly;

	<p>identified classroom teacher</p> <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Online support from identified teachers 	<ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum <p>Social Studies</p> <ol style="list-style-type: none"> 1. DBQ Online, Nearpod <p>Art, Music and Physical Education</p> <ol style="list-style-type: none"> 1. Quaver Music, Art of Education, and Florida Virtual <p>Gifted</p> <ol style="list-style-type: none"> 1. Junior Great Books Online, District Approved Math Program, Discovery Ed, and Florida Virtual Extension Menus 	<p>graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency</p> <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Social Studies</p> <ol style="list-style-type: none"> 1. Entrance/Exit Tickets, Media Based Questions, Document Analysis, Discussion, various writing strategies; Frequency: Several times throughout the unit <p>Art, Music and Physical Education</p> <ol style="list-style-type: none"> 1. 2-3 artifacts/evidence to support essential 	<p>Benchmarks through School City on a quarterly basis</p> <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Social Studies</p> <ol style="list-style-type: none"> 1. Project based learning, Argumentative writing, DBQ, Discussion, and multiple Choice; Frequency: approx. one per unit per teacher discretion <p>Art, Music and Physical Education</p> <p>Weekly assessments (1 or 2 per unit of study) through uploaded videos, photographs of artwork, artistic reflection, and online physical assignments, 1 Performance based summative per unit of study</p>
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			standards in order to measure proficiency	
1-3	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Direct Instruction virtually with identified classroom teacher <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Online support from identified teachers 	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum <p>Social Studies</p> <ol style="list-style-type: none"> 1. DBQ Online, Nearpod <p>Art, Music and Physical Education</p> <ol style="list-style-type: none"> 1. Quaver Music, Art of Education, and Florida Virtual <p>Gifted</p> <ol style="list-style-type: none"> 1. Junior Great Books Online, District Approved Math Program, Discovery Ed, and Florida Virtual Extension Menus 	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Social Studies</p> <ol style="list-style-type: none"> 1. Entrance/Exit Tickets, Media Based Questions, Document Analysis, Discussion, various writing strategies; Frequency: Several 	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly <p>Social Studies</p> <ol style="list-style-type: none"> 1. Project based learning, Argumentative writing, DBQ, Discussion, and multiple Choice; Frequency: approx. one per unit per teacher discretion <p>Art, Music and Physical Education</p> <p>Weekly assessments (1 or 2 per unit of study) through uploaded videos, photographs of artwork, artistic reflection, and online physical assignments, 1 Performance based summative per unit of study</p>

			<p>times throughout the unit</p> <p>Art, Music and Physical Education</p> <ol style="list-style-type: none"> 2-3 artifacts/evidence to support essential standards in order to measure proficiency 	
4-6	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> Direct Instruction virtually with identified classroom teacher <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> Online support from identified teachers 	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> Florida Virtual Curriculum <p>Social Studies</p> <ol style="list-style-type: none"> DBQ Online, Nearpod <p>Art, Music, Theatre, and Physical Education</p> <ol style="list-style-type: none"> Quaver Music, Art of Education, Sight-Reading Factory, Theatrefolk, Noteflight, musictheory.net and Florida Virtual 	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Social Studies</p>	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> Summative assessments encouraged weekly <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> Summative assessments encouraged weekly <p>Social Studies</p> <ol style="list-style-type: none"> Project based learning, Argumentative writing, DBQ, Discussion, and multiple Choice; Frequency: approx. one per unit per teacher discretion <p>Art, Music and Physical Education</p> <ol style="list-style-type: none"> Weekly assessments (1 or 2 per unit of study) through uploaded

		<p><i>Gifted</i></p> <ol style="list-style-type: none"> 1. Junior Great Books Online, District Approved Math Program, Discovery Ed, Caesar's English, and Florida Virtual Extension Menus 	<ol style="list-style-type: none"> 1. Entrance/Exit Tickets, Media Based Questions, Document Analysis, Discussion, various writing strategies; Frequency: Several times throughout the unit <p><i>Art, Music and Physical Education</i></p> <ol style="list-style-type: none"> 1. 2-3 artifacts/evidence to support essential standards in order to measure proficiency 	<p>videos, photographs of artwork, artistic reflection, and online physical assignments, 1 Performance based summative per unit of study</p>
7-8	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts <p>Scottsdale Online Learning</p>	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. SUSD curriculum and state standards to guide instruction <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Florida Virtual Curriculum <p><i>Social Studies</i></p> <ol style="list-style-type: none"> 1. DBQ Online, Nearpod <p><i>Art, Music, Theatre, and Physical Education</i></p>	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, 	<p>Enhanced Distance Learning</p> <ol style="list-style-type: none"> 1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Summative assessments occur regularly; each module has a quiz and a test <p><i>Social Studies</i></p>

	<p>1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts</p>	<p>1. Art of Education, Sight-Reading Factory, Theatrefolk, Noteflight, and Florida Virtual</p> <p>Gifted</p> <p>1. Junior Great Books Online, District Approved Math Program, Discovery Ed, Caesar's English and Florida Virtual Extension Menus</p>	<p>etc.) per week to support essential standards and to measure proficiency</p> <p>Social Studies</p> <p>1. Entrance/Exit Tickets, Media Based Questions, Document Analysis, Discussion, various writing strategies; Frequency: Several times throughout the unit</p> <p>Art, Music and Physical Education</p> <p>1. 2-3 artifacts/evidence per week; 1 performance formative per week</p>	<p>1. Project based learning, Argumentative writing, DBQ, Discussion, and multiple Choice; Frequency: approx. one per unit per teacher discretion</p> <p>Art, Music and Physical Education</p> <p>Weekly assessments (1 or 2 per unit of study) through uploaded videos, photographs of artwork, artistic reflection, and online physical assignments, 1 Performance based summative per unit of study</p>
9-12	<p>Enhanced Distance Learning</p> <p>1. Provide direct instruction virtually with classroom teacher; schools will use Buzz as a central location for information;</p>	<p>Enhanced Distance Learning</p> <p>1. SUSD curriculum and state standards to guide instruction</p> <p>Scottsdale Online Learning</p> <p>1. Florida Virtual Curriculum</p>	<p>Enhanced Distance Learning</p> <p>1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential</p>	<p>Enhanced Distance Learning</p> <p>1. Summative assessments encouraged weekly; Benchmarks through School City on a quarterly basis</p> <p>Scottsdale Online Learning</p>

	<p>content will be provided through Zoom, Teams, and Google Hangouts</p> <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Provide support virtually from classroom teacher; schools will use Buzz as a central location for information; content will be provided through Zoom, Teams, and Google Hangouts 	<p>Social Studies</p> <ol style="list-style-type: none"> 1. DBQ Online, Nearpod; McGraw Hill 5 Steps to a 5 (AP), Gilder Lehrman AP US History Study Guide, AP US History from DocsTeach, Albert, Fiveable <p>Art, Music, Theatre, and Physical Education</p> <ol style="list-style-type: none"> 1. Art of Education, Davis Digital, Sight-Reading Factory, Theatrefolk, Artful Schools, Noteflight, and Florida Virtual <p>Gifted</p> <ol style="list-style-type: none"> 1. <i>Addressed through Honors and AP Courses</i> 	<p>standards and to measure proficiency</p> <p>Scottsdale Online Learning</p> <ol style="list-style-type: none"> 1. Students will submit 2 - 3 artifacts (i.e. graphic organizer, writing assignment, etc.) per week to support essential standards and to measure proficiency <p>Social Studies</p> <ol style="list-style-type: none"> 1. Entrance/Exit Tickets, Media Based Questions, Document Analysis, Discussion, various writing strategies; Frequency: Several times throughout the unit <p>Art, Music and Physical Education</p> <ol style="list-style-type: none"> 1. Weekly assessments (1 or 2 per unit of study) through uploaded videos, photographs of artwork, artistic reflection, and online 	<ol style="list-style-type: none"> 1. Summative assessments occur regularly; each module has a quiz and a test <p>Social Studies</p> <ol style="list-style-type: none"> 1. Project based learning, Argumentative writing, DBQ, Discussion, and multiple Choice; Frequency: approx. one per unit per teacher discretion <p>Art, Music and Physical Education</p> <ol style="list-style-type: none"> 1. Weekly assessments (1 or 2 per unit of study) through uploaded videos, photographs of artwork, artistic reflection, and online physical assignments, 1 Performance based summative per unit of study
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			created response assessments	
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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))				
	<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>
10-12	Honors Biotechnology I and I	41.0100.00 Bioscience CTE Program and Technical Standards	Assessments (1 or 2 per unit of study), uploaded videos, at home lab work and kits, online created response assessments	End of unit assessments, Technical Skills Assessment (end of year 2) Industry Credential: BACE exam (end of year 2)
9-12	Business Operations: Digital Future and College Comp Sci Literacy (CIS105)	52.0200.00 Business Operations CTE Program and Technical Standards, Naviance	Assessments (1 or 2 per unit of study), online created response assessments, projects	End of unit assessments, Technical Skills Assessment (end of year 2)
10-12	Networking & Cybersecurity I and II	15.1200.20 Computer Maintenance CTE Program and Technical Standards, Cengage	Assessments (1 or 2 per unit of study), online created response assessments, hands on kits for at home projects, online simulation projects	End of unit assessments, Technical Skills Assessment (end of year 2) Industry Credential: A+ Certification (end of year 2)
10-12	Business 101 and 102	52.0800.00 Finance CTE Program and Technical Standards	Assessments (1 or 2 per unit of study), online created response assessments	End of unit assessments, Technical Skills Assessment (end of year 2)
10-12	Graphic Design I, II, and III	10.0200.30 Graphic Design CTE Program and Technical Standards	Assessments (1 or 2 per unit of study), design projects, artistic review process,	End of unit assessments, Technical Skills Assessment (end of year 2)

			online created response assessments	
10-12	Hospitality Management I and II	52.0900.00 Hospitality Management CTE Program and Technical Standards	Assessments (1 or 2 per unit of study), online created response assessments	End of unit assessments, Technical Skills Assessment (end of year 2)
10-12	Marketing I and II	52.1800.20 Marketing CTE Program and Technical Standards, Rise UP Training & Credentials	Assessments (1 or 2 per unit of study), online created response assessments	End of unit assessments, Technical Skills Assessment (end of year 2) Industry Credential: NRF Retail Industry Fundamentals Credential (end of year 2)
10-12	Creative Musical Arts & Science Programs (CMAS) I, II, and III	10.0200.00 Music & Audio Production CTE Program and Technical Standards	Assessments (1 or 2 per unit of study), uploaded videos, at home project kits, online created response assessments	End of unit assessments, Technical Skills Assessment (end of year 2)
11-12	Healthcare Assistant I and II	51.3900.00 Nursing Services CTE Program and Technical Standards, AZ Board of Nursing Standards	Assessments (1 or 2 per unit of study), uploaded videos of skills demonstrated at home, online created response assessments	End of unit assessments, Technical Skills Assessment (end of year 2) Industry Credential: CNA or LNA (end of year 2)
10-12	Software Apps and Design I and II	15.1200.40 Software & Ap Design CTE Program and Technical Standards	Assessments (1 or 2 per unit of study), online simulation projects, online created response assessments	End of unit assessments, Technical Skills Assessment (end of year 2)
10-12	Introduction to Sports Medicine & Advanced Sports Medicine	51.0800.50 Sports Medicine & Rehabilitation CTE Program and Technical Standards, CareerSafe Online	Assessments (1 or 2 per unit of study), uploaded videos of skills demonstrated at home, at home project kits, online	End of unit assessments, Technical Skills Assessment (end of year 2) Industry Credential: OSHA 10 (end of year 2)

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			created response assessments	
10-12	Technical Theatre I, II, and III	50.0500.20 Stagecraft CTE Program and Technical Standards	Assessments (1 or 2 per unit of study), uploaded videos, online created response assessments	End of unit assessments, Technical Skills Assessment (end of year 2)

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All students with IEP's will be instructed through Enhanced Distance Learning or Scottsdale online.	1. Margaret Rehberg, Executive director Special Education	1. Teachers and related service staff will implement IEP's as written.	1. Teachers and related service staff will document the IEP minutes provided on spreadsheet.

Process for Implementing Action Step

Special Education staff will all be trained on the platforms and tools being used in the district. Special Education staff will meet with students daily to implement the IEP's, service minutes, and provide the students specially designed instruction. As always data will be collected to assess students progress and provide parents with progress on goals.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Provide all English Language Learners enrolled in Scottsdale Online Learning (SOL) with an English Language Arts class with incorporation of ELD standards. 2. Provide all English Language Learners enrolled in Enhanced Distance Learning with incorporation of the ELP standards in their ELA class	1. classroom teacher(s), SOL ELD teacher 2. classroom teacher(s), District ELD or School ELD coach	1. Daily 2. Daily	1. Documentation of lesson plans; observation 2. Documentation of lesson plans; observation

Process for Implementing Action Step

Site coaches will be offering office hours and daily support for teachers to provide support on the online platforms including virtual meetings and materials.

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					
	Phone				X	X
	Webcast				X	X
	Email/IM				X	X
	Other:	X	X	X	X	X

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Provide targeted training on the impacts of trauma and the importance of trauma informed approaches to teaching. 2. Develop a wide range of SEL professional development training videos and activities for all levels, including support staff and parents 3. Re-engage students and focus on school connectedness utilizing a variety of strategies such as, but not limited to, welcome back videos, school spirit week, virtual shout-outs, etc. 4. Provide direct SEL instruction using Sanford Harmony (K-5) and Nearpod (K-12) SEL curriculum. 5. Create opportunities for students to connect and socialize with peers through virtual lunch bunch, clubs, class meetings and small group activities. 	<ol style="list-style-type: none"> 1. Support Services department, Site based admin 2. Support Services department 3. Support Services department, Site based admin, teachers, support staff and related service providers 4. Support Services department, site admin, and IT coaches 5. Support Services department, Site based admin, counselors, prevention specialists, teachers, related service providers, and MH school psychologist 6. Clinical Services Coordinator, social workers, counselors, and prevention specialists 7. social workers, MH school psychologist, counselors, and prevention specialists 8. Director of Support Services, social workers, school psychologists and counselors 9. Support Services department, Site based admin, school nurses, school psychologists, 	<ol style="list-style-type: none"> 1. District -wide training occurred August 2020. Follow-up training provided as needed 2. Ongoing; monthly 3. Weekly 4. Training occurred August 2020. Follow up training provided as needed. 5. Weekly 6. Weekly 7. Weekly 8. As needed 9. SUSD Mental Health Resource Directory updated August 2020. Referrals made on an as needed basis 	<ol style="list-style-type: none"> 1. Documentation of scheduled PD. Videos posted to iDrive and Support Services websites 2. Videos and activities will be shared with administrators, posted to iDrive and Support Services website 3. Videos created, postings on school website/social media 4. Videos created and posted to iDrive and Support Services website 5. Activities listed on school calendar 6. Calming room and mindfulness activities posted to website 7. Completion of group interest survey. Group attendance logs and pre/post coping strategies assessment. 8. Risk assessment and safety/support plan documented and on file 9. Mental Health Resource Directory posted on the Support Services webpage. Documentation of community referrals

6. Implement a virtual calming room and mindfulness activities as a positive tool to support emotional regulation 7. Facilitate psychoeducational groups/Student Assistance Programs (SAP) to enhance connectedness and teach SEL skills 8. As needed, complete virtual risk assessment and provide follow-up SEL/mental health support 9. Share community and social service resource information with families to help strengthen and support the SEL and mental health needs of students.			
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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
1. Assessments will be implemented and data will be analyzed by the assessment department. Academic coaches will provide support for all students and teachers to ensure they are learning.	1. Assessment department, school based teachers and admin, District academic coaches, Teaching and Learning team.	1. Benchmarks to determine gaps will be implemented several weeks into the school year. Teachers will continue to implement Common Formative Assessments.	1. Benchmark and assessment results.

Benchmark Assessments (1.a.vii)

*In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.*

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	District created <ol style="list-style-type: none"> 1 on 1 Assessment beginning of year 1 on 1 and whole group mid and end of year Edgenuity Diagnostic Screener 	Online with one on one video conferencing with students to test individual assessments, others online with teacher proctoring	August 2020 January 2021 April-May 2021
<i>1-3</i>	<ol style="list-style-type: none"> School City vendor tests Edgenuity Diagnostic Screener 	Online	Aug/Sept 2020 Nov/Dec 2020 Feb/March 2021
<i>4-6</i>	<ol style="list-style-type: none"> School City vendor tests Edgenuity Diagnostic Screener 	Online	Aug/Sept 2020 Nov/Dec 2020 Feb/March 2021
<i>7-8</i>	<ol style="list-style-type: none"> iReady Diagnostic Assessment School City vendor tests 	Online	Aug/Sept 2020 Nov/Dec 2020 Feb/March 2021
<i>9-12</i>	<ol style="list-style-type: none"> Savaas Realize School City vendor tests Final Exams - School City 	Online	Beginning of each unit End of Semester

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>

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<i>Kindergarten</i>	1. CKLA and district created assessments	Online with one on one video conferencing with students to test individual assessments, others online with teacher proctoring	August 2020 January 2021 Feb/March 2021
1-3	1. CKLA and district created assessments 2. School City vendor tests	Online	Aug/Sept 2020 Nov/Dec 2020 Feb/March 2021
4-6	1. School City vendor tests	Online	Aug/Sept 2020 Nov/Dec 2020 Feb/March 2021
7-8	1. School City vendor tests	Online	Aug/Sept 2020 Feb/March 2021
9-12	1. School City vendor tests	Online	Aug/Sept 2020 Feb/March 2021

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.

Please click on the following link to view our Return to Learn Plan, which is posted on our district website:

[Link Return to Learn Plan](#)