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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, 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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	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	East Valley Institute of Technology (EVIT)	School District Entity ID	25790
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Chad Wilson		
Representative Telephone Number	480-461-4102		
Representative E-Mail Address	cwilson@evit.com		

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
EVIT Main Campus	4516	07-08-01-000
EVIT East Campus	90912	07-08-01-013
EVIT North Fountain Hills Campus	165668	07-08-01-302
EVIT East Apache Junction Campus	25790	07-08-01-301
EVIT Cave Creek Campus		

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?	*175*
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	4400	**Start Date for Distance Learning**	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	4400
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☒3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐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.). ☒5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
EVIT's intention is to largely align with #3, operating distance learning only until the Governor allows schools to fully reopen. Traditional, in-person learning best aligns with hands-on learning for Career and Technical Education. Limited exceptions may include: • EVIT's IT focused programs, including Cyber Security, networking, 3D animation, Graphic Design and Coding, may explore a hybrid approach. Hands-on learning in these programs could be facilitated through a hybrid approach as described above in #4 if student or teacher/family is quarantined due to illness. • If a classroom has had an exposure and there is not another available space to conduct in-person learning, learning may occur online to comply with CDC guidelines. • In-person cohorts (not to exceed 10 students) may be on campus to complete hands-on skills on a rotation basis—rotations will be determined by student home school schedule.

Is the school district requiring students to do distance learning?	Yes
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?	N/A

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 (or meeting platform) or other digital meeting software.
    - Student participation in a virtual meeting or classroom session (ZOOM or meeting platform, 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
EVIT faculty will take attendance using the district's standard process of PowerSchool daily. Canvas Classroom logs will serve as back up. a. Students will log in, via Zoom or Canvas, at designated class time. b. Teachers will take the daily attendance using the web based SIS. c. Canvas Classroom meeting logs will be kept as backup for time accounting as well as if students are unable to attend synchronized class.	• Teachers record attendance • Registrar/Attendance Office	• Student attendance is recorded daily • Attendance reports are generated weekly for analysis	• Attendance in PowerSchool • Teacher emails for tardy students • Canvas Classroom logs • Weekly attendance reports • Daily assignment completion submitted by student

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
• District communication is being shared ahead of the start of school informing families that students are required to attend class at the	• Student Services • Campus Administrators • Recruiters • Teachers • Counselors	• Communications will occur regularly before school starts regarding meet and greets and requirements for attendance.	• Communications that were shared and stored in Google. • Student attendance reports • Guidance google notes • Weekly student attendance reports

scheduled time. Attendance will be recorded. • Students have and will continue to attend virtual meet and greet meetings before school begins. • Students who are absent on the first day of school will be personally called by a campus representative to support the student's active participation and attendance. • Automatic calls are made by our SIS system when students are absent. • After the first day of school, teachers will follow the standard district practice for calling home when students are absent to support the student's active participation. Students who accumulate further absences will be reported to the counselor and administration. • Weekly absence reports will be reviewed by campus and district administrators.	• Attendance Office • Registrar • PowerSchool IT personnel	• Counselors will receive a list of any students missed the first day. Counselors will call the student's home. • The school will notify any student family not in attendance on the first day of school via School Messenger • Teachers will call home to students who miss class to support student learning. • Counselors and administrators will make home contacts to support students if absences persist.	• SIS PowerSchool attendance • Staff PASS notes

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
• Teachers will be onsite during contract hours to facilitate virtual classes during regular posted hours, unless teachers have submitted a plan to work virtually. Additionally, teachers will post office hours to be virtually available to students and parents. • Teachers will review and revise scope & sequence to adjust lesson plans as needed to reflect any COVID-19 related impact. • Teachers will determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during analysis of pre-program assessment data. • Teachers will design and deliver synchronous learning experiences that align with the program scope & sequence. Student learning will include direct instruction provided via video conferencing to promote teacher interaction and support. • Instruction delivery will include at least a daily learning objective, aligned student activity and a documented formative assessment (deliverable) of student learning. • Teachers will deliver content and facilitate experiences aligned to: o The prioritization of technical standards and content	• Superintendent • Campus Administrators • Instructional Specialist • Teachers • Counselors	• Training for all responsible persons will occur between July 27 and Aug 10 (first day of school). • Teachers and instructional Specialist will conduct weekly collaborations through the second week of school, then transition to every other week or as requested by teachers • Teaching will occur daily (M-F), beginning on Aug 10.	• Teacher's Canvas Classrooms • PowerSchool and Canvas gradebooks reflection of student learning • Program lessons developed through collaboration and stored on program Canvas Classroom

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required for industry certification
- o The recovery of any technical standards and content that were missed in the spring
- o Student learning experiences that virtually support the CTE Delivery Model:
  - ▪ Video resources to introduce and/or explain technical concepts
  - ▪ Video resources to demonstrate industry practices
  - ▪ Virtual field trips to industry sites, interviews with industry professionals, and/or guest speakers to explore technical content and industry practices
  - ▪ Guest speakers or interviews on leadership skills critical to career success
- Teachers will continue to post student grades to PowerSchool to communicate with families about their student's learning progress.
- Teachers will routinely engage in small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved.
- Teachers and counselors will assist families with supporting learning at home by sharing instructional strategies and resources.

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• Teachers will coordinate with instructional Specialist and advisory council to validate the industry recognized certificates labeled in the program scope & sequence documents. • Teachers will author and share communication with the program advisory council, including what student learning looks like during virtual learning, sharing examples of student learning (e.g. student videos & student work from virtual learning), inviting advisory members to host a virtual tour or virtually guest speak, determining willingness of advisory members to provide feedback on student resumes, etc.			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
• District and campus administrators actively practice an open door policy and are accessible to all staff. • The Superintendent facilitates monthly all-staff meetings each year to promote transparent communication. • Public Relations Department, on behalf of the Superintendent, shares regular communication regarding plans and maintains a website with said plans. • Campus administrators facilitate regular campus faculty and staff meetings to collaborate as a campus.	• HR • PR Department • Student Services • Campus Administration • Counselors • IT	• District All-Staff Meetings occur monthly, with the first being July 27th. • Campus Faculty and Staff meetings occur monthly, and at least biweekly during online learning. • HR updates occur monthly. • Communication from the Superintendent is as often as needed, including email and video announcements.	• District website • Counselors' Canvas Classrooms • District Communications/emails • Social Media • Meeting Agendas

• HR shares communication with updates and successes. Included in the communication is a reminder about the district's Employee Assistance Program, including support for social emotional concerns. • Campus Counselors create and maintain Canvas Classroom of resources for social and emotional support for easy access by students, families and staff. Many of these resources are additionally available on the district website.			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
- Instructional specialist will provide additional training to teachers to recognize and support students who are facing new/additional challenges to academic success. - Instructional specialist will offer professional learning opportunities for staff including: - Online and virtual instruction with active participation - Support to build capacity to provide synchronous and asynchronous instructional programs. - Instructional specialist and/or IT Department will continue training on instructional technology to students, families, and staff. - Instructional specialist will facilitate teachers' efforts to share best practices for mitigating learning loss. - Instructional specialist, counselors and administrators will facilitate the sharing of effective strategies and resources for online and offline forms of distance learning, including building relationships with families and encouraging families to become involved in their child's learning.	- Instructional Specialist - Campus Administrators - IT	- Teachers will be provided an array of both district and campus training between July 21 (start of contract) and the first day of school. - Instructional Specialist will support ongoing collaboration through program meetings at least every other week. - Campus administrators will support ongoing sharing of best practices and strategies through regular faculty meetings.	- Student engagement & attendance - Student learning (grades & achievement) - Training materials - Program collaboration agendas and notes

List Specific Professional Development Topics That Will Be Covered

The following PD topics will be made available to faculty & staff:

- Canvas
- Instructional Best Practices
- The Effective Teacher (Classroom Management)
- Google
- Performance Matter
- Classroom Instruction That Works
- Edpuzzle
- Nearpod
- Active Participation Strategies for online
- Accommodations & Modifications
- Using effective synchronous and asynchronous

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X		
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other:			

Parents and students were surveyed to determine needs. Any student requiring a device and/or a WIFI Hot Spot will be given a loaner to use during the length of virtual learning.

Teachers and staff all have district issued devices and access to Internet. The district ordered and installed webcams and microphones to support the virtual delivery of instruction.

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				
1-3				
4-6				
7-8				
9-12	*N/A*	*N/A*	*N/A*	*N/A*

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				
1-3				
4-6				
7-8				
9-12	*N/A*	*N/A*	*N/A*	*N/A*

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				
1-3				
4-6				
7-8				
9-12	*N/A*	*N/A*	*N/A*	*N/A*

	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				
1-3				
4-6				
7-8				
9-12	*See below for CTEDs*	*See below for CTEDs*	*See below for CTEDs*	*See below for CTEDs*

	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	- Distance learning will occur through synchronous instruction via Google Meet Canvas WebEx and/or Zoom. - All teachers will use Canvas Classroom to facilitate student learning. Specifically, Canvas Classroom will be used to distribute content and assignments, foster collaboration, assess student learning, and to collect student work. - Instruction will include at least a daily learning objective, aligned student activity and an assessment (deliverable) of student learning. - Content and facilitated experiences will be aligned to: - The prioritization of technical standards and content required for industry certification	- Content is largely teacher created and/or curated, including: - Video resources to introduce and/or explain technical concepts - Video resources to demonstrate industry practices - Virtual field trips to industry sites, interviews with industry professionals, and/or guest speakers to explore technical content and industry practices - Guest speakers or interviews on leadership skills critical to career success - Curricular resources provided by district adopted textbook publishers - Curricular resources provided through the Arizona CTE Curriculum Consortium	- Teachers will use the Canvas Classroom platform for content delivery and assessment as well as Performance Matters. Formative assessment will be administered through a variety of platforms. Teachers will attend trainings for a multitude of different formative assessment/engagement tools, including: performance matters, Nearpod, Quizlet and EdPuzzle. Each of these technologies will offer teachers real-time data to monitor and adjust their instructional methods to meet the needs of all learners. - Regular monitoring of student progression through learning will occur through teacher-developed tools, including: - Daily student deliverables - Regular, informal checks for understanding	- Teacher developed summative assessments, including unit exams, will be administered through Canvas using forms and/or performance matters. - The district program pre-assessments will be administered through Performance Matters. The pre-assessments allow teachers to analyze incoming student knowledge and plan for instruction. Pre-assessments will occur within the first month of school. - End of program assessments will be administered in April/May. - Students will all sit for the ADE Technical Assessments in the spring. This assessment is administered by ADE. - Embedded in all programs are industry recognized certifications. Students will sit

	2. The recovery of any technical standards and content that were missed in the spring
	3. Student learning experiences that virtually support the CTE Delivery Model:
	   • Video resources to introduce and/or explain technical concepts
	   • Video resources to demonstrate industry practices
	   • Virtual field trips to industry sites, interviews with industry professionals, and/or guest speakers to explore technical content and industry practices
	   • Guest speakers or interviews on leadership skills critical to career success
		• Industry based online curriculum (e.g. NCCER, ICAR, etc.) may be used to provide supplemental career ready training aligned to industry certifications.
		• Performance Matters, PowerSchool Assessment is also utilized for formative and summative assessments.
			○ Formal unit quizzes and assessments aligned with the program scope and sequence document
			• Where appropriate, teachers will provide students with industry supported prep ware to help teachers, students and families track learning progress towards industry certification.
				for certification exams as they are ready. Industry certification assessments are administered by each industry and/or state board.

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

N/A

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
Collaboration with member district schools for any students self-identified as receiving IEP/504 services to obtain records	• STEPS and Special Education Liaison	• Prior to the opening of the school year	• Documentation on Intranet Drive.
Accommodations/Modifications Professional Development	• STEPS and Special Education Liaison • Instructional Specialist	• July 28,2020 • With continued support from Instructional Specialist as requested.	• Training sign in
Teachers will be provided with a list of all of their students served under an IEP/504 and handed their accommodation sheet	• STEPS and Special Education Liaison	• Prior to the opening of the school year • At each review of the IEP/504 • Change in ESS status	• Signed teacher verification form on file • Documentation of services rendered
Review of accommodations and modifications contained in the IEP/504 to assure implementation in instruction and assessment	• Teachers • STEPS • Special Education Liaison	• Prior to the opening of the school year • At each review of the IEP/504 • Change in ESS status • As evidence of performance decline is reported by teacher, grade reports, or parent concern	• Documentation of review • Documentation of services rendered
Consultation to support teachers in adapting accommodations and modifications for in-person, online, and hybrid learning environments	• Teachers • STEPS • Special Education Liaison • Instructional Specialist	• Prior to the opening of the school year • At each review of the IEP/504 • Change in ESS status • As evidence of performance decline is reported by teacher, grade reports, or parent concern	• Documentation of review • Documentation of services rendered

Students who self-identify as receiving IEP/504 services will be provided with written and verbal guidance as to the process to self-advocate for accommodations in a post-secondary setting with the College Disability Resource Office	• STEPs • Special Education Liaison	• Prior to the end of the school year • At each IEP/504 review period • Change of ESS/504 status	• Documentation of services Rendered
Teachers will monitor student progress weekly. • If the student is not engaged in the instruction (absences/non-engagement of remote learning) or grades are declining, teacher will conference with student as well as notify parent and campus counselor to identify barriers and initiate intervention strategies.	• Teachers • Special Education Liaison	• Monitor student progress weekly	• Monitor Log Documentation
Collaboration with home high school ESS team to review and potentially update accommodations and/or modifications as well as identify additional support services to aid in student success	• STEPS	• Prior to the opening of the school year • At each review of the IEP/504 • Change in ESS status • As evidence of performance decline is reported by teacher, grade reports, or parent concern	• Updated Accommodations forms/list
Small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved.	• Teachers	• At the opening of the school year • As evidence of performance decline is reported by teacher, grade reports, or parent concern	• Lesson plan • Documentation in PASS
Collaboration to encourage multiple means to demonstrate learning rather than only written responses for online work.	• Teachers • STEPS • Special Education Liaison • Instructional Specialist	• Prior to the opening of the school year • At each review of the IEP/504 • Change in ESS status • As evidence of performance decline is reported by teacher, grade reports, or parent concern	• Meeting minutes • Documentation logs

Distance Learning Plan Template 2020-2021

Initiation of chronic health procedures for medically fragile students to allow for extended deadlines for tests and assignments as well as for extended absences without academic penalty.	• Teachers • STEPS • Special Education Liaison • Instructional Specialist	• At the opening of the school year • As medical matters are disclosed to the school staff	• Documentation in PASS • Chronic health form

Process for Implementing Action Step

The process for implementing action steps will vary as dictated by the individual action step. Most processes will be initiated by the STEP team, documentation of the process will occur within documentation PASS..

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
Collaboration with member district schools for any students self-identified as receiving EL services to obtain EL plans and supports	• STEPS • Special Education Liaison • Instructional Specialist	• Prior to the opening of the school year	• Documentation in PASS
Inclusion of study strategies, organizational skills, and test taking strategies in the Canvas Classroom resources	• Instructional Specialist • Teachers	• Included in Canvas Classrooms at opening of school year • Updated resources added at least quarterly	• Presence of strategies housed in the Canvas Classroom • Quarterly monitoring of student progress and reinforcement of strategies in use
Each teacher will be provided a list of all of their students who receive EL support services from their high school.	• STEPS • Special Education Liaison	• Prior to the opening of the school year • At each review of the EL plan • Change in EL status.	• Signed teacher verification form on file • Documentation of review in PASS

Teachers, with support of instructional specialist and/or ESS Manager, will review EL strategies and plans from the member district schools to assure implementation in instruction and assessment.	• Teachers • Instructional Specialist • STEPS	• Prior to the opening of the school year • At each review of the EL Plan • Change in EL status • As evidence of performance decline is reported by teacher, grade reports, or parent concern.	• Documentation of review and any recommendations in PASS
Consultation to support teachers in adapting strategies for in-person, online, and hybrid learning environments	• Teachers • Instructional Specialist • STEPS • Special Education Liaisons	• Prior to the opening of the school year • At each review of the EL Plan • Change in EL status • As evidence of performance decline is reported by teacher, grade reports, or parent concern.	• Documentation of review and any recommendations in PASS
Teachers will monitor student progress weekly. • If the student is not engaged in the instruction (absences/non-engagement of remote learning) or grades are declining, teacher will conference with student as well as notify parent and campus counselor to identify barriers and initiate intervention strategies.	• Teachers	• Monitor student progress weekly	• Documentation in PASS
Monitoring grades at least quarterly to assess progress and identify learning barriers	• Counselors/Special Education Liaison	• Quarterly • As evidence of performance decline is reported by teacher, grade reports, or parent concern.	• Documentation in PASS
Small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved	• Teachers	• At the opening of the school year • As evidence of performance decline is reported by teacher, grade reports, or parent concern.	• Lesson plan • Documentation in PASS

Collaboration to encourage multiple means to demonstrate learning rather than only written responses for online work	• Teachers • STEPS • Special Education Liaison • Instructional Specialist	• Prior to the opening of the school year • At each review of the IEP/504 • Change in ELL status • As evidence of performance decline is reported by teacher, grade reports, or parent concern.	• Meeting minutes • Documentation logs
Initiation of chronic health procedures for medically fragile students to allow for extended deadlines for tests and assignments as well as for extended absences without academic penalty	• Teachers • STEPS • Special Education Liaison • Instructional Specialist	• At the opening of the school year • As medical matters are disclosed to the school staff	• Documentation in PASS • Chronic health form

Process for Implementing Action Step

The process for implementing action steps will vary as dictated by the individual action step. Most processes will be initiated by the STEPS team or the campus counselors and/or liaisons and documentation of the process will occur within our PASS and Canvas Systems.

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
	Packet of Social and Emotional Topics					X
	Online Social Emotional videos					
	Parent Training					X
	Other:					X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					X
	Phone					X
	Webcast					X
	Email/IM					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
Materials to students, staff, and families regarding: • Indicators of anxiety • Indicators of depression • Development of coping skills • Suicide awareness	• Counselors • Campus Administrators	• Included in Canvas Classrooms • Updated resources added at least quarterly	• Presence of strategies housed in the Canvas Classroom and district website
Resources and communications to students, staff and families will be provided through platforms such as: • Canvas Classrooms • Guest speakers • Posting on website • Virtual meetings	• Counselors • Campus Administrators	• Initiated at the start of the school year • updated quarterly	• Presence in Canvas Classroom, the district website and communications

• Virtual trainings			
The following additional training will be made available to staff and/or students: • "Safe Talk" suicide awareness training available to staff • Youth Mental Health First Aid • ASIST Training • Gender Bias Training for students • Harassment in the workplace/classroom • Digital Safety • Study Skills	• Counselors • Campus Administrators	• Offered at various times throughout the school year	• Training Attendance Rosters
Community resources will be posted in the counselors' Canvas Classrooms and website for: • Housing assistance • Financial assistance • Mental health • Suicide awareness	• Counselors • Campus Administrators	• Included in Canvas Classrooms at opening of school year • Updated resources added at least quarterly	• Presence in Canvas Classroom and the district website
Presentations and resources will be posted on the EVIT website and in counselor Canvas Classrooms for students, staff, and families regarding: • Resilience • Self-care • Healthy coping skills	• Counselors • Campus Administrators	• Included in Canvas Classrooms at opening of school year • Updated resources added at least quarterly	• Presence in Canvas Classroom and the district website
Teachers will monitor student progress weekly. If the student is not engaged in the instruction (absences/non-engagement of remote learning) or grades are declining, teacher will conference with student as well as notify parent and campus counselor to identify barriers and initiate intervention strategies.	• Teachers • Counselors • Campus Administrator	• Weekly	• Documentation in PowerSchool

Small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved	• Counselors	• At the opening of the school year • As evidence of performance decline is reported by teacher, grade reports, or parent concern	• Lesson plan • Documentation in PASS
Teen Lifeline crisis information and numbers will be printed on counselor's business cards	• Counselors • Campus Administration	• At purchase time	• Presence of information on cards

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
N/A	N/A	N/A	N/A

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten			
1-3			
4-6			
7-8			
9-12	*N/A*	*N/A*	*N/A*

	Benchmark Assessments (ELA)		
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten			
1-3			
4-6			
7-8			
9-12	*N/A*	*N/A*	*N/A*

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).

N/A

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.

N/A