



# W.U.S.D. Distance Learning Plan

---

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](mailto: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](mailto: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

Distance Learning Plan Template 2020-2021

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

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](mailto:EmergencyDL@azed.gov) with any questions.*

<b>School District Name</b>	Whiteriver Unified School District	<b>School District Entity ID</b>	
<b>Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)</b>	Jennifer Plath Virginia Warwick		
<b>Representative Telephone Number</b>	928-358-5701 928-358-5707		
<b>Representative E-Mail Address</b>	<a href="mailto:jplath@wusd.us">jplath@wusd.us</a> <a href="mailto:virginia.warwick@wusd.us">virginia.warwick@wusd.us</a>		

### 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
Alchesay High School	5637	09-02-20-204
Canyon Day Junior High School	5635	09-02-20-103
Cradleboard Elementary	5636	09-02-20-103

Seven Mile Elementary	79698	09-02-20-107
Whiteriver Elementary School	5633	09-02-20-101

### 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?	<i>180; On March 11, 2020 the WUSD Governing Board approved a 175 instructional day calendar for the 2020-2021 school year.</i>

*b. Distance Learning Option (3.b)*

Estimated Enrollment for FY 2021	2300	Start Date for Distance Learning	August 24, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	1150	Estimated Number of Students Participating in Distance Learning for a Portion of the year	2300

<p><b>Please choose the option that indicates your proposed duration/plan for distance learning:</b></p>	<p><input type="checkbox"/>1. We intend to operate distance learning for the full year for all students.</p> <p><input type="checkbox"/>2. We intend to operate distance learning until _____ 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 checked="" type="checkbox"/>5. Other (Please explain below)</p>
--	--

<p><b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b></p>
<p>Because of circumstances on the reservation, we will start in Phase 1 online learning. During Phase 1, we will have everyone online for instruction. We will have paper packet backups for students when or if technology fails.</p> <p>K-5th grades will all follow the same schedule. Direct instruction for morning/ afternoon sessions with 50% of class attending. DI via Google Classroom will include 30-45 minutes of math, 45 minutes of ELA (shared reading, writing and language), 30 minutes in small group guided reading (sorted by their level with appropriate specialist), and 30 minutes ancillary. Students will participate in independent learning activities for the opposite portion of the day when they are not involved with DI. Online programs, assignments and project based learning will be available for students working independently. Recorded lesson sessions will also be available so students can watch lessons later if needed.</p> <p>6-12th grades will all follow a traditional bell schedule with multiple classes throughout the day at their appropriate scheduled time. Students will attend their classes in a virtual format via Google Classroom and then will work independently after instruction. Students will also have access to pre-recorded lessons in case they miss live instruction and will be able to complete assignments via Google Classroom. We will reevaluate online learning after 6-8 weeks of instruction. We will move from Phase 1 to Phase 2 when the tribal Office of Environmental Health clears us for phase 2.</p> <p>During Phase 2, K-3rd grades will attend school in-person Monday-Thursday, and participate in independent on-line learning activities on early release Fridays, OR will continue in an on-line learning format M-F. 4-6th grades will attend school in-person two days per week, alternating in an A-B Hybrid model (M &amp; W; T &amp; Th), participating in independent on-line learning activities on opposite days when not physically in</p>

school and on early release Fridays. 7-12 grades will continue in the on-line format described above. We will move from Phase 2 to Phase 3 when the tribal Office of Environmental Health clears us for phase 3.

During Phase 3, we will begin transitioning more 4-12 grade students to attending school in person M- early release Fridays.

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?	Yes as needed by special populations and services

*\*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/>**

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Student participation in classroom session via Google Classroom 2. Daily assignments completed and submitted by the student 3. Parent attestation documenting time spent on educational activities	Teacher of Record  Teacher of Record  Parent & School Student Data Coordinators	Daily  Daily  Weekly	Attendance Record book Google Classroom Report Grade Record Book/Platform  Attestation Form completed, signed & dated  Tyler SIS attendance records

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
Scheduled Google Classroom Sessions	Teacher of Record	Daily	Google Classroom Report
Instructional staff check-ins	Teachers, instructional assistants, health aids	Daily	Phone logs
School Office Phone Calls	Principals, Assistant Principals, School Improvement Specialists, Site Secretaries, Parent Liaisons, Drop Out and Truancy Prevention Coordinators, Site Student	Daily	Phone logs
School Messenger		As needed for attendance notifications and general information	School Messenger Reports

	Information System Coordinators, Certified Nurse Assistant		
--	--	--	--

### 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 and instructional staff working virtually will be expected to schedule and create Google Classroom sessions; log in and facilitate direct instruction via Google Classroom; log in and facilitate small group instruction/interventions via Google Classroom; check student work and provide feedback via Google classroom; prepare and assign student assignments via Google Classroom; assign, check and provide feedback for non-virtual student work/assignments when needed; check in with students/families via other platforms (phone, email, text) as needed; attend and participate in PLC as assigned; attend other professional development as assigned.	Site Principal Site Assistant Principal Instructional Coaches School Improvement Specialists Mentor Teachers	Daily	Google Classroom Reports  Google Classroom Assignments  Class Record Grade Book/Platform  Lesson Plan Records  Phone log  PLC notes  Professional Learning Log  Professional Learning Assignments



Distance Learning Plan Template 2020-2021

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
-Paperwork and copy requests of employee documents from file. -Missing employee documents from files - Addenda Contracts -Emailed requests for HR: Verifications, certification questions, contracts, employee access and system setup -Communication regarding employee wellness plan and Employee Assistance Program (EAP) -Communication regarding health insurance changes, mobile programs, and on-site offers. -Communication regarding board policies on transfers, resignations, and leave payouts -Communication regarding status of emergency certificated teachers, intern teachers, non-renewals -Contract renewals and rehires	H. White  H. White H. White J. Endfield  J. Endfield  J. Endfield  J. Endfield  J. Endfield	24 to 72 hours  As needed Up to 2 weeks following board approval Based on need, minimum of 24 to 48 hours no more than 2 weeks.  Quarterly  As Needed  December to Mid-February  January to February  February - March	Document log  Email Requests  All requests should be documented via email.  Board records

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>1. Pre Service will be given in a virtual setting for a full week consisting of training including but not limited to virtual instruction, SEL, resiliency and Teacher self care.</li> <li>2. Professional development calendar created for sites and the district</li> <li>3. Schedule and implement virtual PLC meetings</li> <li>4. Schedule and implement weekly virtual professional development for staff using early release Fridays.</li> <li>5. Provide virtual coaching to all teachers based on need and request using instructional coaching staff.</li> <li>6. Support for new teachers and teachers needing extensive tech training</li> <li>7. Provide training for new tech programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional development providers, tech trainers, director of Curriculum and Instruction, Federal programs director</li> <li>2. Admin of buildings, IC's, Director of Curriculum and Instruction, Superintendent and Federal PPrograms Director</li> <li>3. Admin, IC, Stem/Tech Coach</li> <li>4. Admin, IC, Stem/Tech Coach</li> <li>5. Instructional coach and Director of curriculum and Instruction</li> <li>6. IC, Stem/Tech Coach, tech coordinator</li> <li>7. company trainers, IC, Director of Curriculum and Instruction</li> <li>8. Instructional Coach, Consultants, Teachers Building Administrators</li> </ol>	<ol style="list-style-type: none"> <li>1. First week of August</li> <li>2. Last week of July</li> <li>3. Weekly meetings</li> <li>4. Friday afternoon PD sessions, weekly</li> <li>5. Weekly (as needed)</li> <li>6. After school sessions, once per week, assigned by admin or optional depending on need</li> <li>7. 1 day- August 12-21</li> <li>8. Weekly/ Monthly</li> </ol>	<ol style="list-style-type: none"> <li>1. preservice calendar, response forms, attendance sheets</li> <li>2. Recorded virtual trainings, Google slides, virtual classroom checks, google form surveys,</li> <li>3. PLC meeting agendas/minutes</li> <li>4. Recorded virtual trainings, Google slides, virtual classroom checks, google form surveys, PLC meeting agendas/minutes</li> <li>5. Coaching logs</li> <li>6. Google slides, attendance log, recorded sessions</li> <li>7. Attendance log, use of program during the year</li> <li>8. Observed practice, Lesson Plans, Student Achievement, PD Calendar</li> </ol>

8. Host a professional book study online			
--	--	--	--

**List Specific Professional Development Topics That Will Be Covered**

District- Google classroom, flipped classroom, resiliency, trauma informed teaching, teacher self care, Tyler SIS, PLC, Kids at Hope, rigor, growth mindset, virtual engagement, connecting with student and parents, Online- from challenges to opportunities, grit, Social Emotional learning, Emotional Intelligence and Mindfulness, ELL, Sped, 21st century learners, building trust and safety, integrating culture, working with trauma, IA's helping on line, cultural efficacy, RTI, MTSS, PBIS, and Collective efficacy

AHS- UDL training, PLC, Trauma informed teaching, resiliency training, google classroom training, flipped classroom

CBE- Google classroom, Virtual engagement, Lexia, data binders, Learning by Doing, PLC, PBIS

CDJH- growth mindsets, Google classroom engagement strategies, differentiated instruction, mindfulness, student centered learning, mindfulness, PLC, PBIS,

SME -curriculum, PLC, Google classroom, virtual engagement, lesson planning, mission and vision, Instructional Standards and Objectives, Teach Like a Champion

WES- Google Classroom, Google Platforms, Digital Resources to support Virtual Learning, Lexia, Being a Writer, Keyboarding Without Tears, PLC's, SEL

**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
<b>What was Used to Establish Need?</b>			
Questionnaire	x		
Personal Contact and Discussion		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	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>
Kindergarten	Direct Instruction VIA Google Meets Independent Study	enVisions by Savaas	Following the pacing guide, on completion of a topic, formative assessment of the standard is given to class	Summative assessments are given on the standards online three times a year
1-3	Direct Instruction VIA Google Meets Independent Study	enVisions by Savaas	Following the pacing guide, on completion of a topic, formative assessment of the standard is given to class	Summative assessments are given on the standards online three times a year
4-6	Direct Instruction VIA Google Meets Independent Study	enVisions by Savaas	Following the pacing guide, on completion of a topic,	Summative assessments are given on the standards online three times a year

Distance Learning Plan Template 2020-2021

			formative assessment of the standard is given to class	
7-8	Direct Instruction VIA Google Meets Independent Study	enVisions by Savaas	Following the pacing guide formative assessments are given on a weekly basis to access the essential standards	Summative assessments are given on the standards online three times a year
9-12	Direct Instruction VIA Google Meets Independent Study	Common Core Math by Savaas	Following the pacing guide formative assessments are given on a weekly basis to access the essential standards	Pre and post test given in each class

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>	Direct Instruction VIA Google Meets Independent Study	Journeys by HMH	Weekly formative assessments are given that assess the standards for that week on the ELA program	Summative assessments are given on the standards online three times a year
<i>1-3</i>	Direct Instruction VIA Google Meets Independent Study	Journeys by HMH	Weekly formative assessments are given that assess the standards for that week on the ELA program	Summative assessments are given on the standards online three times a year
<i>4-6</i>	Direct Instruction VIA Google Meets Independent Study	4th and 5th Journeys by HMH 6th MyPerspectives by Savaas	Weekly formative assessments are given that assess the standards for that week on the ELA program	Summative assessments are given on the standards online three times a year
<i>7-8</i>	Direct Instruction VIA Google Meets Independent Study	MyPerspectives by Savaas	Weekly formative assessments are given that assess the standards for that week on the ELA program	Summative assessments are given on the standards online three times a year

9-12	Direct Instruction VIA Google Meets Independent Study	MyPerspectives by Savaas	Weekly formative assessments are given that assess the standards for that week on the ELA program	Pre and post test given in each class
------	--	--------------------------	---	---------------------------------------

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<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>
Kindergarten	Direct Instruction VIA Google Meets Independent Study	FOSS Kits and district created materials	Formative assessments are given that assess the standards for the Science program as the support the learning	no science summative test given except on single topics.
1-3	Direct Instruction VIA Google Meets Independent Study	FOSS Kits and district created materials	Formative assessments are given that assess the standards for the Science program as the support the learning	no science summative test given except on single topics.
4-6	Direct Instruction VIA Google Meets Independent Study	4-5 FOSS Kits and district created materials 6th McDougal Littell Science	4th-5th-Formative assessments are given that assess the standards for the Science program as the support the learning 6th- Weekly formative assessments are given that assess the standards for that week on the science program	no science summative test given except on single topics.  Pre and post test given in each class
7-8	Direct Instruction VIA Google Meets Independent Study	McDougal Littell Science	Weekly formative assessments are given that assess the standards for that week on the science program	Pre and post test given in each class
9-12	Direct Instruction VIA Google Meets	Holt Physical Science Human Anatomy	Weekly formative assessments are given that	Pre and post test given in each class

	Independent Study	Biology Courseware- Chemistry	assess the standards for that week on the science program	
--	-------------------	----------------------------------	---	--

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<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>	Direct Instruction VIA Google Meets Independent Study	Music, Apache, PE and Art- District created materials	Students see ancillary once a week - formative are given periodically to support instruction	Pre and post test given in each class
<i>1-3</i>	Direct Instruction VIA Google Meets Independent Study	Music, Apache, PE and Art- District created materials	Students see ancillary once a week - formative are given periodically to support instruction	Pre and post test given in each class
<i>4-6</i>	Direct Instruction VIA Google Meets Independent Study	4-5 Music, Apache, PE and Art- District created materials 6 Apache, PE, Consumer Skills, Current Events and Art- District created materials Social Studies McGrawHill	Students see ancillary once a week - formative are given periodically to support instruction 6-Weekly formative assessments are given that assess the standards for the week.	Pre and post test given in each class
<i>7-8</i>	Direct Instruction VIA Google Meets Independent Study	Apache, PE, Consumer Skills, Current Events and Art- District created materials Social Studies McGrawHill	Weekly formative assessments are given that assess the standards for the week.	Pre and post test given in each class
<i>9-12</i>	Direct Instruction VIA Google Meets Independent Study	Music, Apache, PE and Art- District created materials and Courseware.	Weekly formative assessments are given that assess the standards for the week.	Pre and post test given in each class

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12	Direct Instruction VIA Google Meets Independent Study	<p><u>Business</u>                      BUS 100 – Introduction to Business Senior Contributing Authors: Gitman, McDaniel, Shah, Reece, Koffel, Talsma, and Hyatt,                      BUS 105- SUPERVISION, MANAGING FOR RESULTS. 10th ed., John W. Newstrom, McGraw-Hill, 2012.                      BUS 220 – Tanner, J. &amp; Raymond, M.A. (2015). Principles of Marketing. University of Minnesota (new)                      BUS 210 – MANAGEMENT PRINCIPLES Carpenter, M., Bauer, T., Erdogan, B. (2012). Management Principles 1.1. This book is licensed under a Creative Commons                      BUS 110 – SMALL BUSINESS MANAGEMENT, 16th Edition, . Longenecker.; Petty; Palich, Leslie.; Hoy, Cengage,.                      BUS 185 – Business &amp; Society Ethics, Sustainability, &amp; Stakeholder Management,</p>	Weekly formative assessments are given that assess the standards for the week.	Pre and post test given in each class



		<p>8ed. Carroll &amp; Buchholtz. Cengage <u>Automotive-</u> Modern Automotive Technology, 9th Edition GW <u>Construction-</u> Core Curriculum Introductory Craft Skills- Trainee Guide NCCER Level 2 and 3 construction Construction Technology 4th edition- Trainee Guide <u>Early Childhood</u> ECD 2 – Sophomores – Working with Young Children, 8th Edition Author: Judy Herr, Ed.D. Goodheart- Wilcox <u>ECD 3 – Juniors</u> ECD 141: Healthy and Safe Early Childhood Practices - Text: Healthy Young Children, A Manual for Programs, 5th Edition, Susan S. Aronson, MD, FAAP, Editor; NAEYC, Washington, DC, 2012; ISBN: 978-1-928896- 82-1 ECD 184: Early Social and Emotional Development - Text: Social Emotional Tools for Life; an Early Childhood Teachers Guide to</p>		
--	--	---	--	--

		<p>Supporting Strong Emotional Foundations and Successful Social Relationships, Michelle M. Forrester and Kay Albrecht, 2014, Weeps, Four Color Group                  Innovations in EC Press, ISBN 978-0-9859299-1-6</p> <p>ECD 200 Introduction to Early Childhood Education – Text: Follari, Lissanna. (2019). Foundations and Best Practices in Early Childhood Education: History, theories and approaches to learning, 4th Edition. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p> <p>ECD 250 Survey of Child Development – Text: Berk, L. and Meyers, A. (2016). Infants and Children: Prenatal through Middle Childhood, 8th Edition.: Pearson</p> <p><u>ECD 4 – Seniors</u></p> <p>ECD 108: Observing Young Children – Text: Berk, L. and Meyers, A. (2016). Infants and Children: Prenatal through Middle Childhood, 8th Edition.: Pearson</p>		
--	--	---	--	--

		<p>ECD 110 - Building Relationships with Families – Text: From Parents to Partners: Building a Family-Centered Early Childhood Program By Janis Keyser, NAEYC</p> <p>ECD 112 - Enhancing Family and Community Engagement - Text: From Parents to Partners: Building a Family-Centered Early Childhood Program By Janis Keyser, NAEYC</p> <p>ECD 136 - Understanding How Children Learn –</p> <p>ECD 142 - Designing Developmentally Effective Learning Environments -</p> <p>ECD 175 – Professionalism - Text: Professionalism in Early Childhood Education: Doing Our Best for Young Children, Stephanie Feeney, Pearson Education, Inc., 2012, ISBN-13: 978-0137064700, ISBN-10: 0137064705</p> <p>ECD 186 - Effective Interactions for Learning - Text: Dombro, A.L., Jablon, J., &amp; Stetson, C. (2011). Powerful Interactions: How to Connect with Children to</p>		
--	--	---	--	--

		<p>Extend Their Learning.                  NAEYC: DC                  ECD 187 - Supporting STEM in Early Childhood - Text: Chaille and Davis, Integrating Math and Science in Early Childhood Classrooms through Big Ideas. Pearson ISBN: 978-0137145799                  ECD 217 - Early Childhood Language and Literacy - Nurturing Knowledge: Building a Foundation for School Success by Linking Early Literacy to Math, Science, Art, and Social Studies By Susan B. Neuman , Kathleen Roskos , Tanya S. Wright , Lisa Lenhart, Scholastic                  ECD 233 - Policies and Procedures in Early Childhood Programs -</p>		
--	--	--	--	--

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

### Meeting the Needs of Students with Disabilities and English Learners.

a. Describe how the school district will ensure access and meet the needs of students with disabilities.

**In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.**

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All students identified with an IEP's will be given a computer for access.	District IT/Individual School Sites	Start of school	Check out log of district property
2. All students identified with an IEP will be given a hot-spot for internet access.	District IT/Individual School Sites	Start of School	Check out log of district property
3. All students identified with an IEP will have an assigned special education teacher to ensure online access and assistance.	ESS Department, special education teacher	Start of School	Listed case manager in IEPro system.
4. All students identified with an IEP will have IEP goals and minutes met through 1:1 or small group instruction online with direct instruction by a special education teacher assigned.	Special Education Teachers, Case Managers	Start of School, throughout online learning	Special education teacher logs of time and services provided to students

<p>5. All students identified with an IEP will have indirect instruction, modifications and accommodations met with an assigned Instructional Assistant.</p>	<p>Instructional Assistants</p>	<p>Start of School, throughout online learning</p>	<p>Special education logs of time and services provided to students</p>
<p>6. Child Find referrals will continue to be accepted and evaluated through an online evaluation process to ensure compliance.</p>	<p>ESS Director</p>	<p>Monthly throughout school year</p>	<p>Child Find district logs and compliance with “in by 3” reports.</p>
<p>7. Related service therapies: Speech, OT, PT, Vision, will service special education students online through 1:1 or small group instruction for IEP minutes.</p>	<p>ESS Director, related service providers</p>	<p>Students will receive services weekly per the IEP service minutes throughout school year</p>	<p>Related service providers logs of students services received</p>
<p>8. MET evaluations and initial evaluations will continue through online evaluation or 1:1 evaluation if safety allows</p>	<p>ESS Director, special education teachers, related service providers</p>	<p>Throughout school year</p>	<p>IEPPRO reports for due dates of evaluations</p>
<p>9. IEP’s annual meetings will be held through online meetings, by phone or 1:1 with parents if safety allows.</p>	<p>ESS Director, special education teachers, related service providers</p>	<p>Throughout school year</p>	<p>IEPPRO reports for due dates of annual IEP, IEP compliance reports</p>

--	--	--	--

**Process for Implementing Action Step**

All students will be checked out a computer for school use and access at the start of the year by District IT in conjunction with individual school sites. School sites will ensure students with disabilities have computers or computer access from home by providing instructions as well as support in ensuring the student has computer access. All students will be checked out a hot spot for internet access at the start of the year by District IT in conjunction with individual school sites. School sites will ensure students with disabilities have internet access by providing instructions as well as support in ensuring the student has internet access, classroom access, recorded lessons, online learning access and supplemental materials as needed. Special education students will have a case manager and assigned special education teacher to ensure IEP compliance and progress towards IEP goals, class and assignment completion. Special education students will meet online in small group and 1:1 with special education teachers for direct instruction and accommodations and modifications for general education classroom assignments as appropriate per IEP's. Special education teachers will also ensure progress and instruction towards IEP goals and bridging the gap through online instruction. Instructional Assistants will meet online in small group and 1:1 with special education students to provide in-direct instruction, ensure IEP goal progress, bridge the gap of learning for special education students working online, and ensure progress towards work completion and provide accommodations, modifications, and assistance to students. Child Find will continue through the district monthly to find and identify students who may meet the criteria for special education services. Child Find will evaluate students for needs through online evaluations as well as 1:1, if safety allows them to, align with "in by 3" compliance and identify students. Related services in all areas will be provided through tele-therapies. Students will continue to receive all services as outlined in their IEP's by therapists and online evaluations, re-evaluations as needed. Potential special education students will continue to be evaluated through online evaluations with necessary related services providers. Evaluations may also be completed 1:1 if safety allows. All evaluations will be completed in compliance with MET/IEP guidelines. All special education IEP annual reviews will be completed through tele-meetings or by phone with guardians. Meetings may also be scheduled 1:1 if safety allows. Meetings will be scheduled to comply with IEP compliance.

*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
-------------	-----------------------	-------------------------	----------------------------

<p>1. In SY21 WUSD will implement the Pull-Out SEI Model to serve the needs of ELL students.</p> <p>2. An ELL teacher will be hired to provide the required minutes of target instruction per grade level and/or proficiency level.</p> <p>3. If a teacher cannot be hired by the beginning of the school year, the reading specialists at each school will provide targeted instruction.</p> <p>4. The ELL teacher/reading specialists will provide PD and support for classroom teachers who provide integrated instruction for ELL students.</p> <p>All PD (provided by either the district or OELAS) will be conducted virtually.</p>	<p>1. ELL teacher/ reading specialists</p> <p>2. Classroom teachers</p>	<p>1. 50 minutes per day /250 minutes per week of targeted instruction + 50 minutes per day /250 minutes per week of integrated instruction for secondary ELL students</p> <p>2. 60 minutes per day /300 minutes per week of targeted instruction + 60 minutes per day /300 minutes per week of integrated instruction for elementary ELL students</p>	<p>1. Master schedules</p> <p>2. Lesson plans</p> <p>3. PD calendar</p> <p>Meeting agendas/notes/emails</p>
---	---	--	---

**Process for Implementing Action Step**

Upon identifying the ELL students receiving services the ELL teacher/reading specialist will develop a schedule for serving the group(s) of students during a set time block (50 minutes per day /250 minutes per week for secondary students or 60 minutes per day /300 minutes per week for elementary students). The ELL teacher/reading specialist will notify the scheduling staff and principal of their intended time block and make sure that it does not create core schedule conflicts. The time block will be placed on the students' schedules. The ELL teacher/reading specialist will deliver targeted instruction via a variety of methods: Google Classroom, Google Meets, individual assignments,



etc. The combined time the students will spend on target ELD instruction will total the requirements of the Pull-Out Model. The ELL teacher/reading specialist will communicate with classroom teachers on a weekly basis and ensure that the objectives covered during integrated instruction are aligned with the students’ ELD goals. The classroom teachers in charge of integrated instruction will document ELD instruction in their lesson plans. The ELL teacher/reading specialist will either schedule time to virtually meet or communicate via email with the classroom teachers responsible for targeted ELD on a bi-weekly basis.

### 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
<b>Social Emotional Learning</b>	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: SIS, Principal, Assistant Principal, Counselor, Instructional Coach check-in with families	x	x	x	x	x

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone	x	x	x	x	x
	Webcast	x	x	x	x	x
	Email/IM	x	x	x	x	x
	Other:					

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Social Emotional Learning: Apache Behavioral Health	Services will be delivered by client case managers, school	Weekly	Contact logs

<p>Services and WUSD staff will provide Behavior Health Promotion services to all WUSD students K-12 focused on practical behavioral health skills to deal with the current COVID-19 situation. We are committed to provide:</p> <p>1) A weekly Social Emotional Learning Skills lesson for all students K-12 which will incorporate the following curriculum as appropriate per grade level. DBT Skills in Schools (DBT-A) James Mazza, et al 2016 Social Decision Making and Social Problem Solving SDM/SPS Research Press Overcoming Obstacles Life Skills Curriculum <a href="http://overcomingobstacles.org">overcomingobstacles.org</a></p> <p>2) Videos produced for each weekly topic for all grade bands that can be posted online.</p> <p>3) Weekly lessons will also be posted in document format online for download and printing in packets for students.</p> <p>STEAM Education: ABHS will continue to support STEAM education through STEAM online activities and/or at home STEAM kits. We are committed to provide:</p>	<p>therapists, school life coaches, and school STEM staff, teachers and school support staff</p> <p>School STEM staff</p>	<p>Weekly</p>	<p>Lesson Plans</p> <p>Weekly</p>
--	---	---------------	-----------------------------------



<p>relationship building with students.</p> <p>(HS) Develop a student support team/ plan that identifies the needs of students, special populations, and resources within school and tribal organizations. Actions steps to make resources available for students in a virtual setting.</p> <p>(HS) Building Resilience Training for all staff focusing on student outreach and relationship building.</p> <p>(HS) Intervention meetings based on student behavior, attendance and academic progress.</p>	<p>Admin team and leadership Team</p> <p>Admin Team, IC</p> <p>Truancy Prevention Coordinator Dropout Prevention Coordinator</p>	<p>Bi-monthly meetings</p> <p>Monthly training and book study</p> <p>Ongoing as needed and specified in truancy plan</p>	<p>Student families are included and understand the SEL concept, per survey results.</p> <p>Action Plan, meeting agendas, student contact logs, school website</p> <p>PD calendar, training agenda, book study reflection guides</p> <p>contact logs, meeting notices</p>
---	--	--	--

### Demonstrating Mastery of Academic Content (1.a.vi)

*Describe how the school district will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Elementary (K-5) utilize a standards based report card with indicators of proficiency (HP, P, PP, MP). Teachers use formative and benchmark assessments to determine progress towards mastery.</p>	<p>Teacher of Record</p>	<p>Quarterly report cards. Benchmarks administered 3 times per year, and end of week and/or topic assessments used to track progress.</p>	<p>Data binder with action plans and PLC planning, grade books, report cards entered in Tyler SIS.</p>

<p>(JH) utilizes a subject based, letter grade system. Teachers use weekly formative assessments to gauge mastery with essential standards as identified within the PLC process.</p> <p>(HS) Teachers use curriculum-based common formative assessments and benchmarks to monitor content mastery. Assessment data is analyzed and action plans are created after every benchmark.</p>	<p>Teachers Admin. team, SIS and IC oversee everything and participate in data analysis</p> <p>Teachers Principal and IC oversee the process and participate in data analysis</p>	<p>Weekly formative assessments, quarterly benchmarks and other assigned grades throughout the school year.</p> <p>weekly formative assessments quarterly benchmarks</p>	<p>NWEA data, teacher data binders, PLC notes with action steps included, report cards</p> <p>Mastery Connect data, teacher data binders, PLC notes for weekly formatives</p>
--	---	--	---

### 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.

<b>Benchmark Assessments (Math)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	NWEA MAP	online	
1-3	NWEA MAP	online	September 28-October 9, January 4-15, May 3-4

4-6	NWEA MAP	online	September 28-October 9, January 4-15, May 3-4
7-8	NWEA MAP	online	September 28-October 9, January 4-15, May 3-4
9-12	Mastery Connect	online	September 8-22, October 19-30, January 4-15, March 1-12, May 3-14

<b>Benchmark Assessments (ELA)</b>			
	<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>	NWEA MAP	online	September 28-October 9, January 4-15, May 3-4
<i>1-3</i>	NWEA MAP	online	September 28-October 9, January 4-15, May 3-4
<i>4-6</i>	NWEA MAP	online	September 28-October 9, January 4-15, May 3-4
<i>7-8</i>	NWEA MAP	online	September 28-October 9, January 4-15, May 3-4
<i>9-12</i>	Mastery Connect	online	September 8-22, October 19-30, March 1-12, May 3-14

**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.

WUSD Online Programs to Support Student Learning at Home	
Elementary Programs- all adopted core curriculum has print and digital versions we have access for. Teachers and students can access at home.	
Math	<a href="#">EnVisions Math 2.0</a> - our research-based math curriculum for Grades K-5. It offers print, digital, or blended instruction. enVisionmath2.0 provides the focus, coherence, and rigor needed to meet your standards. Project-based learning, visual learning strategies, and extensive customization options empower every teacher and student.
English Language Arts	<a href="#">Journeys</a> our research-based Program used by all 3 elementary schools in Whiteriver Unified School District. Journeys provides a framework to develop students’ abilities to make meaning through engaging text. This program is used for building comprehension, grammar skills, language, close reading and analysis, listening comprehension, and writing. The ELA program has hard cover texts, workbooks, and digital resources for all students.
Intervention	<a href="#">Lexia</a> Online research-proven program that provides explicit, systematic, personalized learning by targeting skill gaps as they emerge, and providing teachers with the data and resources they need for individual or small-group instruction. The online program will be used to boost reading achievement for our students with evidence-based instruction in critical areas of reading.
Online Support Curriculum	<a href="#">Edmentum: Study Island</a> Study Island is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. It was started in 2000 to help students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner.

Distance Learning Plan Template 2020-2021

<p>Online Classroom Support</p>	<p><a href="#">Google Classrooms</a> An online learning platform that our teachers will use to deliver instruction. With Classroom, educators can create classes, distribute assignments, grade and send feedback, post videos of lessons, and also provide live instruction with students participating in the lesson through video conferencing.</p>
<p>Junior High Programs- all adopted core curriculum has print and digital versions we have access for. Teachers and students can access at home.</p>	
<p>Math</p>	<p><a href="#">EnVisions Math</a> enVisionmath2.0 is our research-based math curriculum for Grades 6-8. It builds on the proven effectiveness of the enVision series, supporting coherent, focused, and rigorous mathematics. enVisionmath2.0 addresses the Common Core State Standards through problem solving, interactive experiences, and visual learning. Personalized math practice, built-in interventions, and customizable content deepen understanding and improve achievement.</p>
<p>English Language Arts</p>	<p><a href="#">MyPerspectives</a> myPerspectives is a research based core program designed and suited to engage 21st century learners as well as teachers. This program provides reading material that exposes students to various perspectives from different authors through literature that spans time periods, cultures and distinct writing styles. This program is highly interactive through the visual and audio media selections and promotes technology-based opportunities as well as independent learning habits needed for college and career success.</p>
<p>Intervention</p>	<p><a href="#">Edmentum: ExactPath</a> Exact Path uses our adaptive diagnostic assessments to create individualized learning pathways to promote growth for K-12 grade students in math, reading, and language arts. Exact Path tailors learning to each student’s academic goals.</p>
<p>Online Support Curriculum</p>	<p><a href="#">Edmentum: Study Island</a> Study Island is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. It was started in 2000 to help students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner.</p>



Distance Learning Plan Template 2020-2021

<p>Online Classroom Support</p>	<p><a href="#">Google Classrooms</a> An online learning platform that our teachers will use to deliver instruction. With Classroom, educators can create classes, distribute assignments, grade and send feedback, post videos of lessons, and also provide live instruction with students participating in the lesson through video conferencing.</p>
<p>High School Programs- all adopted core curriculum has print and digital versions we have access for. Teachers and students can access at home.</p>	
<p>Math</p>	<p><b><a href="#">Common Core: Algebra 1, Geometry, Algebra 2</a></b> We have been using the research-based common core program for the last several years and the teachers have worked to align the lessons to the Arizona State Standards. This program includes common core aligned math tasks at the beginning of each chapter that provides students with real-world application of math standards and skills. Connects to Google Classroom so students can access from one location.</p>
<p>English Language Arts</p>	<p><a href="#">MyPerspectives</a> myPerspectives is a research based core program designed and suited to engage 21st century learners as well as teachers. This program provides reading material that exposes students to various perspectives from different authors through literature that spans time periods, cultures and distinct writing styles. This program is highly interactive through the visual and audio media selections and promotes technology-based opportunities as well as independent learning habits needed for college and career success.</p>
<p>Intervention</p>	<p><b><a href="#">Edmentum: ExactPath</a></b> Exact Path uses our adaptive diagnostic assessments to create individualized learning pathways to promote growth for K-12 grade students in math, reading, and language arts. Exact Path tailors learning to each student’s academic goals.</p>

<p>Online Support Curriculum</p>	<p><a href="#"><u>Edmentum: Study Island</u></a> Study Island is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. It was started in 2000 to help students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner.</p> <p><b><a href="#"><u>Edmentum Courseware</u></a></b></p> <p>Edmentum has been in existence since the 1960s and has evolved over time to provide more options for teachers and students. Edmentum Courseware has curriculum for hundreds of courses, is aligned to the Arizona State Standards and is customizable for our students. It includes real-world practice that is rigorous and allows students to master skills outlined in the standards. Edmentum is used across the country and can be connected to our student information system so that student access is up to date.</p>
<p>Online Classroom Support</p>	<p><a href="#"><u>Google Classrooms</u></a> An online learning platform that our teachers will use to deliver instruction. With Classroom, educators can create classes, distribute assignments, grade and send feedback, post videos of lessons, and also provide live instruction with students participating in the lesson through video conferencing.</p>