

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	Concho Elementary School District	School District Entity ID	4160
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		David Embrey, District Administrator	
Representative Telephone Number			
Representative E-Mail Address		dembrey@concho.k12.az.us	

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
Concho Elementary School	4160	010306101

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.

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

How many instructional days will the school district operate for School Year 2020-2021?	180
How many instructional days did the school district operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	170	Start Date for Distance Learning	08/05/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	15	Estimated Number of Students Participating in Distance Learning for a Portion of the year	155
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
We plan to utilize distance learning for all students until we are able to fully reopen the school. Once school is open, we will offer distance learning to students who are unable to attend in person due to their own or another household member's underlying health conditions.

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

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

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

- Describe how the school district will track attendance for students attending remotely, whether full time or intermittently. The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
 - Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
 - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
 - Daily assignments completed and submitted by the student.
 - A parent attestation or documentation of time spent on educational activities.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Prepare lessons in packets and/or digital format for distribution to students (4 hours of daily work for grades 1 – 3, and 5 hours of work for grades 4 – 8). 2. Deliver lessons to each student and/or family. 3. Attendance will be recorded by each teacher based on assignment completion.	1. Teachers, District Administrator 2. Transportation Manager 3. Teachers, Office Manager	1. Weekly 2. Daily 3. Daily	1. Paper and/or digital lesson packets 2. Checklist of deliveries 3. Student information system 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
<ol style="list-style-type: none"> 1. Teachers will be provided with a template to use for contacting parents. 2. Teachers will contact the family of each student at least once weekly. 3. The District Administrator will review parent contact sheets on a monthly basis. 	<ol style="list-style-type: none"> 1. Teachers, District Administrator 2. Teachers 3. District Administrator 	<ol style="list-style-type: none"> 1. Once, at beginning of year 2. Weekly 3. Monthly 	<ol style="list-style-type: none"> 1. Parent contact template 2. Completed parent contact form 3. Completed parent contact forms

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1) Any staff working remotely will be available by phone and e-mail for the duration of their normally scheduled hours. 2) Staff working remotely must produce meaningful work in support of the district's distance learning plan. 	<ol style="list-style-type: none"> 1) District Administrator, Department Heads 2) District Administrator, Department Heads 	<ol style="list-style-type: none"> 1) Daily 2) Weekly 	<ol style="list-style-type: none"> 1) Response time to calls and e-mails. 2) Work produced

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b. Describe commitments on delivery of employee support services including but not limited to:

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) All staff will be reminded about available resources such as the Employee Assistance Program. 2) All staff will receive e-mail communications from the District Administrator and/or the Department Heads	1) Business Manager, Administrative Assistant 2) District Administrator, Department Heads	1) Weekly 2) Weekly	1) E-mails containing information about these resources 2) E-mails containing updates and information

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Staff will attend training in person prior to the return of students. The use of masks and/or appropriate distancing will be required. 2) Staff will also attend a variety of trainings virtually.	1) District Administrator, Special Education Director, Business Manager, Transportation/ Facilities Manager 2) District Administrator, Special Education Director, Business Manager, Transportation/ Facilities Manager	1) As needed and required for specific jobs, prior to the return of students 2) As needed and required for specific jobs.	1) Attendance logs from training 2) Completion report and/or certificate from virtual training.

List Specific Professional Development Topics That Will Be Covered

Annual mandatory training, Google Classroom, NWEA MAPS, District approved curriculum
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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		
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Independent Study, Project Based Learning, Direct Instruction via web based program	District approved curriculum: Eureka Math; Other supporting: EdHelper, Sumdog, Edulastic, ABCYa!	Completed assignments and verbal feedback from students and parents, received weekly	Completed assignments and verbal feedback from students and parents, received weekly

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1-3	Independent Study, Project Based Learning, Direct Instruction via web based program	District approved curriculum: Eureka Math; Other supporting: EdHelper, Sumdog, Edulastic, ABCYa!	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
4-6	Independent Study, Project Based Learning, Direct Instruction via web based program	District approved curriculum: Eureka Math; Other supporting: Khan Academy, EdHelper, Sumdog, Edulastic	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
7-8	Independent Study, Project Based Learning, Direct Instruction via web based program	District approved curriculum: Eureka Math; Other supporting: Khan Academy, EdHelper, Sumdog, Edulastic	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
9-12	N/A	N/A	N/A	N/A

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

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Independent Study, Project Based Learning, Direct Instruction via web based program	District approved curriculum: Wonders (McGraw Hill); Other supporting: EPIC, ReadWorks, EdHelper, Reading A to Z, ABCYa!	Completed assignments and verbal feedback from students and parents, received weekly	Completed assignments and verbal feedback from students and parents, received weekly
1-3	Independent Study, Project Based Learning, Direct Instruction via web based program	District approved curriculum: Wonders (McGraw Hill); Other supporting: EPIC, ReadWorks, EdHelper, Reading A to Z, Education.com	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
4-6	Independent Study, Project Based Learning, Direct Instruction via web based program	District approved curriculum: Wonders (McGraw Hill); Other supporting: EPIC, ReadWorks, EdHelper, Reading A to Z, Education.com	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
7-8	Independent Study, Project Based Learning, Direct Instruction via web based program	District approved curriculum: Wonders (McGraw Hill); Other supporting: EPIC, ReadWorks,	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding

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		EdHelper, Reading A to Z, Education.com		
9-12	N/A	N/A	N/A	N/A

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

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Independent Study, Project Based Learning, Direct Instruction via web based program	Edhelper, Education.com, ReadWorks	Completed assignments and verbal feedback from students and parents, received weekly	Completed assignments and verbal feedback from students and parents, received weekly
1-3	Independent Study, Project Based Learning, Direct Instruction via web based program	Edhelper, Education.com, ReadWorks	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
4-6	Independent Study, Project Based Learning, Direct Instruction via web based program	Edhelper, Education.com, ReadWorks	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
7-8	Independent Study, Project Based Learning, Direct Instruction via web based program	Edhelper, Education.com, ReadWorks	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
9-12	N/A	N/A	N/A	N/A

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Independent Study, Project Based Learning, Direct Instruction via web based program	Edhelper, Education.com, ReadWorks	Completed assignments and verbal feedback from students and parents, received weekly	Completed assignments and verbal feedback from students and parents, received weekly
1-3	Independent Study, Project Based Learning, Direct Instruction via web based program	Edhelper, Education.com, ReadWorks	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
4-6	Independent Study, Project Based Learning, Direct Instruction via web based program	Edhelper, Education.com, ReadWorks	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
7-8	Independent Study, Project Based Learning, Direct Instruction via web based program	Edhelper, Education.com, ReadWorks	Completed assignments and verbal feedback from students and parents, received weekly	Weekly quizzes to check for understanding
9-12	N/A	N/A	N/A	N/A

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

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
<ol style="list-style-type: none"> Special Education Teachers will be provided with a template to use for contacting parents. Special Education Teachers will initially contact the family of each student to discuss the best way to provide services to the child during the school closure. Special Education Teachers will contact the family of each student at least once weekly. The Special Education Director will review parent contact sheets on a weekly basis. 	<ol style="list-style-type: none"> Special Education Teachers, Special Education Director Special Education Teachers, Special Education Director Special Education Teachers, Special Education Director Special Education Director 	<ol style="list-style-type: none"> Once, at beginning of year Once, at beginning of year Weekly Weekly 	<ol style="list-style-type: none"> Parent contact template Prior Written Notice Completed parent contact form Completed parent contact forms

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Process for Implementing Action Step

The Special Education Director will meet with the Special Education Teachers during the week of orientation. A template for contacting parents will be distributed at that time and teachers will begin contacting parents. The team will meet again to evaluate the procedure and make any necessary changes.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> The ELL Coordinator will assist the general education teachers in contacting the families of our ELL students to discuss the best way to support these children. The general education teacher will follow up on a weekly basis to ensure that the supports are in place. The ELL Coordinator will review the parent contact sheets on a weekly basis. 	<ol style="list-style-type: none"> ELL Coordinator, General Education Teacher ELL Coordinator, General Education Teacher ELL Coordinator 	<ol style="list-style-type: none"> Once, at beginning of year Weekly Weekly 	<ol style="list-style-type: none"> Parent contact forms Parent contact forms Parent contact forms

Process for Implementing Action Step

The ELL Coordinator will meet with the General Education Teachers during the week of orientation. A template for contacting parents will be distributed at that time and teachers will begin contacting parents. The team will meet again to evaluate the procedure and make any necessary changes.

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

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

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	
	Phone	X	X	X	X	
	Webcast					
	Email/IM					
	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
<ol style="list-style-type: none"> The School Counselor and Special Education Teachers will assist with providing materials for teachers to include in their learning packets. The parent contact template will have a place for teachers to document their weekly check-ins. The School Counselor will conduct some home visits during the time of meal and/or instructional packet material. The School Counselor will conduct phone counseling sessions with students on her caseload. 	<ol style="list-style-type: none"> School Counselor, Special Education Teachers, General Education Teachers General Education Teachers, Special Education Teachers School Counselor, Transportation Manager School Counselor 	<ol style="list-style-type: none"> Weekly Weekly Weekly Weekly 	<ol style="list-style-type: none"> Instructional materials placed in packets Parent contact forms Therapy notes Therapy notes

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
<ol style="list-style-type: none"> Classroom teachers will review assignments and quizzes. Students will be assessed with the NWEA MAP Growth Test once classes have resumed at school. 	<ol style="list-style-type: none"> General Education Teachers, District Administrator District Test Coordinator, District Administrator, General Education Teachers 	<ol style="list-style-type: none"> Weekly Fall, Winter, and Spring 	<ol style="list-style-type: none"> Student work and quiz results Student assessment results

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	NWEA MAP Growth	In person	The third and fourth weeks of in person classes
<i>1-3</i>	NWEA MAP Growth	In person	The second and third weeks of in person classes
<i>4-6</i>	NWEA MAP Growth	In person	The second and third weeks of in person classes
<i>7-8</i>	NWEA MAP Growth	In person	The second and third weeks of in person classes
<i>9-12</i>	N/A	N/A	N/A

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	NWEA MAP Growth	In person	The third and fourth weeks of in person classes
<i>1-3</i>	NWEA MAP Growth	In person	The second and third weeks of in person classes
<i>4-6</i>	NWEA MAP Growth	In person	The second and third weeks of in person classes
<i>7-8</i>	NWEA MAP Growth	In person	The second and third weeks of in person classes
<i>9-12</i>	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).

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.