

Distance Learning Plan- MCOB ASD #90

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.

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	Mary C. O’Brien Accommodation District #90	School District Entity ID	4435
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Marty Bassett	
Representative Telephone Number		520-450-4481	
Representative E-Mail Address		mbassett@pinalk12.org	

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Mary C O’Brien Elementary School (K-6)	5893	
Villa Oasis Interscholastic Center for Education (9-12)	6067	

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each school district shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

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

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	MCOB Elementary – 125 Villa Oasis - 100	Start Date for Distance Learning	August 17, 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	MCOB Elementary – 125 Villa Oasis - 100
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 checked="" type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <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.). <input type="checkbox"/> 5. Other (Please explain below)
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If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

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:

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- 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
MCOB Elementary -	Elementary parents attest to student attendance via a Form in Microsoft Teams.	Daily by Parents	Form Documentation
Villa Oasis -	Teachers take hourly attendance via Teams and submit records to Administrative Assistant for entering PowerSchool	Daily and hourly by class schedule	Teacher documentation and entering records into PowerSchool

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
MCOB Elementary – teachers will hold a morning meeting with students and provide some synchronous as well as asynchronous learning throughout each day. Hard copies of materials will also be delivered/collected weekly by bus drivers.	Teachers and Principal	Daily and in some cases Hourly	Daily School Schedules and verification of attendance.
Villa Oasis – class schedule followed using Teams, the same as if classes were being held in-person	Teachers and Principal	Hourly and Dailey	Hourly attendance records kept by teachers and submitted for PowerSchool.

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
MCOB Elementary - Teachers will create and teach lessons either synchronously and/or asynchronously to students daily via Teams.	Teachers/Paraprofessionals/Principal	Daily	Direct Observation, Teams documents, Student records.
Villa Oasis – teachers will create and teach lessons synchronously via Teams.	Teachers/Principal	Hourly/Daily	Direct Observation, Teams documents, Student records.

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
Overview and training on staff policies and handbook – beginning of the year Regular staff meetings and updates on policies and procedures. Regular staff meetings and updates on remote learning progress and teaching	Principals/Human Resources/Superintendent	Weekly	Team meeting sign in sheets Meeting notes Teams documents

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Seek professional development training and support on virtual/remote instruction *Schedule and provide professional development *Arrange for coaching and modeling for remote learning and teaching *Provide virtual coaching through classroom observations or by staff request	Principal/Master Teachers	Nine days of Professional Development/Teacher workdays were provided to all teachers prior to the start of the 2020/2021 School Year. Continued professional development will be provided throughout the year as needed.	Training agendas Sign in Sheets Meeting Notes

List Specific Professional Development Topics That Will Be Covered

Professional development has focused on virtual learning, utilizing Microsoft Teams and OneNote for virtual instruction. Training has also been provided on video taping of lessons, engaging students virtually, and supporting students during a pandemic.

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire			
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X

WIFI Hot Spot	If needed		
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>	<i>Pre-recorded vidoes with Live Office Hours via Teams</i>	<i>Engage NY/Eureka Math</i>	<i>Daily submitted assignments, classroom quizzes</i>	<i>Engage NY/Eureka Math End-of-Module Assessments. Assessments take place every 3 – 4 weeks.</i>
<i>1-3</i>	<i>Pre-recorded vidoes with Live Office Hours via Teams</i>	<i>Engage NY/Eureka Math</i>	<i>Daily submitted assignments, classroom quizzes</i>	<i>Engage NY/Eureka Math End-of-Module Assessments. Assessments take place every 3 – 4 weeks.</i>
<i>4-6</i>	<i>Pre-recorded vidoes with Live Office Hours via Teams</i>	<i>Engage NY/Eureka Math</i>	<i>Daily submitted assignments, classroom quizzes</i>	<i>Engage NY/Eureka Math End-of-Module Assessments. Assessments take place every 3 – 4 weeks.</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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9-12	<i>Students will be provided a surface go tablet to be used for virtual learning for math classes following the district adopted curriculum.</i>	<i>Microsoft Teams</i>	<i>Teacher developed formative assessment through Teams, daily and weekly.</i>	<i>Teachers developed summative assessments bi-weekly, monthly, and quarterly</i>
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Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Pre-recorded vidoes with Live Office Hours via Teams</i>	<i>Houghton Mifflin Journeys</i>	<i>Daily submitted assignments, classroom quizzes</i>	<i>Journeys assessments administered every 1 – 2 weeks.</i>
<i>1-3</i>	<i>Pre-recorded vidoes with Live Office Hours via Teams</i>	<i>Houghton Mifflin Journeys</i>	<i>Daily submitted assignments, classroom quizzes</i>	<i>Journeys assessments administered every 1 – 2 weeks.</i>
<i>4-6</i>	<i>Pre-recorded vidoes with Live Office Hours via Teams</i>	<i>Houghton Mifflin Journeys</i>	<i>Daily submitted assignments, classroom quizzes</i>	<i>Journeys assessments administered every 1 – 2 weeks.</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>Students will be provided a surface go tablet to be used for virtual learning for ELA classes following the district adopted curriculum.</i>	<i>Microsoft Teams</i>	<i>Teacher developed formative assessment through Teams, daily and weekly.</i>	<i>Teachers developed summative assessments bi-weekly, monthly, and quarterly</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Hard copy packets</i>	<i>Scholastic Science Spin</i>	<i>Weekly submission of the Science Spin</i>	<i>Classroom Grades - quarterly</i>

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1-3	<i>Hard copy packets</i>	<i>Scholastic Science Spin</i>	<i>Weekly submission of the Science Spin</i>	<i>Classroom Grades - quarterly</i>
4-6	<i>Hard copy packets</i>	<i>Scholastic Science Spin</i>	<i>Weekly submission of the Science Spin</i>	<i>Classroom Grades - quarterly</i>
7-8	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
9-12	<i>Students will be provided a surface go tablet to be used for virtual learning for science classes following the district adopted curriculum.</i>	<i>Microsoft Teams</i>	<i>Teacher developed formative assessment through Teams, daily and weekly.</i>	<i>Teachers developed summative assessments bi-weekly, monthly, and quarterly</i>

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

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Hard copy packets</i>	<i>Scholastic News</i>	<i>Weekly submission of the Scholastic News</i>	<i>Classroom grades - quarterly</i>
<i>1-3</i>	<i>Hard copy packets</i>	<i>Scholastic News</i>	<i>Weekly submission of the Scholastic News</i>	<i>Classroom grades - quarterly</i>
<i>4-6</i>	<i>Hard copy packets</i>	<i>Scholastic News</i>	<i>Weekly submission of the Scholastic News</i>	<i>Classroom grades - quarterly</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>Students will be provided a surface go tablet to be used for virtual learning for elective classes following the district adopted curriculum.</i>	<i>Microsoft Teams</i>	<i>Teacher developed formative assessment through Teams, daily and weekly.</i>	<i>Teachers developed summative assessments bi-weekly, monthly, and quarterly</i>

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))

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	<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				

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

MCOB Elementary will offer a combination of synchronous and asynchronous learning opportunities. Students will start the day with a Live Morning Meeting in which the teacher will greet students, conduct a brief social-emotional lesson, and lay out the agenda for the school day. The Morning Meetings will be recorded and posted in Teams for students who cannot attend live. Core instruction will be pre-recorded videos made by MCOB teachers for math and ELA. Live office hours for each subject area to review the content in the pre-recorded videos is scheduled with the teacher through Teams. In addition, Grades K – 2 will pre-record daily skill review. Skill review may include phonics instruction, fluency, number identification, and patterns. After benchmark assessments are administered, students will be assigned to live small groups in math and reading. Students who are not able to participate in live small groups will be assigned to on-line programs such as iReady, Lexia Core 5, and Reading Plus. A weekly assembly to promote connection to the school community will be held live on Friday afternoons. Please see attached documentation further summarizing MCOB’s Distance Learning Plan.

Villa Oasis – Teachers will be in their classrooms, teaching synchronous classes via Teams remotely to students following the regular bell/master schedule (attached).

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
MCOB Elementary Students with disabilities will receive services virtually through Teams.	Case Manager	Frequency of service will be based off the student’s IEP. Most students will receive 30 minutes – 1 hours of resource 4x weekly, 30 – 60 minutes of speech/language 1 – 2x weekly, 30 minutes of OT 1x weekly, and 30 – 60 minutes of counseling services 1 – 2x weekly. Again, the frequency and time will be based on student need and the IEP>	Special education schedule and documentation of student attendance in offered virtual sessions.

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Villa Oasis - Students with disabilities will receive services virtually through Teams or on-site with the Special Education teacher	Case Manager/Principal	Frequency of service will be based off the student's IEP. Most students will receive 30 minutes – 1 hours of resource 4x weekly, 30 – 60 minutes of speech/language 1 – 2x weekly, 30 minutes of OT 1x weekly, and 30 – 60 minutes of counseling services 1 – 2x weekly. Again, the frequency and time will be based on student need and the IEP>	Special education schedule and documentation of student attendance in offered virtual sessions.
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Process for Implementing Action Step

The IEP for each student with a disability was reviewed by the Case Manager and other service providers to determine if FAPE could be provided virtually. Then, a schedule for services was created in partnership with the parent. Teams will be used as the platform to provide specifically designed instruction virtually. Documentation of each meeting will be recorded. The IEP team will monitor student progress toward goal then convene the IEP team as necessary.

Follow all IDEA State and federal laws for 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
*If student marks anything other than English on Phlote, records are requested for ELL. *An ILIP is implemented as needed	Principal	As needed	Phlote File Review Form ELL Report

Process for Implementing Action Step

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	n/a	x
	Packet of Social and Emotional Topics	x	x	x	n/a	x
	Online Social Emotional videos	x	x	x	n/a	x
	Parent Training				n/a	
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	x	x	x	n/a	x
	Phone	x	x	x	n/a	x
	Webcast	x	x	x	n/a	x
	Email/IM			x	n/a	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
Live Morning Meetings with Classroom Teacher daily to include lessons in SEL.	Classroom Teacher/Social Worker	Daily	Schedule and recordings
SEL support for students in need.	Social Worker	Typically 1 – 2x weekly	Schedule and social worker records.

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
MCOB Elementary – Summative	Classroom Teacher	ELA 1-2x weekly Math – every 3-4 weeks	Student grades and assessments

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Villa Oasis – Completion of coursework and course standards as adopted by the district.	Teachers/Principal	Quarterly	Credits achieved towards graduation
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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>
Kindergarten	<i>iReady from Curriculum Associates</i>	<i>On-line</i>	<i>December 2020 or January 2021</i>
1-3	<i>iReady from Curriculum Associates</i>	<i>On-line</i>	<i>Week of August 31</i>
4-6	<i>iReady from Curriculum Associates</i>	<i>On-line</i>	<i>Week of August 31</i>
7-8			
9-12	<i>NWEA MAP Assessment</i>	<i>Online</i>	<i>1st quarter, 2nd quarter, 4th quarter</i>

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	<i>iReady from Curriculum Associates</i>	<i>On-line week of September 4</i>	<i>Week of September 4th</i>
1-3	<i>iReady from Curriculum Associates</i>	<i>On-line week of September 4</i>	<i>Week of September 4th</i>
4-6	<i>iReady from Curriculum Associates</i>	<i>On-line week of September 4</i>	<i>Week of September 4th</i>
7-8			
9-12	<i>NWEA MAP Assessment</i>	<i>Online</i>	<i>1st quarter, 2nd quarter, 4th quarter</i>

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).

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MCOB Elementary – Benchmark assessments will be administered through the I-Ready system online either remotely or on campus.

Villa Oasis - Benchmark assessments will be administered through the NWEA MAP system online either remotely or on campus.

Additional Information (Optional)

The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

Please see attached –

- MCOB Elementary COVID Distance Learning Plan Schedule 2020-2021
- Villa Oasis Master Schedule 2020-20201