

Distance Learning Plan Template for Gilbert Public Schools

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	Gilbert Public Schools	School District Entity ID	4239
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Dr. Barbara Newman	
Representative Telephone Number		480.497.3409	
Representative E-Mail Address		barbara.newman@gilbertschools.net	

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
Ashland Ranch Elementary School	79181	07-02-41-161
Augusta Ranch Elementary School	79630	07-02-41-162
Boulder Creek Elementary School	79145	07-02-41-160
Burk Elementary School	5030	07-02-41-147

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Canyon Rim Elementary School	79829	07-02-41-163
Carol Rae Elementary School	79144	07-02-41-159
Finley Farms Elementary School	5038	07-02-41-156
Gilbert Elementary School	5023	07-02-41-140
Greenfield Elementary School	5024	07-02-41-141
Harris Elementary School	5033	07-02-41-150
Highland Park Elementary School	88041	07-02-41-166
Houston Elementary School	5029	07-02-41-146
Islands Elementary School	5028	07-02-41-145
Meridian Elementary School	87533	07-02-41-165
Mesquite Elementary School	5032	07-02-41-149
Neely Traditional Academy	5026	07-02-41-143
Oak Tree Elementary School	78918	07-02-41-157
Patterson Elementary School	5025	07-02-41-142
Pioneer Elementary School	5027	07-02-41-144
Playa Del Rey Elementary School	5034	07-02-41-151
Quartz Hill Elementary School	89594	07-02-41-167
Settlers Point Elementary School	78919	07-02-41-158
Sonoma Ranch Elementary School	5036	07-02-41-154
Spectrum Elementary School	81145	07-02-41-164

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Superstition Springs Elementary School	5037	07-02-41-155
Towne Meadows Elementary School	5035	07-02-41-152
Val Vista Lakes Elementary School	5031	07-02-41-148
Desert Ridge Junior High School	79629	07-02-41-124
Greenfield Junior High School	5022	07-02-41-122
Highland Junior High School	6006	07-02-41-123
Mesquite Junior High School	5021	07-02-41-121
South Valley Junior High School	85847	07-02-41-125
Gilbert Global Academy	91209	07-02-41-235
Gilbert Classical Academy	89606	07-02-41-234
Campo Verde High School	90124	07-02-41-214
Desert Ridge High School	79823	07-02-41-213
Gilbert High School	5039	07-02-41-210
Highland High School	5040	07-02-41-211
Mesquite High School	6007	07-02-41-212

Distance Learning Background Information

a. Number of Instructional Days (3.b)

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.

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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	34,000	Start Date for Distance Learning	08/05/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	1400	Estimated Number of Students Participating in Distance Learning for a Portion of the year	34,000
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 online from home on other days (i.e. half of the students attend in-person Mon/Wed/Thursday and half of the students Tues/Wed/Friday, 2-3 days). <input checked="" 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:
<p>We plan to offer three delivery models for our students:</p> <ol style="list-style-type: none"> 1. Brick and Mortar with mitigation strategies. The majority of families have chosen this option for their students. 2. Hybrid. K-12 Students will learn in classroom 2-3 days/week and work online with teacher direction 2-3 days/week. 3. Fulltime online and distance learning. <p>We will provide online learning for all students until the COVID-19 data and safety metrics dictate that we can reopen our brick and mortar buildings. When we do reopen our buildings for in-person instruction, the families will choose the delivery model that is best for their student.</p>

Is the school district requiring students to do distance learning? <i>See above- only until metrics dictate a safe opening.</i>	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 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
<p>Explicit Expectation communicated to parents and students on required DL hours per day/week.</p> <ul style="list-style-type: none"> Students and parents are informed to log in to the online platform to check in for the day. DL will be delivered through live lessons and independently throughout the week. <ul style="list-style-type: none"> Grade KG-2-3hrs daily Grades 1-3- 4hrs daily Grades 4-12-5hrs daily Staff training of attendance procedures for DL 	<ul style="list-style-type: none"> Site administrators Teachers Attendance staff 	Daily	<ul style="list-style-type: none"> Communication with students, parents, and staff. Daily reports from online platform and SIS Reported absences to AzEDS

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<ol style="list-style-type: none"> 1. Attendance will be tracked by student logging into an online platform. An unexcused absence will be generated into SIS when the student has not logged in. 2. Parents will receive an email notification that student has not participated in DL and will be marked with an unexcused absence. Parent will need to contact school within 24hrs to excuse absence. <ul style="list-style-type: none"> • Unexcused absence will be reported to AzEDS 3. Attendance staff will call parents the following day regarding the unexcused absence. <ul style="list-style-type: none"> • If applicable unexcused absences will be updated to excused and reported to AzEDS. 4. Students who have not been active -and- absences have not been excused by parent for 10 consecutive school days will be withdrawn. 5. Preschool – Preschool teachers will take attendance during their live Webex meetings and enter the attendance accordingly in the SIS. 			
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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
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<ul style="list-style-type: none"> • Live lessons • Assignment Feedback • Mentor assignment • Emails • Calls 	<ul style="list-style-type: none"> • Teachers • Administrators • Counselors/Social Workers • Attendance Staff 	Daily	<ul style="list-style-type: none"> • Communication with students, parents, and staff. • Daily reports from online platform and SIS • Reported absences to AzEDS
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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. The teacher will be available to administrators and parents during the entire 8-hour workday. 2. Teachers will be available for virtual calls and or meetings during the entire 8-hour contracted workday. 3. All emails from students, parents, and staff are to be responded to within a 24-hour timeframe during normal working hours. 4. Teachers are expected to work at home as if they were in a school building. There should be no interruptions from others in the room. 5. Teachers will be professional at all times. The teacher is responsible to check their surroundings for inappropriate items that may show when on Webex. The teacher is to dress in professional attire. 	<ul style="list-style-type: none"> • Teachers • Site Administrators 	Daily	<ul style="list-style-type: none"> • Attendance at meetings • Phone calls answered in a timely manner • Emails returned in a timely manner • Email/phone communication logs • Administrative visits during class sessions ensuring compliance

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<p>6. Teachers will have an area that mimics a classroom environment (i.e. an enclosed room with a door that is closed, no other persons walking through, etc.)</p> <p>7. Teachers are expected to be aware of FERPA guidelines and understand that having anyone else in the room while teaching could be a FERPA violation.</p>			
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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
<p>The district is committed to providing employee support services to teachers and regular communication from administration while they are teaching online</p> <p>Virtual walk-thru and drop-ins on classes will be conducted to offer teachers support and feedback regarding lessons, student engagement and feedback, online assessments, etc.</p> <p>Campus administrators will send weekly updates and virtual meeting with their staff.</p> <p>Office of Talent Management to review Governing Board policies related to sick leave.</p>	<ul style="list-style-type: none"> • Administration • Technology Integration Educators (TIES) • Academic coaches • Social workers • Counselors • Paraprofessionals 	<p>Daily</p> <p>Weekly</p> <p>Weekly/Biweekly</p>	<ul style="list-style-type: none"> • Training/support logs/administrative emails/faculty meeting minutes • Notes/classroom visit logs/evaluation documentation • Updates • Agendas

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"> 1. Webex Live Sessions 2. Podcasts as PD Launch Sessions 3. On Demand PD Playlist Sessions 4. Campus / teacher consultations / mentoring 5. PLC Support 6. Virtual Office Hours 7. Virtual coaching at request of teacher or administrator 	<ul style="list-style-type: none"> ● Professional Growth Instructional Specialists ● Curriculum Coordinators and Coaches ● Technology integration Educators (TIES) ● Special Education Coordinators and Coaches ● Curriculum Coordinators and Coaches ● Campus Instructional Coaches 	<p>Webex Live sessions daily Mid July - August 2020</p> <p>PD On Demand is accessible at any time to all employees (ongoing)</p> <p>Podcasts are accessible to teachers at any time (ongoing)</p> <p>Podcasts used to launch campus PD - (monthly)</p> <p>Consultations by request as needed</p>	<ul style="list-style-type: none"> ● Annual calendar of offerings (Quick Links) ● Attendance lists ● Flyer with links to On Demand PD ● Flyer with links to Podcasts ● Participant course submission (via google forms)

List Specific Professional Development Topics That Will Be Covered

<p>New Teachers: Curriculum Sessions (all core content areas and special education)</p> <p>ALL teachers:</p> <ul style="list-style-type: none"> Buzz Virtual Platform Overview Buzz - The Next Level Building Virtual Relationships Jigsaw Digitally in the Classroom Digital Discussion Tools Demystifying the Art of Good Classroom Design “Roll Around and Idea” Strategy Structures for Feedback in a Remote Setting Using Visuals to Promote Metacognition Digital Collaboration Structures for Students Using Playlist Agendas to Organize Virtual Learning Assessment Practices and virtual platform

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	X	X	
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support (online resources/help desk email)	X	X	X
Other: On-call tech support		X	X

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	<u>Synchronous Online</u>			

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	<p>Students will receive synchronous direct instruction learning with their teacher via Webex three days a week and have access to each of the sessions via recorded video. Instruction will be provided via Webex, slides/PowerPoint presentations, menu boards, playlists, and/or virtual peer collaboration. Two days a week, students will learn via independent learning: videos, independent practice, pre-recorded direct instruction.</p> <p>Teachers will use the FLVS lessons/modules and will incorporate the district curriculum throughout the year to support the standards and provide additional small group and 1:1 support.</p> <p><u>Asynchronous Online</u> Teachers will use the FLVS lessons/modules and the district curriculum for students to work on in a self-paced manner with suggested timelines; as assigned by teachers. Instruction for the asynchronous learning will be done via FLVS lessons/modules, menu boards, games or playlists. Instruction will include video content, and opportunities for student practice and assessment that is aligned with Arizona math Standards.</p>	<p>Florida Virtual School (FLVS) Online Curriculum HMH Math Expressions Saxon Math (traditional campuses)</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p> <p>Inclusion of universal screeners (3 times per year), diagnostics (quarterly) and quick skills (every 2 weeks) checks to identify gaps and areas for enrichment via Illuminate assessment platform</p>	<p>End of lesson, unit summative tests, Curriculum Based Measures (CBM)</p> <p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>
1-3	<u>Synchronous Online</u>			

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	<p>Students will receive synchronous direct instruction learning with their teacher via Webex three days a week and have access to each of the sessions via recorded video. Instruction will be provided via Webex, slides/PowerPoint presentations, menu boards, playlists, and/or virtual peer collaboration. Two days a week, students will learn via independent learning: videos, independent practice, pre-recorded direct instruction.</p> <p>Teachers will use the FLVS lessons/modules and will incorporate the district curriculum throughout the year to support the standards and provide additional small group and 1:1 support.</p> <p><u>Asynchronous Online</u> Teachers will use the FLVS lessons/modules and the district curriculum for students to work in a self-paced manner with suggested timelines; as assigned by teachers. Instruction for the asynchronous learning will be done via FLVS lessons/modules, menu boards, games or playlists. Instruction will include video content, and opportunities for student practice and assessment that is aligned with Arizona math Standards.</p>	<p>Florida Virtual School (FLVS) Online Curriculum HMH Math Expressions Saxon Math (traditional campuses)</p>	<p><i>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</i></p> <p><i>Inclusion of universal screeners (3 times per year), diagnostics (quarterly) and quick skills (every 2 weeks) checks to identify gaps and areas for enrichment via Illuminate assessment platform</i></p>	<p>End of lesson, unit summative tests, Curriculum-Based Measures (CBM)</p> <p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>
<p>4-6</p>	<p><u>Synchronous Online</u> Students will receive synchronous direct instruction learning with their</p>	<p>Florida Virtual School (FLVS) Online Curriculum HMH Math Expressions</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams</p>	<p>End of lesson, unit summative tests, Curriculum-Based Measures (CBM)</p>

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	<p>teacher via Webex three days a week and have access to each of the sessions via recorded video. Instruction will be provided via Webex, slides/PowerPoint presentations, menu boards, playlists, and/or virtual peer collaboration. Two days a week, students will learn via independent learning: videos, independent practice, pre-recorded direct instruction.</p> <p>Teachers will use the FLVS lessons/modules and will incorporate the district curriculum throughout the year to support the standards and provide additional small group and 1:1 support.</p> <p><u>Asynchronous Online</u> Teachers will use the FLVS lessons/modules and the district curriculum for students to work on in a self-paced manner with suggested timelines; as assigned by teachers. Instruction for the asynchronous learning will be done via FLVS lessons/modules, menu boards, games or playlists. Instruction will include video content, and opportunities for student practice and assessment that is aligned with Arizona State Standards.</p>	<p>Saxon Math (traditional campuses)</p>	<p>protocol, including pre and post assessments to establish baseline data and evaluate growth</p> <p>Inclusion of Computer Adaptive Tests (3 times per year) to identify instructional levels and quick skills (every 2 weeks) checks to identify gaps and areas for enrichment via Illuminate assessment platform</p>	<p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>
<p>7-8</p>	<p><u>Synchronous Online</u> Students will receive synchronous direct instruction with their teacher via Webex two days a week and</p>	<p>Florida Virtual School (FLVS) Online Curriculum Glencoe Math</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post</p>	<p>End of lesson, unit, semester summative tests, Curriculum-Based Measures (CBM)</p>

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	<p>have access to each of the sessions via recorded video. In addition, students will engage in independent learning three days per week. These instructional methods will include direct instruction via pre-recorded video, independent practice of skills, performance based assessment as well as a variety of other methods. Students will also access their learning via Webex, slides/PowerPoint presentations, menu boards, playlists, and/or virtual peer collaboration. Teachers will use the FLVS lessons/modules and will incorporate the district curriculum throughout the year to support the standards and provide additional small group and 1:1 support.</p> <p><u>Asynchronous Online</u> Students will use the FLVS lessons/modules to work in a self-paced manner with suggested timelines; as assigned by teachers. Instruction for the asynchronous learning will be done via FLVS lessons/modules, menu boards, games or playlists. Instruction will include video content, and opportunities for student practice and assessment that is aligned with Arizona math Standards.</p>		<p>assessments to establish baseline data and evaluate growth</p> <p>inclusion of Computer Adaptive Tests (3 times per year) to identify instructional levels and quick skills (every 2 weeks) checks to identify gaps and areas for enrichment via Illuminate assessment platform</p>	<p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>
<p>9-12</p>	<p><u>Synchronous Online</u> Students will receive synchronous direct instruction with their teacher via Webex two days a week and have access to each of the sessions</p>	<p>Florida Virtual School (FLVS) Online Curriculum AP Classroom Carnegie Math</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post</p>	<p>End of lesson, unit, semester summative tests, Curriculum-Based Measures (CBM)</p>

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	<p>via recorded video. In addition, students will engage in independent learning three days per week. These instructional methods will include direct instruction via pre-recorded video, independent practice of skills, performance based assessment as well as a variety of other methods. Students will also access their learning via Webex, slides/PowerPoint presentations, menu boards, playlists, and/or virtual peer collaboration. Teachers will use the FLVS lessons/modules and will incorporate the district curriculum throughout the year to support the standards and provide additional small groups and 1:1 support.</p> <p><u>Asynchronous Online</u> Students will use the FLVS lessons/modules to work in a self-paced manner with suggested timelines; as assigned by teachers. Instruction for the asynchronous learning will be done via FLVS lessons/modules, menu boards, games or playlists. Instruction will include video content, and opportunities for student practice and assessment that is aligned with Arizona math Standards.</p>		<p>assessments to establish baseline data and evaluate growth</p> <p>Inclusion of Computer Adaptive Testing (3 times per year) when appropriate to identify gaps/need for enrichment</p>	<p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>
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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>	<u>Synchronous Online</u>			

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	<p>Synchronous Reading instruction will be provided for 90 minutes three days a week using Webex. During this time, teachers will provide direct and explicit instruction to introduce concepts, build understanding, model, check for understanding, clarify areas of confusion and allow for practice and engagement.</p> <p>For 90 minutes, two days a week, students will work in an asynchronous environment via FLVS virtual platform. During this time, students will apply what they have learned in the synchronous sessions. These asynchronous lessons will include a variety of methods including but not limited to independent reading and or practice of reading skills, journaling and practice of writing skills. Video content may also be used to support learning during this time.</p> <p><u>Asynchronous Online</u> FLVS content will be used for asynchronous instruction. Methods used in this platform include direct instruction via PowerPoint, video content and variety of multimedia applications. Voice recording is available for performance based assessment and practice.</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p> <p>Foundations (Wilson Language)</p> <p>Spalding (traditional campuses only)</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>End of lesson, unit, semester summative tests, Curriculum-Based Measures (CBM)</p> <p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>
<p>1-3</p>	<p><u>Synchronous Online</u> Synchronous Reading instruction will be provided for 90 minutes three days a week using</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p> <p>Foundations (Wilson Language)</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post</p>	<p>End of lesson, unit, semester summative tests, Curriculum-Based Measures (CBM)</p>

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	<p>Webex. During this time, teachers will provide direct and explicit instruction to introduce concepts, build understanding, model, check for understanding, clarify areas of confusion and allow for practice and engagement. Lessons will be recorded for student reference.</p> <p>For 90 minutes, two days a week, students will work in an asynchronous environment via FLVS virtual platform. During this time, students will apply what they have learned in the synchronous sessions. These asynchronous lessons will include a variety of methods including but not limited to independent reading and or practice of reading skills, journaling and practice of writing skills. Video content may also be used to support learning during this time.</p> <p><u>Asynchronous Online</u> FLVS content will be used for asynchronous instruction. Methods used in this platform include direct instruction via PowerPoint, video content and variety of multimedia applications. Voice recording is available for performance based assessment and practice.</p>	<p>Spalding (traditional campuses only)</p>	<p>assessments to establish baseline data and evaluate growth</p>	<p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>
<p>4-6</p>	<p><u>Synchronous Online</u> Synchronous Reading instruction will be provided three days a week using Webex. During this time,</p>	<p>Florida Virtual School (FLVS) Online Curriculum Foundations (Wilson Language)</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post</p>	<p>End of lesson, unit, semester summative tests, Curriculum-Based Measures (CBM)</p>

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	<p>teachers will provide direct and explicit instruction to introduce concepts, build understanding, model, check for understanding, clarify areas of confusion and allow for practice and engagement. Lessons will be recorded for student reference.</p> <p>Two days a week, students will work in an asynchronous environment via FLVS. During this time, students will apply what they have learned in the synchronous sessions. These asynchronous lessons will include a variety of methods including but not limited to independent reading and or practice of reading skills, journaling and practice of writing skills. Video content may also be used to support learning during this time.</p> <p><u>Asynchronous Online</u> FLVS content will be used for asynchronous instruction. Methods used in this platform include direct instruction via PowerPoint, video content and variety of multimedia applications. Voice recording is available for performance based assessment and practice.</p>	<p>Spalding (traditional campuses only)</p>	<p>assessments to establish baseline data and evaluate growth</p>	<p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>
<p>7-8</p>	<p><u>Synchronous Online</u> Synchronous ELA instruction will be provided two days a week using Webex. During this time, teachers will provide direct and explicit instruction to introduce concepts, build understanding, model, check</p>	<p>Florida Virtual School (FLVS) Online Curriculum Springboard</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>End of lesson, unit, semester summative tests, Curriculum-Based Measures (CBM)</p> <p>Interim district assessment to evaluate mastery of learning on</p>

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	<p>for understanding, clarify areas of confusion and allow for practice and engagement. Lessons will be recorded for student reference.</p> <p>Three days a week, students will work in an asynchronous environment via FLVS. During this time, students will apply what they have learned in the synchronous sessions. These asynchronous lessons will include a variety of methods including but not limited to independent reading and or practice of reading skills, journaling and practice of writing skills. Video content may also be used to support learning during this time.</p> <p><u>Asynchronous Online</u> FLVS content will be used for asynchronous instruction. Methods used in this platform include direct instruction via PowerPoint, video content and variety of multimedia applications. Voice recording is available for performance based assessment and practice.</p>			<p>essential skills/concepts/standards via Illuminate platform</p>
9-12	<p><u>Synchronous Online</u> Synchronous ELA instruction will be provided two days a week using Webex. During this time, teachers will provide direct and explicit instruction to introduce concepts, build understanding, model, check for understanding, clarify areas of confusion and allow for practice and engagement.</p>	<p>Florida Virtual School (FLVS) Online Curriculum Springboard (9) AP (Advanced Placement) Classroom</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>End of lesson, unit, semester summative tests, Curriculum-Based Measures (CBM)</p> <p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards via Illuminate platform</p>

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	<p>Three days a week, students will work in an asynchronous environment via FLVS. During this time, students will apply what they have learned in the synchronous sessions. These asynchronous lessons will include a variety of methods including but not limited to independent reading and or practice of reading skills, journaling and practice of writing skills. Video content may also be used to support learning during this time.</p> <p><u>Asynchronous Online</u> FLVS content will be used for asynchronous instruction. Methods used in this platform include direct instruction via PowerPoint, video content and variety of multimedia applications. Voice recording is available for performance based assessment and practice.</p>			
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<p><u>Synchronous Online</u> Students in the synchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: direct</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>Periodic use of short cycle common formative assessments and performance based tasks per Data Teams protocol, may include pre and post assessments to establish</p>	<p>Performance Based Assessment to evaluate mastery of learning on essential skills/concepts/standards (unit, quarter)</p>

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	<p>instruction via Webex, independent study, project based learning, student-student collaboration and teacher-student collaboration. In addition, teachers will provide lab modeling to support development of the scientific process.</p> <p><u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: independent study, project based learning, and student-student collaboration, when appropriate.</p>		<p>baseline data and evaluate progress.</p>	
<p>1-3</p>	<p><u>Synchronous Online</u> Students in the synchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: direct instruction via Webex, independent study, project based learning, student-student collaboration and teacher-student collaboration. In addition, teachers will provide lab modeling to support development of the scientific process.</p> <p><u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: project based learning, and student-student collaboration, when appropriate.</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>Periodic use of short cycle common formative assessments and performance based tasks per Data Teams protocol, may include pre and post assessments to establish baseline data and evaluate progress.</p>	<p>End of lesson, unit summative assessments (CBM)</p> <p>Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards</p>

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<p>4-6</p>	<p><u>Synchronous Online</u> Students in the synchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: direct instruction via Webex, independent study, project based learning, student-student collaboration and teacher-student collaboration. In addition, teachers will provide lab modeling to support development of the scientific process.</p> <p><u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: independent study, project based learning, and student-student collaboration, when appropriate.</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per ICLE Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>End of lesson, unit summative assessments (CBM)</p> <p>Performance Based assessment and Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards</p>
<p>7-8</p>	<p><u>Synchronous Online</u> Students in the synchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: direct instruction via Webex, independent study, project based learning, student-student collaboration and teacher-student collaboration. In addition, teachers will provide lab modeling to support development of the scientific process. Lessons will be recorded for student reference.</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>End of lesson, unit, semester summative assessments (CBM)</p> <p>Performance Based and Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards</p>

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	<p><u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: independent study, project based learning, and student-student collaboration, when appropriate.</p>			
9-12	<p><u>Synchronous Online</u> Students in the synchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: direct instruction via Webex, independent study, project based learning, student-student collaboration and teacher-student collaboration. In addition, teachers will provide lab modeling to support development of the scientific process. Lessons will be recorded for student reference.</p> <p><u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: independent study, project based learning, and student-student collaboration, when appropriate.</p>	Florida Virtual School (FLVS) Online Curriculum Advanced Placement (AP) Classroom	Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth	End of lesson, unit, semester summative assessments, Curriculum-Based Measures (CBM) Performance Based and Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards

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

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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>
<i>Kindergarten</i>	<p>Social Studies <u>Synchronous Online</u> Students in the synchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: Direct Instruction via Webex, Independent Study, Project Based Learning, student-student collaboration.</p> <p>Social Studies <u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: Independent Study, Project Based Learning, and student-student collaboration.</p> <p>Elementary General Music <u>Synchronous Online</u> Once per week, instruction will include an introduction to instruments including ORF to reading music, rhythms, singing, and music appreciation. Interactive games and videos are included in the curriculum. Teachers will monitor student progress via curriculum-generated or teacher-created assessments.</p> <p>Elementary PE <u>Synchronous Online</u></p>	<p>Florida Virtual School (FLVS) Online Curriculum</p> <p>Florida Virtual School (FLVS) Online Curriculum Quaver Music</p> <p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>Performance Based Assessment to evaluate mastery of learning on essential skills/concepts/standards (unit, quarter)</p>

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	<p>Once per week, PE instruction will be provided utilizing Webex and FLVS. Instructional methods will include direct instruction, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment.</p> <p>Elementary Art <u>Synchronous Online</u> Once per week, Art instruction will be provided utilizing Webex and FLVS. Instructional methods will include direct instruction, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>		
<p>1-3</p>	<p>Social Studies <u>Synchronous Online</u></p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative</p>	

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	<p>Students in the synchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: Direct Instruction via Webex, Independent Study, Project Based Learning, student-student collaboration.</p> <p>Social Studies <u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: Independent Study, Project Based Learning, and student-student collaboration.</p> <p>Elementary General Music <u>Synchronous Online</u> Once per week, instruction will include an introduction to instruments including ORF to reading music, rhythms, singing, and music appreciation. Interactive games and videos are included in the curriculum. Teachers will monitor student progress via curriculum-generated or teacher-created assessments.</p> <p>Elementary PE <u>Synchronous Online</u> Once per week, PE instruction will be provided utilizing Webex and FLVS. Instructional methods will include direct instruction, performance based practice and performance based assessment.</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p> <p>Florida Virtual School (FLVS) Online Curriculum</p> <p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>End of lesson, unit summative assessments, Curriculum-Based Measures (CBM)</p> <p>Performance Based assessment and/or Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards</p>
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	<p>Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment.</p> <p>Elementary Art <u>Synchronous Online</u> Once per week, Art instruction will be provided utilizing Webex and FLVS. Instructional methods will include direct instruction, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment</p>			
4-6	<p>Social Studies <u>Synchronous Online</u> Students in the synchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: Direct Instruction via Webex, Independent</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>End of lesson, unit summative assessments, Curriculum-Based Measures (CBM) Performance Based assessment and/or Interim district assessment</p>

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	<p>Study, Project Based Learning, student-student collaboration.</p> <p>Social Studies <u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: Independent Study, Project Based Learning, and student-student collaboration.</p> <p>Elementary General Music <u>Synchronous Online</u> Once per week, instruction will include an introduction to instruments including ORF to reading music, rhythms, singing, and music appreciation. Interactive games and videos are included in the curriculum. Teachers will monitor student progress via curriculum-generated or teacher-created assessments.</p> <p>5-6 Grade Orchestra and Band <u>Synchronous Online</u> Orchestra and Band teachers will meet with their students via Webex two to three times per week. Practice and assessments will include both performance and paper based (i.e. identifying notes, scales, etc.). Practice journals will be kept as part of a student's grade.</p> <p>Elementary PE <u>Synchronous Online</u></p>	<p>Florida Virtual School (FLVS) Online Curriculum Quaver Music</p> <p>Florida Virtual School (FLVS) Online Curriculum Quaver Music</p> <p>Florida Virtual School (FLVS) Online Curriculum</p>		<p>to evaluate mastery of learning on essential skills/concepts/standards</p>
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	<p>Once per week, PE instruction will be provided utilizing Webex and FLVS. Instructional methods will include direct instruction, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment.</p> <p>Elementary Art <u>Synchronous Online</u> Once per week, Art instruction will be provided utilizing Webex and FLVS. Instructional methods will include direct instruction, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>		
<p>7-8</p>	<p>Social Studies <u>Synchronous Online</u></p>		<p>Utilization of short cycle (at least every 2 weeks) common formative</p>	

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	<p>Students in a synchronous online learning environment will have instruction delivered through a variety of methods, including but not limited to: direct instruction via Webex, independent study, project based learning, student-student collaboration. Lessons will be recorded for student reference. A service learning project is also required for honors students.</p> <p>Social Studies <u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: Independent study, project based learning, and student-student collaboration.</p> <p>Music (Choir, Band, Orchestra) <u>Synchronous Online</u> Twice a week, teachers will provide direct instruction via Webex. Three days a week students will engage in independent learning via FLVS in the asynchronous environment. Students will engage in independent practice and performance based assessment.</p> <p>Physical Education (PE) <u>Synchronous Online</u> Twice per week, synchronous PE instruction will be provided utilizing Webex and FLVS. Three times per week, students will engage in self-</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p> <p>Document Based Questions (DBQ) Project</p> <p>Florida Virtual School (FLVS) Online Curriculum</p> <p>Florida Virtual School (FLVS) Online Curriculum</p>	<p>assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth</p>	<p>End of lesson, unit, semester summative assessments, Curriculum-Based Measures (CBM)</p> <p>Performance Based and/or Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards</p>
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	<p>paced physical activities emphasizing fitness that leads to a healthy lifestyle. Instructional methods will include direct instruction, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment.</p> <p>Art <u>Synchronous Online</u> Twice per week, synchronous Art direct instruction will be provided utilizing Webex and FLVS. Three times per week, students will engage in self-paced activities via FLVS. In the FLVS asynchronous environment, students will participate in a variety of self-paced activities. Performance based assessments will be submitted to the portal for the teacher to evaluate. Instructional methods will include direct instruction, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u></p>	<p>Florida Virtual School (FLVS) Online Curriculum</p>		
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	Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment			
9-12	<p>Social Studies <u>Synchronous Online</u> Students in a synchronous online learning environment will have instruction delivered through a variety of methods, including but not limited to: Direct Instruction via Webex, Independent Study, Project Based Learning, student-student collaboration.</p> <p>Social Studies <u>Asynchronous Online</u> Students in an asynchronous online learning environment will have instruction delivered through a variety of instructional methods, including but not limited to: Independent Study, Project Based Learning, and student-student collaboration, when appropriate,</p> <p>Music (Choir, Band, Orchestra) <u>Synchronous Online</u> Twice a week, teachers will provide direct instruction via Webex. Three</p>	<p>Florida Virtual School (FLVS) Online Curriculum Advanced Placement (AP) Classroom</p> <p>Document Based Questions (DBQ) Project</p> <p>Florida Virtual School (FLVS) Online Curriculum</p>	Utilization of short cycle (at least every 2 weeks) common formative assessments per Data Teams protocol, including pre and post assessments to establish baseline data and evaluate growth	<p>End of lesson, unit, semester summative assessments, Curriculum-Based Measures (CBM)</p> <p>Performance Based and/or Interim district assessment to evaluate mastery of learning on essential skills/concepts/standards</p>

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	<p>days a week students will engage in independent learning via FLVS in the asynchronous environment. Students will engage in independent practice and performance based assessment.</p> <p>PE <u>Synchronous Online</u> Twice per week, synchronous PE instruction will be provided utilizing Webex and FLVS. Three times per week, students will engage in self-paced physical activities emphasizing fitness that leads to a healthy lifestyle. Instructional methods will include direct instruction, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided utilizing FLVS. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment.</p> <p>Art <u>Synchronous Online</u> Twice per week, synchronous Art direct instruction will be provided utilizing, Webex and FLVS. Three times per week, students will engage in self-paced activities via FLVS. In the FLVS asynchronous environment, students will</p>	<p>Florida Virtual School (FLVS) Online Curriculum</p> <p>Florida Virtual School (FLVS) Online Curriculum</p> <p>AP Classroom</p>		
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	<p>participate in a variety of self-paced activities. Performance based assessments will be submitted to the portal for the teacher to evaluate. Instructional methods will include direct instruction, reading, performance based practice and performance based assessment. Video and PowerPoint will be used to facilitate self-paced activities.</p> <p><u>Asynchronous Online</u> Asynchronous online instruction will be provided. Instructional methods will include video and PowerPoint based direct instruction, performance based practice and performance based assessment.</p>			
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Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12	In-Person Instructor Led In-Person Labs Synchronous Online Asynchronous Online In-Person Internships Virtual Internships	Florida Virtual Schools (FLVS) AZ Curriculum Consortium Illuminate Data and Assessment platform ICLE Data Teams Cycle/Protocol	Utilization of Short Cycle Common Formative Assessment per Data Teams Utilization of Pre and Post Assessments to establish baseline data and evaluate growth Frequency at least every 2 weeks Common Formative Assessments should be ungraded and provide immediate feedback to students and teachers	Interim district assessments assessing overarching skills Administered multiple times over the year (as many as 4), Computer-Based Testing via in person or remote administration End of unit, quarter, & semester exams

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. Develop Buzz virtual platform structures to guide scope and sequence of instruction, individualized for students needing specially designed instruction.	Special Education Coordinators with Instructional Coach collaboration Special Education teacher	Virtual platform course shells created and customized based on specific student needs/strengths on an ongoing basis.	Completed Buzz platform shells Shells customized for each classroom by special education teachers
2. Provide services and instruction per student IEPs. For full-time online students, methods and strategies will include virtual services, including teletherapy.	Special Education teachers and/or Related Service Providers Special Education Coordinators with Instructional Coach collaboration	Services and/or specially designed instruction will be provided daily and/or weekly - per their frequency in each student's IEP.	Data collected by special education teachers and service providers. Quarterly IEP progress reports Teacher/provider schedules
3. For students unable to engage with or show progress in online learning, provide sessions at a campus location for scheduled learning/therapy sessions related directly to IEP needs and goals.	Special Education teachers and/or Related Service Providers Special Education leadership	In-person services provided at least weekly, with additional sessions as indicated by student progress on IEP goals and parent consultation.	Teacher/provider service schedules Including student attendance for sessions offered. IEP goal progress data
4. Maintain IEP timelines to ensure appropriate education	Student IEP teams Special Education leadership	Annual IEP reviews will be conducted as needed prior to expiration of current IEPs.	Data reflecting IEP expiration dates Dates of recent IEP meetings

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<p>plans/IEPs are in place for special education students.</p> <p>5. Conduct multidisciplinary evaluation team evaluations following district health and safety guidelines.</p>	<p>Student evaluation teams</p> <p>Special Education leadership</p>	<p>Initial evaluations and triennial evaluations will be conducted as/when needed based upon student need and IDEA timelines.</p>	<p>Records of MET evaluations due</p> <p>MET evaluation completion report data.</p>
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Process for Implementing Action Step

<p>1. Develop virtual platform structures to guide scope and sequence of instruction, specialized for students needing specially designed instruction.</p> <ul style="list-style-type: none"> -Special Education Coordinators attend virtual platform training. -Curriculum shells are developed for Special Education courses. -Rollout of information to teachers by special education coordinators, coaches, and site administrators. -Provision of or support to develop resources to ensure instruction per identified content. -Ongoing support provided by coordinators and coaches to assist teachers in modifying shells to reflect their specific student grouping and their needs/strengths. <p>2. Provide services and instruction per student IEPs. For full-time online students, methods and strategies will include virtual services including teletherapy.</p> <ul style="list-style-type: none"> -Teachers and related service providers will receive training and support from district special education staff to provide virtual instruction/services. -District staff will develop a plan/schedule for check-ins with teachers providing online special education instruction/services, to ensure they receive ongoing and relevant support and guidance. <p>3. For students unable to engage with or show progress with online learning, provide sessions at a campus location for scheduled learning/therapy sessions related directly to IEP needs and goals.</p> <ul style="list-style-type: none"> -Procedures for identifying students and for safe provision of services will be developed by August 7, 2020. -Staff will be provided with procedures by August 10, 2020. -District special education administrators will conference at least every two weeks to ensure smooth implementation of the plan for the first six weeks of the school year, and at least monthly after that time. -Service delivery will be revised as needed based upon staff and parent input and student progress. <p>4. Maintain IEP timelines to ensure appropriate IEPs are in place for special education students.</p> <ul style="list-style-type: none"> -Teams will develop a calendar for annual IEPs during the first two weeks of school. -Special Education leadership will share guidance documents on virtual IEP meetings. -IEP service providers will collect progress data for all students on IEPs, specifically related to IEP goals. -IEP meetings may be held virtually via Webex to ensure all required team members are able to safely participate. Teams will attend meetings, using safety precautions outlined in GPS mitigation plan. -IEPs will be revised when needed based upon IEP team determinations relative to each student and their strengths, needs, and circumstances. <p>5. Conduct multidisciplinary evaluation team evaluations following district health and safety guidelines.</p>

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-Teams will develop a calendar for evaluations due during the current school year.
 -Guidance document regarding evaluation procedures during the pandemic will be provided to campus teams.
 -A Review of Existing Data meetings will be convened to plan evaluation next steps.
 -If determined appropriate by the team, additional data will be collected following the district guidance document Procedures for Testing During COVID. This procedure ensures a safe evaluation process for all parties involved.

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. Provide additional training on the online platform and Florida Virtual Online Curriculum to all ELL teachers in order to align curriculum to English Language Proficiency Standards.</p> <p>2. Create guidance document/screener for initial placement in EL program for students without AZELLA testing history. This document will be used to place students in an EL program until the AZELLA placement test can be administered.</p> <p>3. Ensure at least 60 minutes of targeted ELD instruction daily for students in grades K-5 for online and flex students, 3 days synchronously and 2 days of asynchronous instruction with associated school work. Instruction will be provided by appropriately certified ELL instructors. All lessons and assigned work will be through the online Buzz platform and Florida Virtual Curriculum resources.</p>	<p>ELL Coordinator</p> <p>ELL Program Coach</p> <p>ELL Teachers</p> <p>Classroom Teachers</p> <p>Site Administrators</p>	<p>Virtual platform course shells created and customized based on specific student needs/strengths on an ongoing basis.</p> <p>The guidance document/screener will be utilized for placement when a student registers and indicates a language other than English on their PHLOTE form.</p> <p>Services and/or specially designed instruction will be provided daily and/or weekly - per their frequency outlined by ADE.</p>	<p>Courses in Buzz platform, aligned with Academic and ELP standards ELL teacher attendance</p> <p>Appropriate student placement in EL program based on results of screener.</p> <p>Student attendance Teacher schedules Student schedules Assigned and completed school work Lesson Plans</p>

1. Develop Buzz virtual platform structures to guide scope and sequence of instruction, specialized for students needing specially designed instruction.
 - ELL Coordinator attend virtual platform training.
 - ELL teachers and coach attend virtual platform and curriculum training
 - Shells are modified for ELL students
 - Rollout of information to teachers by ELL Coordinator, coach, and site administrators.
 - Provision of support to develop resources to ensure instruction per identified content.
 - Ongoing support provided by coordinator and coach to assist teachers in modifying shells to reflect their specific student grouping and their needs/strengths.

2. Provide services and instruction per student language acquisition level or proficiency level. -Teachers and related service providers will receive training and support from district special education staff to provide virtual instruction/services.
 - District staff will develop a plan/schedule for check-ins with teachers providing online support and guidance.
3. Maintain Placement testing timelines to ensure appropriate program placement for ELL students.
 - ELL Coordinator will develop temporary placement protocols based off ADE recommendations and guidelines
 - ELL Coordinator will share guidance documents on virtual meetings
 - ELL teachers and coach will conduct placement testing using safety precautions outlined in GPS mitigation plan.

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

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

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics	X	X	X	X	X
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	X	X	X	X	X
	Other: Social Worker/Mental Health Counselor guided SEL activities	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	X
	Phone	X	X	X	X	X
	Webcast	X	X	X	X	X
	Email/IM					X
	Other: TeleHealth Services Provided by Community Behavioral Health Agency	X	X	X	X	X

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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
<p>Provide district and school wide training focusing on SEL/trauma informed practices; culturally responsive practices; outreach and referral process; and tiered intervention support.</p> <p>Utilization of daily check in activities.</p> <p>Implementation of virtual SEL programming and activities. -SEL components embedded into academic subjects</p> <p>Utilization of district and school site Behavioral Health Team Members: -Use of universal screener for SEL functioning -Rapid identification of needs and access -Identification of staff and resources -Rapid response in crisis situations -Re-establishing connections through family outreach, home visits, collaboration with attendance staff</p> <p>Coordination and implementation of virtual parent education on supporting student resilience and SEL needs.</p> <p>Collaboration and coordination with community social service and behavioral</p>	<p>District Behavioral Health Leadership Team</p> <p>Behavioral Health Team Members, K-12: -School Social Workers -School Counselors/Mental Health Counselors -School Psychologists -School Nurses -School Site Administrators</p> <p>Certified Staff, K-12</p> <p>District Crisis Team (as needed)</p>	<p>July/August/September - Orientation</p> <p>Ongoing, bi-weekly, monthly training -Webex live sessions -Virtual platform training and activities -Family engagement/workshop sessions, and activities</p> <p>Daily check in activities.</p> <p>Scheduled daily intervention time.</p> <p>Referrals, monitoring, assessments, follow up completed as appropriate, and as needed.</p> <p>Crisis response, consultations by request as needed.</p>	<p>Staff training rosters.</p> <p>Social Worker/Mental Health Counselor Referral Forms</p> <p>Social Worker/Mental Health Counselor Service Logs</p> <p>Behavioral Health Team Assessment Forms and Student Support Plans</p> <p>Community Behavioral Agency Referral Forms</p> <p>Social Service Agency Referral Forms</p>

health agencies for streamlined referral process and timely access to resources and mental health supports.			
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Demonstrating Mastery of Academic Content (1.a.vi)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Students will demonstrate mastery in grade level or advanced grade level content by meeting clear success criteria for priority standards or essential skills.	Curriculum Coordinators establish priority standards or essential skills for core content areas. Classroom/Content Area Teachers establish priority standards or essential skills for content areas not included above.	At a minimum, these evaluations for mastery will occur on a quarterly basis or as frequently as every two weeks	Evidence collected in the Buzz/Florida Virtual platform during Flex and Gilbert Global online instruction End of course grades will be reported through Infinite Campus at each grading term.

Benchmark Assessments (1.a.vii)

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>	Illuminate AZ Kindergarten Comprehensive/Universal Screener	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021
<i>1-3</i>	Illuminate AZ Grades 1 and 2 Comprehensive, Grade 3 AZ Mimic/Universal Screener	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021
<i>4-6</i>	Illuminate Grade 4 - 6 AZ Mimic	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021

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7-8	Illuminate Grade 7 - 8 AZ Mimic	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021
9-12	Illuminate Algebra I, Geometry, Algebra II Comprehensive Illuminate Grade 10 AZ Mimic	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021

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	Illuminate AZ Kindergarten Comprehensive/Universal Screener	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021
1-3	Illuminate AZ Grades 1 and 2 Comprehensive, Grade 3 AZ Mimic/Universal Screener	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021
4-6	Illuminate Grade 4 - 6 AZ Mimic	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021
7-8	Illuminate Grade 7 - 8 AZ Mimic	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021
9-12	Illuminate Grades 9, 11, 12 Comprehensive Illuminate Grade 10 AZ Mimic	Computer-based, Remote Administration with Parent Attestation	August 5- September 15, 2020 January 4 - February 5 2021 April 26 - May 20, 2021

