

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Special Meeting of the Governing Board

August 6, 2020 4:00 p.m.

Public Notice - Meeting Agenda

Notice of this meeting has been posted consistent with the requirements of A.R.S. §38-431.02. The meeting's location is the Board Room in the District Office, 7301 North 58th Avenue, Glendale.

The Board reserves the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. At the chair's discretion, the Board may carry over consideration of any business not concluded by 9:00 p.m. to the next regular meeting's agenda. Governing Board members and the attorney for the public body may participate via telephone conference call if necessary. The Governing Board reserves the right to convene to executive session for the purpose of obtaining legal advice from its attorney for any item listed on the agenda, in person or by telephone, pursuant to A.R.S. §38-431.03(A)(3).

GOVERNING BOARD COVID-19 MEETING PROCEDURES - UPDATED

Until further notice, the Glendale Elementary School District Governing Board will be enforcing the Center for Disease Control's health precautionary recommendation limiting all public gatherings to ten people. *Reference: Arizona Attorney General's Opinion dated March 13, 2020 Re: Concerns Relating to Arizona's Open Meeting Law and COVID-19.*

Members of the public can view the meeting livestream via the Glendale Elementary School District's YouTube Channel: <https://www.youtube.com/user/glendaleelementary>; or can call in to listen to the meeting by telephone at the numbers listed below. Please note members of the public will not be able to participate in the meeting, only to listen in or view the livestream. Community members may email in comments for Call to the Public to calltopublic@gesd40.org up until Noon on the day of the meeting, and the comments will be read into the record during the Call to the Public agenda item.

To listen to the Board meeting by telephone, call one of the following numbers:

1 (602) 666-0783 or 1 (408) 418-9388
Access Code: 960 622 628

Access to call in for the meeting will begin at 3:45 p.m. Callers will not hear anything until the meeting begins.

GOVERNING BOARD GOALS

1. Increase Student Achievement
2. Ensure the District's Financial Solvency
3. Attract and Retain Highly Qualified Staff

DISTRICT GOALS

Increase Student Achievement

Eliminate the Achievement Gap

1. Call to Order and Roll Call

2. Opening Exercises

- a. Adoption of Agenda
- b. Approval of Acting Clerk (if necessary)
- c. Offer of Spanish Interpretation
- d. Moment of Silence
- e. Pledge of Allegiance

3. Call to the Public

The public is invited to submit comments on any issue within its jurisdiction via email to be read to the Board during Call to the Public, subject to reasonable time, place and manner restrictions. Governing Board members are not permitted to discuss or take legal action on matters raised during open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Board members to do the following at the conclusion of the open call to the public: (a) Respond to criticism made by those who have addressed the Board; (b) Ask staff to review a matter; or (c) Ask that a matter be put on a future agenda.

Those wishing to submit comments for Call to the Public may email their comments to calltopublic@gesd40.org up to Noon on the meeting date. The email will be read into the meeting record during the Call to the Public agenda item.

Individuals can access copies of documentation provided to the Board to substantiate administrations' recommendations, i.e. reports, detailed information, agreement documents, etc., the Friday before the Board meeting in each school's office, the Superintendent's office, or on the Governing Board's page of the District's website. Persons with disabilities may request reasonable accommodations by contacting (623) 237-7136 at least two days prior to the meeting.

4. Study Session

The Governing Board and Administration will conduct a study session regarding the reopening of school, to include the following topics:

- a. Healthy Return Back to School Plan and Mitigation Measures
- b. Room Configurations
- c. Distance Learning Plan and Arizona Online Instruction (AOI) Platform
- d. Employee and Administrator Healthy Return to Work Guidance
- e. Face Covering Regulations
- f. Parent and Employee Acknowledgements
- g. Governor Ducey's Executive Order 2020-51
- h. In-Person Special Education Services Under the Governor's Executive Orders
- i. Resolution Regarding COVID-19 in accordance with Governor Ducey's Executive Order 2020-51.

5. Reports and Information Items

a. Revised Regulations

Revisions to the following Regulations are provided for the Governing Board's review and information:

GBGB-R Staff Personal Security and Safety
JICA-RB Student Dress (new)
KI-RB Visitors to Schools (new)

6. Action Items

a. Resolution

It is recommended the Governing Board approve the resolution regarding COVID-19 in accordance with Governor Ducey's Executive Order 2020-51.

b. Distance Learning Plan

It is recommended the Governing Board approve the Glendale Elementary School District Distance Learning Plan to begin August 10, 2020, as presented.

c. Mitigation Plan

It is recommended the Governing Board approve the mitigation plan as presented and authorizes the Superintendent to alter the mitigation strategies as warranted or recommended.

7. Future Meetings and Events

a. Future Meetings and Agenda Item Requests.

The Governing Board will review the list of upcoming Board meetings and potential agenda topics. Governing Board Members will have the opportunity to request items to be included on future meeting agendas for discussion, information and/or action.

8. Summary of Current Events

a. Superintendent Report

The Superintendent will present a brief summary of current events.

b. Governing Board Report

Governing Board Members will present brief summaries of current events, as necessary.

9. Adjournment

GLENDALE ELEMENTARY SCHOOL DISTRICT

STUDY SESSION

AGENDA NO: 4 TOPIC: Reopening of Schools

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: August 6, 2020

Study Session:

The Governing Board and Administration will conduct a study session regarding the reopening of school, to include the following topics:

- a. Healthy Return Back to School Plan and Mitigation Measures
- b. Room Configurations
- c. Distance Learning Plan and Arizona Online Instruction (AOI) Platform
- d. Employee and Administrator Healthy Return to Work Guidance
- e. Face Covering Regulations
- f. Parent and Employee Acknowledgements
- g. Governor Ducey's Executive Order 2020-51
- h. In-Person Special Education Services Under the Governor's Executive Orders
- i. Resolution Regarding COVID-19 in accordance with Governor Ducey's Executive Order 2020-51

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Governing Board
as information and do not require action.

AGENDA NO: 5.A. TOPIC: Revised Revisions and Exhibits

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE OF REPORT: August 6, 2020

Report on:

Revisions to the following Regulations are provided for the Governing Board's review and information:

GBGB-R Staff Personal Security and Safety

JICA-RB Student Dress (new)

KI-RB Visitors to Schools (new)

Compare GBGB-R © (version 4 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

GBGB-R ©

REGULATION

STAFF PERSONAL SECURITY AND SAFETY

Threats

Any employee who is threatened with harm by an individual or a group while carrying out assigned duties shall immediately notify the school principal or supervisor. The principal or supervisor shall then immediately notify the Superintendent's office of the threat and together they shall take immediate steps in cooperation with the employee to provide every reasonable precaution for the employee's safety. Precautionary steps, including any advisable legal action, shall be reported to the Superintendent's office at the earliest possible time.

Eye Protective Devices

Every student, teacher, and visitor in public schools shall wear appropriate eye protective ware while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities involving exposure to:

- A. Molten metals or other molten materials.
- B. Cutting, shaping, and grinding of materials.
- C. Heat treatment, tempering, or kiln firing of any metal or other materials.
- D. Welding fabrication processes.
- E. Explosive materials.
- F. Caustic solutions.
- G. Radiation materials.

The Board shall equip the schools with eye protective ware.

Schools may receive and expend federal, state, and local monies to provide eye protective devices.

For purposes of this procedure, *eye protective ware* means devices meeting the standards of the U.S.A. Standard Safety Code for head, eye, and respiratory protection, Z21-1959, and subsequent revisions thereof, approved by the United States of America Standards Institute, Inc.

Cloth Face Coverings

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District busses or vehicles rented or leased by the District.

Cloth face coverings should not be worn by:

- A. Children under the age of 2;
- B. Anyone who has trouble breathing;
- C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.

Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.

A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.



JICA-RB ©

REGULATION

STUDENT DRESS

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District busses or vehicles rented or leased by the District.

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KI-RB ©

REGULATION

VISITORS TO SCHOOLS

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GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.A. TOPIC: Resolution

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: August 6, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the resolution regarding COVID-19 in accordance with Governor Ducey's Executive Order 2020-51.

RATIONALE:

**GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40
OF MARICOPA COUNTY, ARIZONA**

RESOLUTION RE: COVID-19

WHEREAS, the Glendale Elementary School District No. 40 (“the District”) closed schools effective March 16, 2020, pursuant to orders from the Governor of Arizona (the “Governor”) and the Arizona Superintendent of Public Instruction; and

WHEREAS, subsequent orders and legislation called for the closure of schools for the remainder of the 2019-2020 academic year due to the outbreak of COVID-19 in Arizona; and

WHEREAS, the Governor’s Executive Orders 2020-18, 2020-24 and 2020-33 (the “Closure Orders”) established certain restrictions on public activities in response to the COVID-19 outbreak; and

WHEREAS, the Governor’s Executive Order 2020-36 (the “Return Order”) was issued outlining requirements for businesses and other Arizona entities to assist in mitigating the spread of COVID-19 as they reopened;

WHEREAS, Executive Order 2020-41 (2020-2021 School Year *Prioritizing Kids and Schools During COVID-19*) was issued on June 24, 2020 and Executive Order 2020-44 (*Protecting Public Health for Students and Teachers*) was issued on June 29, 2020;

WHEREAS, Executive Order 2020-51 (*Arizona: Open for Learning*), was issued on July 23, 2020, outlining the Governor’s plan for the reopening of schools for the 2020-2021 school year; and

WHEREAS, the Governing Board wishes to resume educational activities and business operations for the 2020-2021 school year in a manner that is consistent with existing Executive Orders but with recognition that there are many unknowns about future conditions that affect the District’s ability to conduct its educational mission and other activities and that current Executive Orders may be superseded or modified by future Executive Orders or federal or state laws;

NOW, THEREFORE be it resolved by the Governing Board of Glendale Elementary School District No. 40 of Maricopa County, Arizona that:

The Governing Board hereby directs and/or authorizes the District’s Superintendent or his/her delegates, to take the following actions to ensure that the District complies with Executive Order 2020-51 and the provisions of Executive Orders 2020-41 and 2020-44 still in effect:

1. In conformity with Order 1 of Executive Order 2020-51:
 - a. Provide the Governing Board with a recommendation as to when in-person, teacher led classroom instruction can safely be made available; and

- b. Provide the Governing Board with a mitigation plan for its consideration and approval prior to the opening of a school building for on-site support services or in person instruction, if such a plan has not already been approved.
2. In conformity with Order 2 of Executive Order 2020-51:
 - a. Ensure that teacher-led distance learning instruction begins by the first day of the District's instructional calendar submitted to the Arizona Department of Education; and
 - b. Submit the District's distance learning plan to the Arizona Department of Education no later than the start date of distance learning instruction or August 14, 2020, whichever is earlier.
3. In conformity with Order 3 of Executive Order 2020-51:
 - a. Arrange for free on-site learning opportunities and support services for students who need a place to go during the school day, beginning on August 17, 2020;
 - b. Develop procedures to help ensure that social distancing and other mitigation strategies are implemented for the free on-site programs;
 - c. Pursuant to Order 3.d of Executive Order 2020-51, authorize the Superintendent to apply for a waiver of the requirement to provide free on-site learning if the County Health Department, in conjunction with the Arizona Department of Health Services (ADHS), advises the District to close due to a COVID-19 outbreak.
4. In conformity with Order 4 of Executive Order 2020-51, comply with the posting and notification requirements described in Order 4.a – d.
5. In conformity with Order 5 of Executive Order 2020-51, develop, recommend and implement a policy relating to face coverings, and revise the same as needed to comport with new guidance or requirements from the ADHS and/or the Centers for Disease Control and Prevention (CDC).
6. In conformity with Order 6 of Executive Order 2020-51, the Governing Board has determined that it will continue to pay its employees during periods of school building closures based upon data and information provided by the Superintendent and other sources that affirms that such payments:
 - a. Are necessary to preserve a properly trained, qualified and experienced workforce;
 - b. Serve the public purpose of protecting the District's investment in its workforce;
 - c. Are feasible because the District has sufficient revenues to continue such payments; and

To be eligible for payment, District employees must remain committed and available to work during the employee's normal work hours during periods of school closures, whether the work is to be performed in-person or remotely or is alternative work for which the employee is qualified to perform.

7. In conformity with Order 7 of Executive Order 2020-515, the District will begin providing in-person developmental preschool programming and services on August 10, 2020, so long as it can do so consistent with CDC and ADHS public health recommendations.
8. The Governing Board authorizes the Superintendent to work with relevant governmental authorities to comply with all laws, regulations, Orders and guidelines designed to prevent the spread of COVID-19 as the District resumes its operations and activities. The Superintendent may implement regulations or protocols to support such compliance.
9. The District's regular practices, protocols and procedures, as set forth in Governing Board Policies, Administrative Regulations, Board adopted Employee Agreements or otherwise, may not be reasonable, feasible or advisable to implement during the COVID-19 outbreak. Therefore, the Governing Board authorizes the Superintendent to temporarily suspend compliance with or implementation of the same as needed to comply with applicable laws, regulations, Orders and guidelines, and/or to promote the health, safety and welfare of the school community and/or to efficiently and effectively operate District programs and services during the COVID-19 pandemic. Should the Superintendent exercise the discretion authorized by this Section, the Superintendent shall provide the Governing Board with prompt notice of the actions taken.
10. The Governing Board authorizes the Superintendent execute any further documentation to effectuate this Resolution, including but not limited to any requisite documentation required by the Arizona Department of Education or legal authorities with jurisdiction over the District.
11. To the extent that any provision in this Resolution conflicts with or is superseded by enacted federal or state legislation or local ordinances, the District shall comply with those laws or ordinances.

This Resolution was adopted at a properly noticed meeting of the Governing Board on August 6, 2020. The Governing Board hereby authorizes the Governing Board President to sign this Resolution on behalf of the Governing Board.

GLENDALE ELEMENTARY SCHOOL DISTRICT No. 40

By: _____

August 6, 2020

Governing Board President

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.B. TOPIC: Distance Learning Plan

SUBMITTED BY: Dr. Gerry Petersen-Incorvaia, Assistant Superintendent for Educational Services

RECOMMENDED BY: Dr. Gerry Petersen-Incorvaia, Assistant Superintendent for Educational Services

DATE ASSIGNED FOR CONSIDERATION: August 6, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the Glendale Elementary School District Distance Learning Plan to begin August 10, 2020.

RATIONALE:

Per Governor Ducey's Executive Order 2020-41 and guidance from the Arizona Department of Education, each school district must submit a Distance Learning Plan prior to the first day of distance learning that outlines what makes up distance learning prior to opening schools for in-person learning.

Distance Learning Plan Template for School Districts

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at EmergencyDL@azed.gov to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to EmergencyDL@azed.gov, as specified in communications from ADE.

In the sections found on pages 3-5, a school district will populate background information regarding school district and school information, including basic information about each school district's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the school district to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the school district has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Distance Learning Plan Template 2020-2021

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

The example above is not intended to demonstrate that these are specific action steps a school district should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the school district to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

School District Information

**School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.*

School District Name	Glendale Elementary School District	School District Entity ID	4271
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Gerry Petersen-Incorvaia	
Representative Telephone Number		623-237-7166	
Representative E-Mail Address		gpetersen@gesd40.org	

School Information

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

UNIT	SCHOOL NAME	ADDRESS	CTDS NUMBER	ENTITY ID
	Glendale Elementary School District	7301 N 58TH AVE, GLENDALE, AZ 85301 1893	07-04-40-000	4271
101	Glendale Landmark School	5730 W MYRTLE AVE GLENDALE 85301 1891	07-04-40-101	5332
102	Isaac E Imes School	6625 N 56TH AVE GLENDALE 85301 3963	07-04-40-102	5333
103	Harold W Smith School	6534 N 63RD AVE GLENDALE 85301 3703	07-04-40-103	5334
104	Melvin E Sine School	4932 W MYRTLE AVE, GLENDALE, AZ 85301 2122	07-04-40-104	5335
105	William C Jack School	6600 W MISSOURI AVE, GLENDALE, AZ 85301 5541	07-04-40-105	5336
106	Don Mensendick School	5535 N 67TH AVE, GLENDALE, AZ 85301 8214	07-04-40-106	5337
107	Glenn F Burton School	4801 W MARYLAND AVE, GLENDALE, AZ 85301 4131	07-04-40-107	5338

Distance Learning Plan Template 2020-2021

108	Glendale American School	8530 N 55TH AVE, GLENDALE, AZ 85302 4734	07-04-40-108	5339
109	Bicentennial North School	7237 W MISSOURI AVE, GLENDALE, AZ 85303 5221	07-04-40-109	5340
110	Horizon School	8520 N 47TH AVE, GLENDALE, AZ 85302 5100	07-04-40-110	5341
111	Challenger Middle School	6905 W MARYLAND AVE, GLENDALE, AZ 85303 3600	07-04-40-111	5342
112	Bicentennial South School	7240 W COLTER ST, GLENDALE, AZ 85303 5713	07-04-40-112	5343
113	Discovery School	7910 W MARYLAND AVE, GLENDALE, AZ 85303 3316	07-04-40-113	5344
114	Desert Garden Elementary School	7020 W OCOTILLO RD, GLENDALE, AZ 85303 3124	07-04-40-114	5345
115	Coyote Ridge	7677 W. Bethany, Glendale, AZ 85303	07-04-40-115	79782
116	Desert Spirit	7355 W ORANGEWOOD AVE, GLENDALE, AZ 85303 1645	07-04-40-116	79815
117	Sunset Vista	7775 W ORANGEWOOD AVE, GLENDALE, AZ 85303 1502	07-04-40-117	79816

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)

Distance Learning Plan Template 2020-2021

Estimated Enrollment for FY 2021	10,500	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the year	7500
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 checked="" type="checkbox"/> 2. We intend to operate distance learning until the health metrics for GESD’s area shows to open 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)		

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

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

- Describe how the school district will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation or documentation of time spent on educational activities.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Students will communicate with teachers via telephone, Zoom, Google Classroom, Google Meets, or email. 2. Daily and weekly assignments will be completed in both paper and virtual forms. 3. Parents/Guardians will be required to provide signed 	<ol style="list-style-type: none"> 1. Students, Teachers 2. Students, Teachers 3. Parents, School site attendance secretary 	<ol style="list-style-type: none"> 1. Daily 2. Daily and Weekly 3. Weekly 	<ol style="list-style-type: none"> 1. Teacher Log 2. Completed assignment 3. Signed parent document filed for auditing purposes. Annual audit will reflect compliance or non-compliance with the student attendance reporting section of the legal questionnaire.

Distance Learning Plan Template 2020-2021

attestation forms reflecting their child's attendance.			
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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
<ol style="list-style-type: none"> 1. Each teacher will contact students on a daily basis through phone, email, Google Classroom, Google Meets, or Zoom. 2. Each teacher will keep a daily log of who they contact and if they had dialogue with students. 3. Each Principal will check logs in Google where they will be held. 	<ol style="list-style-type: none"> 1. Teacher 2. Teacher 3. Principal 	<ol style="list-style-type: none"> 1. Daily 2. Daily 3. Weekly 	<ol style="list-style-type: none"> 1. Google Form as a log 2. Google Form as a log 3. Google Folder with Google forms as a log

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
Provide Instruction/support to students	Site/Location Admin.	Daily check-ins	Log Sheets

Distance Learning Plan Template 2020-2021

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1.Virtual Training of all staff 2. Wellness support	HR and Site/Location admin. HR	Beginning of August Weekly	Sign off sheets Compliance Reports Weekly Updates to all employees

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Provide all employees PD at the beginning of the school year	HR	Beginning of August	Compliance Report Compliance Staff Verification Form

List Specific Professional Development Topics That Will Be Covered

Blood Borne Pathogens (OSHA requirement/Policy GBGC Employee Assistance, EBBB – Accident Reports)	Safe Schools		
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<p>Bullying (Policy JICK – Student Violence/Harassment/Intimidation/Bullying)</p>	<p>Safe Schools</p>		
<p>Child Find (IDEA requirement)</p>	<p>Admin.</p>		
<p>· COVID-19 Videos</p> <ul style="list-style-type: none"> ○ Coronavirus Awareness ○ Coronavirus: CDC Guidelines for Making and Using Cloth Face Coverings ○ Coronavirus: Cleaning and Disinfecting Your Workplace ○ Reporting COVID-19 Illness (Available in English and Spanish) 	<p>Safe Schools</p>		
<p>Dress Code (Policy GBEBA – Staff Dress Code)</p>	<p>Admin.</p>		

Drug Free (Policy GBEC – Drug-Free Workplace)	Safe Schools		
Email and Messaging Safety	Safe Schools		
FERPA (Policy JR -Student Records)	Safe Schools		
Employee Handbook	Admin.		
Mandatory Reporting (Policy JLF – Reporting Child Abuse/Child Protection)	Safe Schools		
Sexual Harassment (Policy ACA – Sexual Harassment)	Safe Schools		
Social Media (currently no district policy – Policy IJNDB – Use of Technology Resources in Instruction, IJNDB-E – Electronic Information Services User Agreement)	Admin.		

Teacher Evaluation (Policy GCO- Evaluation of Professional Staff Members)	Admin.		
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Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
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>	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>	<i>Go Math</i>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<i>Rolling Assessments-Rolling dates, but final assessment-1x per quarter</i>
<i>1-3</i>	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom,</i></p>	<i>Go Math</i>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p> <p><i>Rolling Assessments-Rolling dates, but final assessment-1x per quarter</i></p> <p><i>Benchmark Assessments-1x per quarter</i></p>

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	<p><i>Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>			
4-6	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>	Go Math	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p> <p><i>Benchmark Assessments-1x per quarter</i></p>
7-8	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p>	Holt McDougal	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p> <p><i>Benchmark Assessments-1x per quarter</i></p>

	<i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i>			
9-12				

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>
Kindergarten	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>	ReadyGEN	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<i>Rolling Assessments-Rolling dates, but final assessment-1x per quarter</i>
1-3	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for</i></p>	ReadyGEN	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p> <p><i>Rolling Assessments-Rolling dates, but final assessment-1x per quarter</i></p>

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	<p><i>individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>			<p><i>Benchmark Assessments-1x per quarter</i></p>
4-6	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>	<p><i>ReadyGEN (4th and 5th) and myPerspectives (6th)</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p> <p><i>Benchmark Assessments-1x per quarter</i></p>
7-8	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom,</i></p>	<p><i>myPerspectives</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p> <p><i>Benchmark Assessments-1x per quarter</i></p>

	<p><i>Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>			
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>	<p><i>World Book Discovery Ed</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p>
1-3	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p>	<p><i>World Book Discovery Ed</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p>

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	<p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>			
4-6	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>	<p><i>World Book Discovery Ed</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p> <p><i>Benchmark Assessments-1x per quarter</i></p>
7-8	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for</i></p>	<p><i>World Book Discovery Ed</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p> <p><i>Benchmark Assessments-1x per quarter</i></p>

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	<p><i>individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>			
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>	<p><i>World Book Learning.com</i></p> <p><i>Quaver</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p>
1-3	<p><i>Learning packets, Reading and Math adoption consumable resources, and</i></p>	<p><i>World Book Learning.com</i></p> <p><i>Quaver</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p>

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	<p><i>telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>		<p><i>Common Formative Assessments-1x per 10 days</i></p>	
4-6	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p> <p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>	<p><i>World Book Learning.com</i> <i>Quaver</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p> <p><i>Common Formative Assessments-1x per 10 days</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p>
7-8	<p><i>Learning packets, Reading and Math adoption consumable resources, and telephone calls for those who have no internet access</i></p>	<p><i>World Book Learning.com</i> <i>Quaver</i></p>	<p><i>Daily check-ins and checks for understanding with feedback-Daily</i></p>	<p><i>Units of Study Assessments-1x per 4 weeks</i></p>

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	<p><i>For those with internet access: direct instruction for individual students and small group instruction via Zoom, Google Classroom, Google Meets</i></p> <p><i>Differentiation for SpEd, Gifted, and ELL learners will be embedded in the learning</i></p>		<p><i>Common Formative Assessments-1x per 10 days</i></p>	
9-12				

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				

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

Meeting the Needs of Students with Disabilities and English Learners.

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

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

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. The Special Education Director will work with Special Education teachers and related service providers to ensure services and support are implemented aligned with the guidance from ADE and USDOE. This includes professional development, implementation, and monitoring of the implementation. 2. For those without internet access, learning packets will be provided with accommodations and modifications as appropriate. Daily check-ins and teaching will occur through the telephone. 3. For those with internet access, daily teaching and learning with accommodations and modifications will take place through Google Classroom, Google Meets, Zoom, telephone and email. 4. Related Service Providers will provide video conferencing with students, if appropriate, until students are allowed on campus. 	<ol style="list-style-type: none"> 1. Special Education Director, Special Education Department, Teachers, Principals 2. Teachers 3. Teachers 4. Related Service Providers, Special Education Director 	<ol style="list-style-type: none"> 1. Prior to August 10th and then ongoing 2. August 10th and then weekly packets with daily check-ins 3. August 10th and ongoing with daily check-ins 4. August 10th and ongoing 	<ol style="list-style-type: none"> 1. Sign in sheets, monitoring documentation 2. The learning packet, teacher log 3. Teacher log 4. Related Service Provider log

Process for Implementing Action Step

Once the date for in-person instruction is determined, the department Director will determine the professional learning needed to ensure access for all appropriate students to the supports, modifications, and accommodations needed for students to be academically successful. Professional learning will take place with all appropriate teachers to know how to create learning packets and virtual classrooms to support the teaching and learning process to be implemented on August 10th and ongoing.

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

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. The Language Acquisition Director will work with ELD teachers to ensure services and support are implemented aligned with the guidance from ADE and USDOE. This includes professional development, implementation, and monitoring of the implementation. 2. For those without internet access, learning packets will be provided with accommodations and modifications as appropriate. Daily check-ins and teaching will occur through the telephone. 3. For those with internet access, daily teaching and learning with accommodations and modifications will take place through Google Classroom, Google Meets, Zoom, telephone and email and Rosetta Stone English. 	<ol style="list-style-type: none"> 1. Language Acquisition Director, Language Acquisition Department, Teachers, Principals 2. Teachers 3. Teachers 	<ol style="list-style-type: none"> 1. Prior to August 10th and then ongoing 2. August 10th and then weekly packets with daily check-ins 3. August 10th and ongoing with daily check-ins 	<ol style="list-style-type: none"> 1. Sign in sheets, monitoring documentation 2. The learning packet, teacher log 3. Teacher log

Process for Implementing Action Step

Once the date for in-person instruction is determined, the department Director will determine the professional learning needed to ensure access for all appropriate students to the supports, modifications, and accommodations needed for students to be academically successful. Professional learning will take place with all appropriate teachers to know how to create learning packets and virtual classrooms to support the teaching and learning process to be implemented on August 10th and ongoing.

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

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Social Emotional Learning	Teacher Check-in	X	X	X	X	
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	
	Parent Training	X	X	X	X	
	Other:	X	X	X	X	

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

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
Provision of resources to support teachers in relating classroom instruction and content to SEL.	<ul style="list-style-type: none"> Behavioral Health and School Safety Department Social Emotional Learning Specialists 	<ul style="list-style-type: none"> Instruction: Daily Planning: Weekly 	<ul style="list-style-type: none"> SEL Lessons Reduction in SEL related disciplinary infractions
Promotion of SEL for educators, students and parents	<ul style="list-style-type: none"> Behavioral Health and School Safety Department Social Emotional Learning Specialists Social Workers 	<ul style="list-style-type: none"> Parent University: Monthly SEL Promotion: Quarterly Professional Development: Monthly 	<ul style="list-style-type: none"> Increased knowledge of CASEL 5 Core Competencies

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

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<ol style="list-style-type: none"> Students will take benchmark assessments to demonstrate mastery of grade level content. Students must show growth between benchmarks and overall mastery on the AZ State Standards. For students who are not on grade level, targeted interventions will be in place for students virtually, through direct work with the teacher. 	<ol style="list-style-type: none"> Research and Evaluation Department, Assistant Principals, Teachers Teachers, Principals, Achievement Advisors 	<ol style="list-style-type: none"> Beginning of the year and Quarterly Daily 	<ol style="list-style-type: none"> Quantitative Academic Data Quantitative Academic Data, Teacher Logs
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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>
<i>Kindergarten</i>	<i>ESGI – GESD Rolling Assessment</i>	<i>Online</i>	
<i>1-3</i>	<i>ESGI – GESD Rolling Assessment (1-2) GESD Galileo Universal Screener (3)</i>	<i>Online</i>	
<i>4-6</i>	<i>GESD Galileo Universal Screener</i>	<i>Online</i>	
<i>7-8</i>	<i>GESD Galileo Universal Screener</i>	<i>Online</i>	
<i>9-12</i>			

Benchmark Assessments (ELA)

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	<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>	<i>ESGI – GESD Rolling Assessment iReady</i>	<i>Online</i>	
<i>1-3</i>	<i>ESGI – GESD Rolling Assessment (1-2) GESD Galileo Universal Screener (3) iReady</i>	<i>Online</i>	
<i>4-6</i>	<i>GESD Galileo Universal Screener iReady</i>	<i>Online</i>	
<i>7-8</i>	<i>GESD Galileo Universal Screener iReady</i>	<i>Online</i>	
<i>9-12</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).

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.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.C. TOPIC: Mitigation Plan

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: August 6, 2020

RECOMMENDATION:

It is recommended the Governing Board approve the mitigation plan as presented and authorizes the Superintendent to alter the mitigation strategies as warranted or recommended.

RATIONALE:

Legal counsel has advised that Districts may wish to have governing boards adopt the mitigation strategies developed as a board action item and authorize the superintendent to alter the mitigation strategies as warranted or recommended.

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 7.A. TOPIC: Future Meetings

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: August 6, 2020

Future Board Meetings dates are listed below with the agenda topics anticipated for each meeting. Routine items, i.e., vouchers, personnel reports, travel, etc., are not included in the list.

August 13	Report on Opening of School ASBA Political Agenda Direction ASBA Delegate Assembly Representative Fundraiser Activity Requests Recruitment Trips Superintendent's 2020-2021 Performance Pay Criteria Superintendent Evaluation Instrument
August TBD	Board Retreat: Class Sizes Board Self Evaluation Instrument Program Evaluation/Sustainability Board Goals Discipline Reports
August 27	Special Meeting Strategic Plan Update Board Discussion on Strategic Planning Priorities
September 10	Peer Observers Phased Retirement Plan
September 24	Special Meeting
October 8	Annual Financial Report ASBA Bylaw Changes Superintendent Goal Progress Report
October 22	Special Meeting Qualified Evaluators Board Self Evaluation <i>Annual Board Self-Evaluation deadline October 30</i>
November 12	A-F Letter Grade Presentation Executive Session for Superintendent's Evaluation. <i>Superintendent Summative Performance Evaluation Deadline November 30</i>
December 10	Revised Budget
January 14	Organizational Meeting <i>Organizational Meeting deadline January 15</i> Employee and Student Discipline Hearing Procedures Hearing Officer List Board Advocacy Discussion
January 28	Employment Contracts and Agreements
February 11	Certified Contract Renewals
February 25	Special Meeting
March 11	Meet and Confer/Salary Recommendations Administrative Contract Renewals

March 25	Special Meeting
April 15	Board Meeting Schedule Classified Employment Renewals Medical, Dental, Vision, Life, Mid-Term and Short-Term Disability Insurance Pay for Performance Plan ASBA Political Agenda Submissions
April 29	Special Meeting
May 13	Authorized Signatories Budget Revision Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts Facsimile Signatures Salary Tables, Fringe Benefits and Extra Duty Stipends
May 27	Special Meeting
June 3	Board Retreat
June 10	Strategic Plan Update/Discussion Employee Garnishments Student Activity Treasurer Execution of Vouchers Workers Compensation, Property, Casualty and Liability Insurance Claims Service Agreement Authorization to Settle Claims Evaluation Handbooks
June 24	Principal and Teacher Evaluation Ratings Proposed Expenditure Budget State Assessment Data Extracurricular Fee Schedule SFB Capital Plan Facility Use Fee Schedule and Agreement

Agenda Item Requests Tracking:

Agenda Item	Date of Board Request	Board Member Making Request	Date Placed on Agenda	Action Taken
Sick Leave Buy Back Policy Study Session	8/22/19	Mary Ann Wilson		Information provided in Board Update 9.20.19
SmartSchools Detailed Report on Costs/Savings	9/12/19	Jamie Aldama		Information provided in Board Update 9.20.19
Census Resolution	9/12/19	Brenda Bartels	10/14/19	Resolution Adopted
Superintendent's Evaluation Instrument	10/14/19	Sara Smith		Added to June 25 upcoming agenda items list
Staff Resignation Data	1/9/20	Monica Pimentel		Information provided in the Board Update 2.14.20
Add Strategic Plan Review to Calendar	2/6/20	Sara Smith		Added to June 25 upcoming agenda items list
Add Board Retreat to Calendar	2/6/20	Sara Smith	2/13/20	