

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:

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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 Edgenuity, 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	Double Adobe School District	School District Entity ID: 4179	02-03-45-000
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Tammi Wilson	
Representative Telephone Number		520-364-3041	
Representative E-Mail Address		twilson@doubleadobeschool.org	

School Information

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

School Name	Entity ID	CTDS
Double Adobe School	4787	02-03-45-101

Distance Learning Background Information

- a. Number of Instructional Days (3.b)

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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?	172
How many instructional days did the school district operate for School Year 2019-2020?	172

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	34	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the year	34
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input checked="" type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

Is the school district requiring students to do distance learning?	Yes
If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

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

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

- Describe how the school district will track attendance for students attending remotely, whether full time or intermittently. The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
 - 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. Student will communicate daily with their teacher via TEAMS 2. Students will participate in virtual TEAMS classroom 3. Students will complete daily/weekly assignments and submit 	Classroom Teachers	Daily	Attendance from daily sessions entered into SchoolDex

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. Students/Parents will be emailed weekly 2. Students/ Parents will be contacted via phone weekly 	Classroom Teachers	Weekly	Contact logs submitted to Principal

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

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop teacher and staff expectations during inservice days. 2. Head teacher will make daily observations and guide staff to the correct expectation, if not being followed.	1. Teachers, Staff, Head Teacher 2. Tammi Wilson	1. Week of August 3 2. Daily, beginning August 17	Staff Expectations Document Time stamp on emails Agendas Daily conversations, emails, letters of direction, etc

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Review and develop, if needed, human resource policies and procedures as it relates to the COVID pandemic. 2. Identify a direct point of contact for applicable situations for employees. 3. If an employee has a COVID related situation, as directed by supervisor, follow listed procedures and contact assigned point of contact.	Head Teacher, Office/Business Manager	End of July/Early August	1. Human Resource Policies and Procedures 2. Name of the Person of Contact 3. Documentation of Employee COVID situations and Resolutions

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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. Identify areas of need for professional development for teachers and staff. 2. Create & Share P.D. Calendar with staff 3. Organize and have trainings at scheduled times. 4. Issue certificates once finished. 	Head Teacher	May Mid July End of July Throughout the School Year	Emails Agendas of trainings Certificates

List Specific Professional Development Topics That Will Be Covered

<ol style="list-style-type: none"> 1. scheduling a virtual class in TEAMS Classroom 2. video (both live and recorded) via TEAMS 3. creation and upload of assignments in TEAMS 4. rostering and assignments in Think Central (Journeys/Go Math), SplashLearn, and Studies Weekly 5. social/emotional needs of our students 6. mandated trainings

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X		
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			X
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)	X	X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support		X	X
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<i>DI TEAMS Classroom/Independent Study</i>	<i>Houghton Mifflin/Go Math/ThinkCentral</i>	<i>as scheduled in online programs</i>	<i>End of Chapter</i>
1-3	<i>DI TEAMS Classroom/Independent Study</i>	<i>Houghton Mifflin/Go Math/ThinkCentral</i>	<i>as scheduled in online programs</i>	<i>End of Chapter</i>
4-6	<i>DI TEAMS Classroom/Independent Study</i>	<i>Houghton Mifflin/Go Math/ThinkCentral</i>	<i>as scheduled in online programs</i>	<i>End of Chapter</i>
7-8				
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	<i>DI TEAMS Classroom/Independent Study</i>	<i>Houghton Mifflin/Journeys/ThinkCentral</i>	<i>as scheduled in online programs</i>	<i>End of Unit Test (every 6 weeks)</i>
1-3	<i>DI TEAMS Classroom/Independent Study</i>	<i>Houghton Mifflin/Journeys/ThinkCentral</i>	<i>as scheduled in online programs</i>	<i>End of Unit Test (every 6 weeks)</i>
4-6	<i>DI TEAMS Classroom/Independent Study</i>	<i>Houghton Mifflin/Journeys/ThinkCentral</i>	<i>as scheduled in online programs</i>	<i>End of Unit Test (every 6 weeks)</i>
7-8				
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	<i>DI TEAMS Classroom/Independent Study</i>	<i>Studies Weekly</i>	<i>as scheduled in online programs</i>	<i>Unit testing throughout each quarter in our online instruction</i>
1-3	<i>DI TEAMS Classroom/Independent Study</i>	<i>Studies Weekly</i>	<i>as scheduled in online programs</i>	<i>Unit testing throughout each quarter in our online instruction</i>
4-6	<i>DI TEAMS Classroom/Independent Study</i>	<i>Studies Weekly</i>	<i>as scheduled in online programs</i>	<i>Unit testing throughout each quarter in our online instruction</i>
7-8				
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)				
	<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	<i>DI TEAMS Classroom/Independent Study</i>	<i>Studies Weekly</i>	<i>as scheduled in online programs</i>	<i>Unit testing throughout each quarter in our online instruction</i>
1-3	<i>DI TEAMS Classroom/Independent Study</i>	<i>Studies Weekly</i>	<i>as scheduled in online programs</i>	<i>Unit testing throughout each quarter in our online instruction</i>
4-6	<i>DI TEAMS Classroom/Independent Study</i>	<i>Studies Weekly</i>	<i>as scheduled in online programs</i>	<i>Unit testing throughout each quarter in our online instruction</i>
7-8				
9-12				

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

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	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12				

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

In addition to traditional printed curriculum, students will be able to access the technological component that compliments the curriculum. For Journeys and Go Math!, they have access to supplemental resources through Think Central. Studies Weekly also has an online component that has videos and resources that enhance their learning. They are resources that students would have available to them if the school were open.

Meeting the Needs of Students with Disabilities and English Learners.

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop procedures to address (update, rewrite, track progress) IEPs, METs, and ILLPs. 2. Schedule and have telephonic and online meetings with parents and staff to update IEPs, METs, and ILLPs. 3. Define direct services at each school sites for Sped and EL students. 4. From Sped and EL student caseloads, determine levels of needed services for each student. <p>Once level of services is identified for each student, start providing those</p>	<p>Head Teacher St. David Consortium</p>	<ol style="list-style-type: none"> 1. End of July 2. Throughout the school year 3. Beginning of August 4. Beginning of August <p>Throughout the school year</p>	<ol style="list-style-type: none"> 1. Procedures 2. Scheduling Calendar 3. List of direct services 4. List of students and their level of service <p>Tracking sheets for student’s direct services</p>

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services throughout the period while we are online and adjust those services based on students' progress.			
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Process for Implementing Action Step

The process will be as listed above in order.

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

Process for Implementing Action Step

This section is addressed in the above section under the Sped and EL Learners.

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

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

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Teachers and Staff will attend professional development on Social Emotional Supports St David Consortium will provide monthly socioemotional classes/activities for students 	St. David Consortium	<ol style="list-style-type: none"> Beginning of August Throughout the school year 	<ol style="list-style-type: none"> P.D. information Sign In sheet for visiting specialists

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Teacher's assigning lessons aligned to grade level standards. Students completing assigned lessons Students completing online quizzes (formatives) and unit testing. <p>Teacher tracking and providing additional instruction for students who do not pass/ master assigned standards</p>	<ol style="list-style-type: none"> Teachers Students/teachers Student/teachers <p>Teachers</p>	<ol style="list-style-type: none"> Throughout the school year Throughout the school year Throughout the school year Throughout the school year 	<ol style="list-style-type: none"> Online lessons Students' completed work Students' completed quizzes and tests <p>Online TEAMS Classroom reteach lessons created by teachers</p>

when indicated by below average quizzes and benchmarks.			
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Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	STAR Math Renaissance Learning	In person scheduled appointments	Beginning August 17 th , October, December, March, May
1-3	STAR Math Renaissance Learning	In person scheduled appointments	Beginning August 17 th , October, December, March, May
4-6	STAR Math Renaissance Learning	In person scheduled appointments	Beginning August 17 th , October, December, March, May
7-8			
9-12			

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	STAR Reading Renaissance Learning/ AIMSWeb	In person scheduled appointments	Beginning August 17 th , October, December, March, May
1-3	STAR Reading Renaissance Learning/ AIMSWeb	In person scheduled appointments	Beginning August 17 th , October, December, March, May
4-6	STAR Reading Renaissance Learning/ AIMSWeb	In person scheduled appointments	Beginning August 17 th , October, December, March, May
7-8			

9-12			
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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).

Benchmark assessments will be scheduled in person for the duration of the plan implementation.

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.

During the closure last Spring, we had near perfect participation using our regular curriculum sent home weekly in learning packets. Parents either picked up/dropped off work or we delivered/picked up work weekly. Students also had access to purchased software: Lexia, SplashLearn, MyOn. We plan to follow the same model with the addition of TEAMS classroom for virtual instruction and ThinkCentral and Studies Weekly for added layers of resources to supplement our adopted curriculum.