

# Distance Learning Plan Template for School Districts

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

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](mailto:EmergencyDL@azed.gov) with any questions.*

<b>School District Name</b>	Skull Valley ESD#15	<b>School District Entity ID</b>	4478
<b>Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)</b>		Brandi Vastine, District Administrator	
<b>Representative Telephone Number</b>		928-442-3322	
<b>Representative E-Mail Address</b>		admin@skullvalleyschool.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
Skull Valley Elementary School	6113	13-03-15-101

## 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.*

<b>How many instructional days will the school district operate for School Year 2020-2021?</b>	<b>149</b>
<b>How many instructional days did the school district operate for School Year 2019-2020?</b>	<b>145</b>

*b. Distance Learning Option (3.b)*

<b>Estimated Enrollment for FY 2021</b>	<b>25</b>	<b>Start Date for Distance Learning</b>	<b>08/03/2020</b>
<b>Estimated Number of Students Participating in Distance Learning for the Full Year</b>	<b>2</b>	<b>Estimated Number of Students Participating in Distance Learning for a Portion of the year</b>	<b>23</b>
<b>Please choose the option that indicates your proposed duration/plan for distance learning:</b>	<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 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 checked="" type="checkbox"/> 5. Other (Please explain below)
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If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
School will begin with a full-school distance learning model, but will plan to begin on-site learning for all students upon decision of the Governor to allow for re-opening, and once our board deems it safe to do so based on local statistics. Distance learning will remain an option year-round for students who require it.

Is the school district requiring students to do distance learning?	Choose an item.
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.)

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- 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
Students will be expected to attend daily Zoom lessons, and will be expected to turn in lessons that will be completed independently.	Teachers	Daily	Attendance logs and completed work

*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
In addition to daily Zoom calls, the Distance Learning Coordinator or Classroom Teacher will follow up with phone calls to each student.	Distance Learning Coordinator/Teacher	Daily	Communication logs

### 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
Staff will be working on campus so long as deemed safe to do so. An appropriate alternate will step in should a staff member become ill. Staff who must be quarantined due to exposure will work from home under the direct supervision of the administrator.	District Administrator	Daily	Call logs or e-mail

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
Create and share plans for health and safety based on risk levels (3 phases).	District Administrator/School Board	Prior to school opening, and revised as needed	Phase 1-3 plans are available upon request.
Administrator will check in with each staff member whether at home or working remotely.	District Administrator	Daily	Call logs or e-mail

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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
Professional development will be in person or remotely offered for all new technology, applications, and curriculum.	District Administrator	July- Prior to the implementation of distance learning	Staff may be interviewed

**List Specific Professional Development Topics That Will Be Covered**

Google Classroom, Google Meets, Zoom, new students applications (if needed).
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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
<b>What was Used to Establish Need?</b>			
Questionnaire			
Personal Contact and Discussion	x	x	x
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	x	x	x
WIFI Hot Spot	x		
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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	Direct instruction via Google	Splash Learn	Daily via practice work for all	Weekly or at unit end using
1-3	Meets, Independent study,	Splash Learn	grade levels K-8.	Splash Learn quizzes for K-3.
4-6	and project-based learning	Khan Academy, Teachers Pay		Weekly or at unit end using
7-8	for all grade levels K-8.	Teachers, and Math Aids for all 4-8.		Khan Academy assessments for all 4-8.
9-12	N/A	N/A	N/A	N/A

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct instruction via Google</i>	<i>Learning A-Z</i>	<i>Daily via practice work for all</i>	<i>Weekly or at unit end using</i>
<i>1-3</i>	<i>Meets, Independent study,</i>	<i>Learning A-Z</i>	<i>grade levels K-8.</i>	<i>Learning A-Z assessments for all K-3.</i>
<i>4-6</i>	<i>and project-based learning</i>	<i>Beyond Textbooks</i>		<i>STAR Reading assessments</i>
<i>7-8</i>	<i>for all grade levels K-8.</i>	<i>Beyond Textbooks</i>		<i>STAR Reading assessments</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Google</i>	<i>Learning A-Z</i>	<i>Daily via practice work for all</i>	<i>Teacher created assessments</i>
<i>1-3</i>	<i>Meets, Independent study,</i>	<i>Learning A-Z</i>	<i>grade levels K-8.</i>	<i>for all grade levels K-8.</i>
<i>4-6</i>	<i>And project-based learning</i>	<i>Beyond Textbooks and on-</i>		
<i>7-8</i>	<i>for all grade levels K-8.</i>	<i>site curriculum for grades 4-6</i>		
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Google</i>	<i>Beyond Textbooks and on-</i>	<i>Daily via practice work for all</i>	<i>Teacher created assessments</i>
<i>1-3</i>	<i>Meets, Independent study,</i>	<i>Site curriculum for all grades</i>	<i>Grade levels K-8.</i>	<i>For all grade levels K-8.</i>
<i>4-6</i>	<i>And project-based learning</i>	<i>K-8</i>		
<i>7-8</i>	<i>For all grade levels K-*</i>			
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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

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

### Meeting the Needs of Students with Disabilities and English Learners.

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

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

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
Zoom meetings scheduled with the special education teacher/therapist meeting service hours as required by each student’s IEP.	Special Education Teacher	Weekly/daily as directed by the IEP.	IEP progress reports.

**Process for Implementing Action Step**

Special education team will meet the week of August 3<sup>rd</sup> to determine service needs and implement a schedule with the therapists.

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

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
Reach out to each English learner to set-up Zoom meetings for individual support.	AZELLA Coordinator/Classroom Teacher	Weekly	Meeting notes/classroom assessments

**Process for Implementing Action Step**

AZELLA Coordinator will work with the classroom teacher to assess progress and set-goals for each student.

**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
<b>Social Emotional Learning</b>	Teacher Check-in	x	x	x	x	N/A
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					N/A
	Phone	x	x	x	x	N/A
	Webcast	x	x	x	x	N/A
	Email/IM	x	x	x	x	N/A
	Other:					N/A

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
Through daily interactions teacher will monitor social emotional learning and provide support.	Teacher	Daily	Meeting Schedule

### 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
Utilizing classroom discussion, quizzes, and independent assignments, students will be tested for understanding.	Teacher	Daily	Quizzes and grading of independent assignments

### 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.

<b>Benchmark Assessments (Math)</b>			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Teacher/District created assessment	In person	End of quarter
1-3	STAR	In person	End of quarter
4-6	STAR	In person	End of quarter
7-8	STAR	In person	End of quarter
9-12	N/A	N/A	

<b>Benchmark Assessments (ELA)</b>			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Dibels	In person	End of quarter
1-3	Dibels/STAR	In person	End of quarter
4-6	STAR	In person	End of quarter

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7-8	STAR	In person	End of quarter
9-12	N/A	N/A	N/A

**Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).**

**Additional Information (Optional)**

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