

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	Arizona State Schools for the Deaf and Blind	School District Entity ID	6393
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Oran Tkatchov		
Representative Telephone Number	602-771-5222		
Representative E-Mail Address	oran.tkatchov@asdb.az.gov		

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
Phoenix Day School for the Deaf	6395	001202040
Tucson Campus	78941	001202010

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

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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?	144
How many instructional days did the school district operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	390	Start Date for Distance Learning	August 18, 2021
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	390
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?	NO.

**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
Powerschool Attendance	Teachers Secretaries Student Health Center	Daily Daily Daily	Powerschool Record

a. Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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Google Classroom Face-to-Face Zoom Sessions Completed Work Teacher Emails Phone calls	Staff	Daily	Google Tracking PowerGrade - grades Contact Logs
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Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Establish Google Classroom Establish Instructional Schedule Provide face to face virtual instruction Provide instructional activities/work within Google Classroom	All teachers and all related service providers	Set up by August 17, 2020 ADE recommended total student work time per grade level Daily - equivalent to the required number of hours	Google Classroom Submitted schedule Staff Work Log Google Classroom

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
Teacher Leader Meetings Principal Notes/Emails Communicate Staff Resources Policy Revision	Principal Human Resources Government Liaison	Weekly As Needed May 2020	Agenda and Shared Google Drive Emails Emails and Resources Provided Policy

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Schedule Training - Staff Work Days	Organization Development Division (technology) Assistant Principals - Counselors	July- August 2020 and As Needed	Training Documents/Materials

List Specific Professional Development Topics That Will Be Covered

Zoom Training
 Google Classroom Training
 Google Meets
 Google Drive
 We Video
 Social Emotional Learning

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		
Needs Assessment-Available data	X	X	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			
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Go Math</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>Teaching Strategies GOLD - Quarterly</i>
<i>1-3</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Go Math Freckle Math</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>Teaching Strategies GOLD/NWEA MAP - Quarterly STAR Math - 2x/year</i>
<i>4-6</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Go Math EnVision Freckle Math</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Galileo - Quarterly STAR Math - 2x/year</i>
<i>7-8</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study</i>	<i>Go Math EnVision Freckle Math</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Galileo - Quarterly STAR Math - 2x/year</i>

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	<i>Project Based Learning via menu of options</i>			
9-12	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Go Math EnVision</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Galileo - Quarterly</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>National Geographic Reading A-Z Bilingual Grammar Curriculum Multisensory Grammar Curriculum</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>Teaching Strategies GOLD - Quarterly</i>
<i>1-3</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>National Geographic Reading A-Z Bilingual Grammar Curriculum Multisensory Grammar Curriculum Accelerated Reader</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>Teaching Strategies GOLD/NWEA MAP - Quarterly STAR Reading - 2x/year</i>
<i>4-6</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>National Geographic Journeys Reading A-Z Bilingual Grammar Curriculum Accelerated Reader</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Galileo - Quarterly STAR Reading - 2x/year</i>

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7-8	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>National Geographic Study Sync Reading A-Z Bilingual Grammar Curriculum Accelerated Reader</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Galileo - Quarterly STAR Reading - 2x/year</i>
9-12	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>National Geographic Study Sync Accelerated Reader</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Galileo - Quarterly</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>National Geographic</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>Teaching Strategies GOLD - Quarterly Project Based Assessment</i>
<i>1-3</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>National Geographic</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>Teaching Strategies GOLD/NWEA MAP - Quarterly Project Based Assessment</i>
<i>4-6</i>	<i>Direction Instruction via Zoom/Google Meets</i>	<i>National Geographic Science Dimensions</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Project Based Assessment</i>

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	<i>Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>			
7-8	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Science Dimensions</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Project Based Assessment</i>
9-12	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Science Dimensions</i>	<i>Curriculum Formative Assessments - Biweekly</i>	<i>NWEA MAP Project Based Assessment</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Social Studies Technology Physical Education American Sign Language Art Music Braille Robotics</i>	<i>Teacher Made</i>	<i>Teacher Made Project Based Assessment</i>
<i>1-3</i>	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom</i>	<i>Social Studies Technology Physical Education American Sign Language</i>	<i>Teacher Made</i>	<i>Teacher Made Project Based Assessment</i>

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	<i>Independent Study Project Based Learning via menu of options</i>	<i>Art Music Braille Robotics</i>		
4-6	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Social Studies Technology Physical Education American Sign Language Art Music Braille Robotics</i>	<i>Teacher Made</i>	<i>Teacher Made Project Based Assessment</i>
7-8	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Social Studies Technology Physical Education American Sign Language Art Music Braille Robotics</i>	<i>Teacher Made</i>	<i>Teacher Made Project Based Assessment</i>
9-12	<i>Direction Instruction via Zoom/Google Meets Instructional Activities via Google Classroom Independent Study Project Based Learning via menu of options</i>	<i>Social Studies Technology Physical Education American Sign Language Art Music Braille Robotics</i>	<i>Teacher Made</i>	<i>Teacher Made Project Based Assessment Civics Test</i>

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)

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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
Review Student IEPs Establish Google Classroom for all IEP Direct Services Establish Service Schedule Provide face to face virtual services Provide supplemental activities/work within Google Classroom	All HI/VI/MDSSI teachers and all related service providers	Set up by August 17, 2020 Weekly - equivalent to the required number of service minutes	Google Classroom Submitted schedule Staff Work Log Google Classroom IEP Progress Notes

Process for Implementing Action Step

Team meetings to review student progress on current IEP goals, accommodations, modifications and services required. Teams will determine student needs by individual and create a plan to implement the action steps listed above. Regularly scheduled IEP meetings will be conducted through Zoom.

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
Review Student Progress Provide face to face virtual services Provide supplemental activities/work within Google Classroom	Instructional Assistants w/ Teacher Support	Set up by August 17, 2020 Weekly - As Needed	Google Classroom Submitted schedule Staff Work Log Google Classroom

Process for Implementing Action Step

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Team meetings to review student progress on class instruction, student work, IEP goals, accommodations, modifications and services required. Teams will determine student needs by individual and create a plan to implement the action steps listed above.

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

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

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	X	X	X	X	X
	Webcast	X	X	X	X	X
	Email/IM	X	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
BISMAS-2 Universal Screener Mindfulness Training Equity Workshop SEL Topics (i.e. Trauma, Grief) Workshops Distribute Resources	Teachers, Counselors, Psychologists, Assistant Principals	3x/year or As Needed 1x/year - Orientation Week Weekly As Needed	Completed Results Workshop Materials Resources Provided Schedule Established

Newsletter/Tips			
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Demonstrating Mastery of Academic Content (1.a.vi)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Google Classroom Monitoring/Work Completed Project Based Work Completed Formative Assessments Given Benchmark Assessments Given	Teachers, Related Service Providers, Accountability Department, Assistant Principals, Principals	Daily, Weekly, Quarterly, As Needed	Data Tracking Spreadsheets PowerGrade Report Cards IEP Progress Notes

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)			
	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	Teaching Strategies GOLD	Online	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021
1-3	Teaching Strategies GOLD , NWEA MAP	Online, In-Person	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021
4-6	NWEA MAP, Galileo	In-Person	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021
7-8	NWEA MAP, Galileo	In-Person	October 6-16, 2020 January 5-15, 2021

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			March 9-26, 2021
9-12	NWEA MAP, Galileo	In-Person	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021

Benchmark Assessments (ELA)

	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	Teaching Strategies GOLD	Online	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021
1-3	Teaching Strategies GOLD , NWEA MAP	Online, In-Person	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021
4-6	NWEA MAP, Galileo	In-Person	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021
7-8	NWEA MAP, Galileo	In-Person	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021
9-12	NWEA MAP, Galileo	In-Person	October 6-16, 2020 January 5-15, 2021 March 9-26, 2021

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

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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.