

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	Bisbee Unified School District #2	School District Entity ID	4169
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Tom Woody / Jennifer McBeth		
Representative Telephone Number	(520) 432-5381		
Representative E-Mail Address	twoody@busd.k12.az.us / jmcbeth@busd.k12.az.us		

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
Greenway Elementary School	4752	020202103
Lowell Junior High School	4753	020202105
Bisbee High School	4754	020202201

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?	146
How many instructional days did the school district operate for School Year 2019-2020?	146

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	700	Start Date for Distance Learning	August 18, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	100	Estimated Number of Students Participating in Distance Learning for a Portion of the year	700
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 <u>February 16, 2021</u> for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and 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)		

<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p> <p>We will provide a remote learning format until Cochise County meets the ADHS established health benchmarks. Once cleared, we intend to operate on a hybrid approach with half of the students attending campus buildings on Mondays and Wednesdays and the other half attending campus buildings on Tuesdays and Thursdays. On the days that a student is not attending school on campus, he/she will access their education in an online format.</p> <p>Due to the rising number of COVID-19 cases in our area, we will no longer meet the ADHS health benchmarks indicating safety in operating in a hybrid format, so we will revert to a remote only plan for at least the remainder of the semester. We anticipate resuming the hybrid format beginning on January 4, 2021, but will evaluate the number of COVID-19 cases in our area in the week of December 21, 2020.</p> <p>The return of the hybrid learning format was pushed until February 16, 2021. In our hybrid format, half of the students will attend campus buildings on Mondays and Wednesdays and the other half will attend campus buildings on Tuesdays and Thursdays. On the days that a student is not attending school on campus, he/she will access their education in an online format.</p>

<p>Is the school district requiring students to do distance learning?</p>	<p>Choose an item.</p>
<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>

**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.

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- 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
Students will be required to log in to a virtual classroom setting daily when participating remotely. Students enrolled in grades 3-12 will log in to the classroom setting at a designated time to participate in synchronous activities. Students enrolled in grades k-2 will log in to the classroom setting daily to participate in asynchronous activities. Classroom teachers will enter attendance into PowerSchool.	Classroom teachers	Daily (am/pm) attendance for students in grades k-5, and meeting attendance for students in grades 6-12.	PowerSchool logs Google Classroom logs

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
All students have been issued a district email account.	Superintendent/Tech Coordinator	Once, upon enrollment	Email account log
All students will be enrolled in a Google Classroom.	Classroom teachers	Once, at the beginning of the year or at the start of enrollment	Google classroom enrollment reports
	Classroom teachers	Weekly, at minimum	Google calendar

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All students will have opportunities to participate in synchronous activities using Google Meet.			
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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
We do not have any staff working virtually.			

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
Conduct a Back-to-School District In-Service	Superintendent/Director of Instruction	Once, at the beginning of the year	Sign-in sheets
Weekly email communications	Principals	Weekly	Email back-up
Staff meetings	Principals	As needed, but no less than monthly	Sign-in sheets

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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
Conduct a Back-to-School District In-Service	Superintendent/Director of Instruction	Once, at the beginning of the year	Sign-in sheets
Google Meet Tech Support	Director of Instruction/Tech Team	Daily, as needed	Sign-in sheets
Emailed links to resources and webinars	Superintendent/Director of Instruction/Principals	As needed	Email back-up

List Specific Professional Development Topics That Will Be Covered

Differentiation, focus on gifted and high achieving students Best-practice instructional strategies Google Classroom Google Suite Remote Learning Resources

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			

Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	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>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks and Journeys	Common Formative assessment - weekly/biweekly	Benchmarks - quarterly
<i>1-3</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks and Journeys	Common Formative assessment - weekly/biweekly	Benchmarks - quarterly
<i>4-6</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks and Journeys	Common Formative assessment - weekly/biweekly	Benchmarks - quarterly
<i>7-8</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks and Journeys	Common Formative assessment - weekly/biweekly	Benchmarks - quarterly
<i>9-12</i>	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks and Khan Academy	Common Formative assessment - weekly/biweekly	Quarterly benchmarks

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

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	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks and Pearson Math	Common Formative assessment - weekly/biweekly	Quarterly benchmarks
<i>1-3</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks and Pearson Math	Common Formative assessment - weekly/biweekly	Quarterly benchmarks
<i>4-6</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks and Pearson Math	Common Formative assessment - weekly/biweekly	Quarterly benchmarks
<i>7-8</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks and Pearson Math	Common Formative assessment - weekly/biweekly	Quarterly benchmarks
<i>9-12</i>	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks	Common Formative assessment - weekly/biweekly	Quarterly benchmarks

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>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks	Common Formative assessments given every two to three weeks	Quarterly benchmarks
<i>1-3</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks	Common Formative assessments given every two to three weeks	Quarterly benchmarks
<i>4-6</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks	Common Formative assessments given every two to three weeks	Quarterly benchmarks
<i>7-8</i>	Direct instruction via Google Meets and Google Classroom	Beyond Textbooks	Common Formative assessments given every two to three weeks	Quarterly benchmarks
<i>9-12</i>	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks	Common Formative assessment - weekly/biweekly	Quarterly benchmarks

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>	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks	Teacher created assessments- weekly/biweekly	Quarterly teacher created assessments
<i>1-3</i>	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks	Teacher created assessments- weekly/biweekly	Quarterly teacher created assessments

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4-6	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks	Teacher created assessments- weekly/biweekly	Quarterly teacher created assessments
7-8	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks	Teacher created assessments- weekly/biweekly	Quarterly teacher created assessments
9-12	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks	Common Formative assessment - weekly/biweekly	Quarterly teacher created assessments

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	Google Classroom and Meets will be the main delivery method for direct instruction	Beyond Textbooks and new CTE consortium resources	Common Formative assessment - weekly/biweekly	Quarterly Benchmarks

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
Special education students will have access to the core curriculum through their regular education teacher’s Google Classroom.	Regular education teachers	Daily	Google classroom rosters

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<p>Lessons will be specialized and individualized based on individual IEPs.</p> <p>Special education teachers will meet regularly with special education students through Google Meet to provide individualized services.</p> <p>Service providers will utilize Google Meet and/or Zoom for related services. Special education students will be able to schedule meetings on campus to receive services from special education teachers, as needed.</p>	Regular education teachers, special education teachers	Daily	Lesson plans, Google classroom assignments
	Special education teachers	Weekly	Meeting schedule
	Related service providers	As determined by IEP	Meeting schedule

Process for Implementing Action Step

Regular education teachers and special education teachers will have regular communication and planning time to ensure these action steps are implemented.

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
English learners will have access to the core curriculum through their regular education teacher’s Google Classroom.	Regular education teachers	Daily	Google classroom rosters
Lessons will be specialized and individualized based on individual student needs.	Regular education teachers	Daily	Lesson plans, Google classroom assignments
English language development teachers will meet regularly with EL students through Google Meet to provide services.	English language development teachers	Weekly	Meeting schedule

Process for Implementing Action Step

Regular education teachers and English language development teachers will have regular communication and planning time to ensure these action steps are implemented.

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					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	X
	Phone	X	X	X	X	X
	Webcast	X	X	X	X	X
	Email/IM	X	X	X	X	X
	Other:				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
Teachers will have verbal conversations with students.	Teachers	Daily	Monitoring of Google Classrooms.
Packets will be made using resources from Beyond Textbooks as well as school	Teachers and school counselor	Throughout the year	

counselors and uploaded to Google Classroom. Social emotional videos will be uploaded to Google Classroom.	Teachers	Throughout the year	
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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
Teachers will assess student achievement on standards through common formative assessments.	Classroom teachers	Weekly and/or Bi-Weekly	Assessment records
Benchmarks will summatively assess student knowledge of content quarterly.	Classroom teachers	Quarterly	Assessment records
Students will be assessed at the end of the academic year with AZM2 and AzSCI.	District Achievement Testing Coordinator	Annually	Score reports

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	Beyond Textbooks	online	Week of: September 14, 2020
1-3	Beyond Textbooks	online	Week of: September 14, 2020
4-6	Beyond Textbooks	online	Week of: September 14, 2020
7-8	Beyond Textbooks	online	Week of: September 14, 2020

9-12	Beyond Textbooks	online	Week of: September 14, 2020
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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>
<i>Kindergarten</i>	Beyond Textbooks	online	Week of: September 14, 2020
<i>1-3</i>	Beyond Textbooks	online	Week of: September 14, 2020
<i>4-6</i>	Beyond Textbooks	online	Week of: September 14, 2020
<i>7-8</i>	Beyond Textbooks	online	Week of: September 14, 2020
<i>9-12</i>	Beyond Textbooks	online	Week of: September 14, 2020

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).

Benchmarks will be administered online for both hybrid and remote students. Hybrid students will test when they are in class with the teacher. Remote students will test at a scheduled time with the teacher monitoring through a Google Meet session.

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.

