

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	Triumphant Learning Center	School District Entity ID	4225
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Robin Dutt	
Representative Telephone Number		928-348-8422	
Representative E-Mail Address		rdutt@tlctigers.com	

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
Triumphant Learning Center	4897	058702000

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?	145
How many instructional days did the school district operate for School Year 2019-2020?	145

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	96	Start Date for Distance Learning	08/03/2020
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	96
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 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:
We will continue distance learning as a whole school until the Governor allows schools to fully reopen. We will also offer distance learning for students under special circumstances such as prolonged illness, quarantine, family emergencies, ect.

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?	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
<ol style="list-style-type: none"> Students are required to complete a daily question to show that they have logged on to google classroom. Students will be required to participate in at least one virtual meeting per subject per week. Students will have work assigned 4 days per week and the students are responsible for completing ALL assignments by midnight on Sunday each week. 	<ol style="list-style-type: none"> Home room teachers are responsible for tracking attendance for each of their students. Teachers are responsible for reporting attendance to school office administrator. School office administrator is responsible for reporting attendance within the SIS. 	<ol style="list-style-type: none"> Home room teachers will keep a daily log of students participation. The log from the previous week will be provided to the office administrator each Monday by 10:00 AM for entry into the SIS. 	<ol style="list-style-type: none"> When the student completes the daily question within google classroom a timestamp is created on their submission for review by the teacher. The teacher will have a log for each virtual meeting that allows for attendance to be taken. These logs will be labeled with the date and time of the meeting/lesson and signed by the teacher. This evidence of implementation will be retained for each 9-week period and restarted as needed.

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"> Students will be able to contact their teacher via email or google classroom Monday-Thursday from 8am-4pm. Teachers will have daily designated class times for 	<ol style="list-style-type: none"> Teacher Parent/student Administration 	<ol style="list-style-type: none"> Daily communication is required by students. Parents are asked to check student's progress at least weekly through the SIS. 	<ol style="list-style-type: none"> Logs will be used to ensure that the teachers or administration are contacting parents/students as needed. Google classroom timestamps will verify online

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<p>virtual Q & A.</p> <p>3. If a child does not participate in lessons, the teacher is required to communicate with the parents/student to determine the reason. If the student does not complete assignments, the teacher will refer the family to administration for further discussion.</p> <p>4. The administration will contact the family to find out how the student can be most successful. In-person meetings with the family may be necessary.</p>		<p>3. Administration will establish communication as needed.</p>	<p>communication.</p> <p>3. Virtual attendance logs will be used to verify student communication.</p>
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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
<p>1. Teachers will make lesson plans.</p> <p>2. Teachers will provide virtual lessons.</p> <p>3. Teachers will assess student progress.</p>	<p>1. Teachers</p> <p>2. Aides</p> <p>3. Administration</p> <p>4. IT</p>	<p>1. Monday through Thursday 8-4 or as needed to complete tasks. This applies to all teachers and staff.</p>	<p>1. Student progress and support</p> <p>2. Online lesson plans</p> <p>3. Virtual lessons</p> <p>4. Less than 5% IT complaints. Verified through IT log.</p> <p>5. Timely submission of required</p>

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<ol style="list-style-type: none"> 4. Teachers will remediate when necessary. 5. Teachers will maintain contact with students. 6. Aides will assist teachers in providing virtual lessons. 7. Aides will be available Monday through Thursday 8-4 for in-person assistance. 8. Aides will provide support for student success, i.e. create virtual or paper worksheets, find educational videos, or finding additional resources to support student learning. 9. Administration will be required to complete assigned administrative tasks. 10. IT will be required to be available for technical difficulties Monday through Thursday 8-4. 			state and federal reports.
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b. Describe commitments on delivery of employee support services including but not limited to:

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All human resource policies and forms are available to	1. Administration	1. Weekly	<ol style="list-style-type: none"> 1. Resources to be found in google docs. 2. Attendance logs from google

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employees. 2. Weekly virtual meeting with all employees.			meet.
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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"> Online staff orientation through google classroom. Virtual PD provided by ADE Virtual and in-person in service. Virtual staff meeting 	<ol style="list-style-type: none"> Administration 	<ol style="list-style-type: none"> Annually for orientation PD by ADE as available 8 day per school year for in services. Weekly 	<ol style="list-style-type: none"> Online submission of orientation documents. Attendance logs

List Specific Professional Development Topics That Will Be Covered

Policies and procedures for school, how to create a successful virtual classroom, How to conduct virtual assessments
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Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X		

Personal Contact and Discussion		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			
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>
Kindergarten	<i>Direct instruction via Google classroom</i>	<i>GoMath</i>	<i>Daily questioning through google meet</i>	<i>Synchronous timed testing at the end of each unit of study</i>
1-3	<i>Direct instruction via Google Classroom</i>	<i>GoMath</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly STAR math assessments.</i>
4-6	<i>Direct instruction via Google classroom</i>	<i>GoMath</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly STAR math assessments.</i>

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7-8	<i>Direct instruction via Google Classroom</i>	<i>GoMath</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly STAR math assessments.</i>
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct instruction via Google classroom</i>	<i>Readygen and TRE</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly STAR reading assessments.</i>
<i>1-3</i>	<i>Direct instruction via Google classroom</i>	<i>Readygen and TRE</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly STAR reading assessments.</i>
<i>4-6</i>	<i>Direct instruction via Google classroom</i>	<i>Readygen</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly STAR reading assessments.</i>
<i>7-8</i>	<i>Direct instruction via Google classroom</i>	<i>Readygen</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly STAR reading assessments.</i>
<i>9-12</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>Direct instruction via Google classroom</i>	<i>Fusion</i>	<i>Daily assignments and questioning through google</i>	<i>Project based assessment</i>

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			<i>meet.</i>	
1-3	<i>Direct instruction via Google classroom</i>	<i>Fusion</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and Project based assessments</i>
4-6	<i>Direct instruction via Google classroom</i>	<i>Fusion</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and Project based assessments</i>
7-8	<i>Direct instruction via Google classroom</i>	<i>Fusion</i>	<i>Daily assignments and questioning through google meet.</i>	<i>Synchronous timed testing at the end of each unit of study and Project based assessments</i>
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning		
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>
<i>Kindergarten</i>		
<i>1-3</i>		
<i>4-6</i>		
<i>7-8</i>		
<i>9-12</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>
<i>9-12</i>				

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
<ol style="list-style-type: none"> Identify and Evaluate students Follow IEP 	<ol style="list-style-type: none"> General Ed teacher and SPED Personal SPED Personal 	<ol style="list-style-type: none"> As referred by parent or teacher through the child find process. Frequency is to be determined by the individual education plan. 	<ol style="list-style-type: none"> 45 day screenings Evaluation summary Weekly goal tracking worksheet.

Process for Implementing Action Step

Identify student through Child Find Team
 Collect data
 Convene a MET to determine next step
 If Psy Eval is necessary, this would be determined now
 Bring in School Psychologist for evaluation
 Convene an IEP meeting
 Follow IEP goals

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
PHLOTE if student answers anything but	Admin AZELLA Coordinator	Upon entry into school is PHLOTE AZELLA within 60 calendar days from	Completed AZELLA report Progress reported by teacher

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ENGLISH AZELA Placement and determination English instruction	Assigned teacher	admission	
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Process for Implementing Action Step

<p>Azella Coordinator passes test Azella administrator passes test School begins and PHLOTE’s reviewed looking for English language learners Check transfer students records for ELL Begin the process</p>
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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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Parent Training					
	Other:					

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

Other:					
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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/Aides will conduct social emotional check-ins. Teachers will post social emotional videos in the google classroom. 	<ol style="list-style-type: none"> Teachers Aides 	<ol style="list-style-type: none"> Weekly New videos will be posted weekly and will remain in the classroom for at least 2 weeks. 	<ol style="list-style-type: none"> Teachers and aides will keep a social emotional check in log. Videos will be posted in the google classroom.

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"> Quizzes Tests Formative Assessments Remediation 	<ol style="list-style-type: none"> Teacher 	<ol style="list-style-type: none"> Depend on subject 	<ol style="list-style-type: none"> Grade based on traditional grading scale will provide evidence of mastery. Performance based assessment data.

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
Kindergarten	In person counting and recognition of numbers	In person-small

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1-3	STAR Math	In person-small group
4-6	STAR Math	In person-small group
7-8	STAR Math	In person-small group
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	DIBELS	In person-small group	Weeks of August 3, October 19 th , December 14 th , March 8 th , and May 10 th
1-3	DIBELS and STAR Reading	In person-small group	Weeks of August 3, October 19 th , December 14 th , March 8 th , and May 10 th
4-6	DIBELS and STAR Reading	In person-small group	Weeks of August 3, October 19 th , December 14 th , March 8 th , and May 10 th
7-8	STAR Reading	In person-small group	Weeks of August 3, October 19 th , December 14 th , March 8 th , and May 10 th
9-12			

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.

Empty rectangular box for additional information.