

# 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](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:

## Distance Learning Plan Template 2020-2021

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.*

School District Name	Seligman Unified School District	School District Entity ID	4472
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		James Phillips	
Representative Telephone Number		928-216-4123	
Representative E-Mail Address		<a href="mailto:jphillips@seligman.k12.az.us">jphillips@seligman.k12.az.us</a>	

## 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
Seligman Elementary School	6104	130240101
Seligman High School	6105	130240202

## Distance Learning Background Information

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

## Distance Learning Plan Template 2020-2021

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

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

Estimated Enrollment for FY 2021	115	Start Date for Distance Learning	08/03/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	35	Estimated Number of Students Participating in Distance Learning for a Portion of the year	115
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)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
<p>We intend to offer distance learning for all students all year for those parents who want their child only using distance learning this SY using Google Classroom platform.</p> <p><b>The School Board approved our reopening of school at the August 18 Special meeting. Starting September 8 our schools went into option B of our Mitigation Plan which is a Hybrid model with students now allowed to return to school with on-site learning. For our students who have remained at home the schools continue to use Google Classroom all SY.</b></p>

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
<ul style="list-style-type: none"> <li>Communication with their teachers via Google Meet, telephone or other digital means.</li> <li>Daily assignments completed or submitted by the student</li> <li><b>On September 8 the school transitioned into a hybrid model. Students attending in person attendance is taken per norm.</b></li> <li><b>Google Classroom students at home are required to log in for all classes that will align with the school master schedules.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher of student of their Google Classroom.</li> <li>Teacher of student of their Google classroom</li> <li><b>Teacher of student attending school in person or on Google Classroom.</b></li> </ul>	<ul style="list-style-type: none"> <li>Once a day with K-5</li> <li>By class period middle &amp; high school courses</li> </ul>	<ul style="list-style-type: none"> <li>Google Classroom daily instruction</li> <li>Google classroom teacher report</li> <li><b>Regular classroom teacher taking attendance with in - person students and in Google Classroom for distance learning students at home.</b></li> </ul>

*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
Teacher communication through Google Classrooms Student check in through Google Classrooms Teacher reporting attendance daily through Synergy Parents reporting absences	Teacher Students Parents <b>School Administrative Assistant</b>	MS/HS- each class period  <b>Elementary- once per day</b> <b>When necessary to send out new or updated information.</b>	Google Classroom assignments  Synergy

Use of phone communication through Parent Connect to send out via phone necessary information.			
--	--	--	--

## 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
Mandatory In-service on distance learning.	Teacher/ Superintendent	July 27- July 31	Sign in sheet
Professional development on Google Classrooms	Teacher/superintendent	July 27- July 31	Sign in sheet
Teachers are on campus 7:30- 3:30 Mon-Thursday	Teacher/superintendent	Aug 3- remainder of time	
Support Staff is on campus 7:30-3:30 assigned to various duties	Staff/ Superintendent	Aug 3- remainder of time	

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Offer leave of absence for support staff during full time distance learning			

## Distance Learning Plan Template 2020-2021

Family First Corona Virus Act Staff Meeting review of policies and notification of new policies.	Superintendent/Principal		
---	--------------------------	--	--

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Google Classroom Webinars 2. Google Classroom training	Teachers k-12 Principal Erik Rudnick, trainer	1 day all teacher Google Classroom training with follow up and continual consultation with Google Classroom trainer	Immediate use of training to begin Google Classroom first day of school August 3.

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

1. Google Classroom Training 2. Distance Learning teaching training
--

## 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	X		
Personal Contact and Discussion	X	X	X

Needs Assessment-Available data	X		
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)	X	X	X
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.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Google Suite/ Print Material	MaGraw Hill	Imbedded in course content	Imbedded in course content
1-3	Google Suite/ Print Material	MaGraw Hill	Imbedded in course content	Imbedded in course content
4-6	Google Suite/ Print Material	MaGraw Hill	Imbedded in course content	Imbedded in course content
7-8	Google Suite/ Print Material	Red Bird/ Beyond Textbooks	Imbedded in course content	Imbedded in course content
9-12	Google Suite/ Print Material	AZSOC	Imbedded in course content	Imbedded in course content

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency

<i>Kindergarten</i>	<i>Google Suite/ Print Material</i>	<i>MaGraw Hill, Lexia</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>1-3</i>	<i>Google Suite/ Print Material</i>	<i>MaGraw Hill, Lexia</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>4-6</i>	<i>Google Suite/ Print Material</i>	<i>MaGraw Hill, Lexia</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>7-8</i>	<i>Google Suite/ Print Material</i>	<i>Beyond Textbooks</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>9-12</i>	<i>Google Suite/ Print Material</i>	<i>Beyond Textbooks</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</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>Google Suite/ Print Material</i>	<i>Beyond Textbooks</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>1-3</i>	<i>Google Suite/ Print Material</i>	<i>Beyond Textbooks</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>4-6</i>	<i>Google Suite/ Print Material</i>	<i>Beyond Textbooks</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>7-8</i>	<i>Google Suite/ Print Material</i>	<i>Harcourt/ Pearson/ MaGraw Hill/ Beyond Textbooks</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>9-12</i>	<i>Google Suite/ Print Material</i>	<i>Harcourt/ Pearson/ MaGraw Hill/ Beyond Textbooks</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</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>Google Suite/ Print Material</i>	<i>Beyond Textbooks/ Scholastic/ Sparks/ Davis Publishing</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>1-3</i>	<i>Google Suite/ Print Material</i>	<i>Beyond Textbooks/ Scholastic/ Sparks/ Davis Publishing Textbooks</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>4-6</i>	<i>Google Suite/ Print Material</i>	<i>Beyond Textbooks/ Scholastic/ Sparks/ Davis Publishing</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>
<i>7-8</i>	<i>Google Suite/ Print Material</i>	<i>Beyond Textbooks/ Scholastic/ Sparks/ Davis Publishing</i>	<i>Imbedded in course content</i>	<i>Imbedded in course content</i>

9-12	Google Suite/ Print Material	Beyond Textbooks/ Scholastic/ Sparks/ Davis Publishing	Imbedded in course content	Imbedded in course content
------	------------------------------	--	----------------------------	----------------------------

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
9-12	Google Suites (state waived Lab requirements)	Designed curriculum from State Agri-Science	Embedded within curriculum	Embedded within curriculum

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Renew IEPs/ one on one contact via google meets/Zoom	Rebecca Austill/ Onilee Ferry-Locks	Daily/ Weekly	Contact Log

### Process for Implementing Action Step

Meet with SPED consultant and teacher in charge of weekly meetings.
---

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
At this time we have not had any qualified EL students. All tested proficient.	Miraj Wallace, Testing Coordinator	Meeting guidelines and timelines annually.	AZELLA testing results

**Process for Implementing Action Step**

NA
----

### 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	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other: If able to hire K-8 counselor SY 2020/2021	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	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:					

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
Renew IEPs/ one on one contact via google meets/Zoom <b>Advertise and Hire a school counselor</b>	Rebecca Austill/ Onilee Ferry-Locks/Counselor <b>Superintendent/principal</b>	Daily/ Weekly	Contact Log <b>Board minutes of hiring school counselor.</b>

### 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
Online Assessment	Teacher	Imbedded in curriculum	Assessments

### 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	Dibels/ Galileo	Online	Undecided/fluid situation
1-3	Dibels/ Galileo	Online	Undecided/fluid situation
4-6	Dibels/ Galileo	Online	Undecided/fluid situation
7-8	Galileo	Online	Undecided/fluid situation
9-12	Galileo	Online	Undecided/fluid situation

<b>Benchmark Assessments (ELA)</b>			
	<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>	<i>Dibels/ Galileo</i>	<i>Online</i>	<i>Undecided/fluid situation</i>
<i>1-3</i>	<i>Dibels/ Galileo</i>	<i>Online</i>	<i>Undecided/fluid situation</i>
<i>4-6</i>	<i>Dibels/ Galileo</i>	<i>Online</i>	<i>Undecided/fluid situation</i>
<i>7-8</i>	<i>Galileo</i>	<i>Online</i>	<i>Undecided/fluid situation</i>
<i>9-12</i>	<i>Galileo</i>	<i>Online</i>	<i>Undecided/fluid situation</i>

**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.

