

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 <u>Edgenuity</u>, 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	Pima Accommodation District	School District Entity ID	04401
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Shelly Duran	
Representative Telephone Number		520-724-4724	
Representative E-Mail Address		Shelly.duran@capetucson.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
CAPE School-Detention	05654	100100002
CAPE School-Jail	05656	100100203

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?	200 days
How many instructional days did the school district operate for School Year 2019-2020?	200 days

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021		Start Date for Distance Learning	7/23/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	60	Estimated Number of Students Participating in Distance Learning for a Portion of the year	60
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 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)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
CAPE School- Jail: Students will only receive packet work because no civilians are allowed in the building and there isn't any internet access for online learning.
CAPE School-Detention: Students will receive packet work with teacher using Zoom to check in with students once the system is set-up in the classrooms.

Is the school district requiring students to do distance learning?	No
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
Students will receive weekly packet work covering the reading, math, science and history content	<ul style="list-style-type: none"> General Ed. Teachers Special Education Teachers 	Jail- Once a week is all we are allowed Detention- Twice weekly	<ul style="list-style-type: none"> Weekly Packet work Daily assignments and student check list of completed assignments

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
District Parent Letter School Parent letters Teacher Letters to students Journal writing	Teachers	Jail-once a week Detention: twice a week	Journals Journal work imbedded in packet work (SEL)

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
Jail: Sp. Ed teachers providing IEP services through virtual conferencing	Student Services Coordinator Sp. Ed. Teachers	Weekly for differently students	Schedule Sp. Ed. Paperwork documentation

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Detention: Sp. Ed. teacher providing IEP services through Zoom			
Teachers using "Zoom" with students as technology gets set-up in the classroom	Teachers	Weekly in Classrooms	Schedule and lesson plans
Tutoring Students	Teacher	As needed	Documentation log

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
Teachers have flexible work schedule between school and remote from home	School Principal Student Services Coordinator	Weekly	Employee work schedule
Employees sick will have flexible time provided on one-to-one basis	School Principal HR	As Needed	Absence log with sick time and flex time
"Google Meet" meetings	School Principal Student Services Coordinator	Weekly and as needed	Work schedule, agendas and google calendar

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Unjammed Learning Network Project- Blended Learning Initiative (Use of Google Classroom Tools, Hapara.	School Principal, CEEAS Organization	Monthly	The Unjammed Learning Network will meet virtually on a mixture of video-conferencing platforms, chat platforms, and social media platforms to further

			engage with digital learning in the Google ecosystem.
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List Specific Professional Development Topics That Will Be Covered

Teachers will receive training in
G Suite for Education platform inclusive of the google classroom tools. Hapara-student monitoring system

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. *Our students are detained in a secure care facility.*

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	NA	X	x
Personal Contact and Discussion	NA	x	x
Needs Assessment-Available data	NA	x	x
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x	x	x
WIFI Hot Spot	NA	NA	NA
Supplemental Utility Support (Internet)	NA	NA	NA
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)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten				
1-3				
4-6				
7-8	Packet work only-Jail, Packet work/Zoom-Detention	Jail- AZ Content Standards Detention-Edgenuity	Placement Test-TABE-Jail Placement Test-Edgenuity- Detention	Detention –every 30 days using Edgenuity
9-12	Packet work only-Jail, Packet work/Zoom-Detention	AZ Content Standards Detention-Content Standards & Edgenuity	Placement Test-Jail-TABE Placement Test-Detention- Edgenuity	Jail- every 60 days’ paper based Detention –every 30 days using Edgenuity

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
Kindergarten				
1-3				
4-6				
7-8	Packet work only-Jail, Packet work/Zoom-Detention	Jail- AZ Content Standards Detention-Edgenuity	Placement Test-TABE-Jail Placement Test-Edgenuity- Detention	Detention –every 30 days using Edgenuity
9-12	Packet work only-Jail, Packet work/Zoom-Detention	AZ Content Standards Detention-Content Standards & Edgenuity	Placement Test-Jail-TABE Placement Test-Detention- Edgenuity	Jail- every 60 days’ paper based Detention –every 30 days using Edgenuity

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>1-3</i>				
<i>4-6</i>				
<i>7-8</i>	<i>Packet work only-Jail, Packet work/Zoom-Detention</i>	<i>Jail- AZ Content Standards Detention-Edgenuity</i>	<i>Placement Test-TABE-Jail Placement Test-Edgenuity- Detention</i>	<i>Detention –every 30 days using Edgenuity</i>
<i>9-12</i>	<i>Packet work only-Jail, Packet work/Zoom-Detention</i>	<i>AZ Content Standards Detention-Content Standards & Edgenuity</i>	<i>Placement Test-Jail-TABE Placement Test-Detention- Edgenuity</i>	<i>Jail- every 60 days’ paper- based Detention –every 30 days using Edgenuity</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>1-3</i>				
<i>4-6</i>				
<i>7-8</i>	<i>Packet work only-Jail, Packet work/Zoom-Detention</i>	<i>Jail- AZ Content Standards Detention-Edgenuity</i>	<i>Placement Test-TABE-Jail Placement Test-Edgenuity- Detention</i>	<i>Detention –every 30 days using Edgenuity</i>
<i>9-12</i>	<i>Packet work only-Jail, Packet work/Zoom-Detention</i>	<i>AZ Content Standards Detention-Content Standards & Edgenuity</i>	<i>Placement Test-Jail-TABE Placement Test-Detention- Edgenuity</i>	<i>Jail- every 60 days’ paper- based Detention –every 30 days using Edgenuity</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	NA			
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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
IEP/MET meetings will be continued and coordinated with parent, detention staff and student IEP services will continue through "Zoom" (counseling, speech, etc.) Specially Designed Instruction will implemented to meet student IEP goals	Student Services Coordinator Special Education Teachers	Weekly and as prescribed in the student IEP goals	Documentation of IEP/Met meetings IEP services documented in sp.ed. files Teacher Lessons plans

Process for Implementing Action Step

The Special Education Coordinator coordinates the IEP/MET meetings with detention staff, parents, teachers and student. The meetings have been set up virtually with all stakeholders participating.

She works with special education teachers to ensure specially designed lessons are created and delivered to these students on a weekly basis.

Students who require speech, counseling, tutoring etc. She coordinates these services with our independent contractors or with special education teacher and the services are delivered through ZOOM. She sets the schedule for these services, usually on Tuesdays where the specialist and student meet in a conference room through ZOOM. After each session the desk, chair and any supplies used by the student in the session is disinfected.

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

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
NA			

Process for Implementing Action Step

We rarely have EL students. If we do have an EL, we administer the Edgenuity placement test and start with Pathways. All materials are modified for EL's.

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
	Packet of Social and Emotional Topics					X
	Online Social Emotional videos					X
	Parent Training					NA
	Other:					

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

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • Teachers embed SEL into the student work packets • Students have the opportunity for daily journal writing with teacher feedback • Teachers at detention will be using Edgenuity’s new course: SEL. (Detention Only) • All Staff will be participating in Self-Efficacy Training for the school year that is provided by Kansas State University through ADE Special Education Dept. 	School Principal Student Services Coordinator All Teachers	Weekly	Packet work Lesson Plans Edgenuity (Detention Only)
		Monthly Training	PD Plan for this training and calendar

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
<ul style="list-style-type: none"> Initial Placement Test 	Teachers	Jail: Initial, every 60 days per student Detention: every 30 days per student	Test results
<ul style="list-style-type: none"> Course Assessments 		Unit test per content Edgenuity tests	Test results

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)			
	<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>1-3</i>			
<i>4-6</i>			
<i>7-8</i>	<i>Jail: TABE Detention: Edgenuity Tests</i>	<i>Jail: Paper based/in-person Detention: Edgenuity/online</i>	<i>Jail: Student's first day of school and every 60 days for that student Detention: Initial Placement Test, and every 30 days for that student (Edgenuity)</i>
<i>9-12</i>	<i>Jail: TABE Detention: Edgenuity Tests</i>	<i>Jail: Paper based Detention: Edgenuity/online</i>	<i>Jail: Student's first day of school and every 60 days for that student Detention: Initial Placement Test, and every 30 days for that student (Edgenuity)</i>

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>			
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>	<i>Jail: TABE Detention: Edgenuity Tests</i>	<i>Jail: Paper based/in-person Detention: Edgenuity/online</i>	<i>Jail: Student's first day of school and every 60 days for that student Detention: Initial Placement Test, and every 30 days for that student (Edgenuity)</i>
<i>9-12</i>	<i>Jail: TABE Detention: Edgenuity Tests</i>	<i>Jail: Paper based Detention: Edgenuity/online</i>	<i>Jail: Student's first day of school and every 60 days for that student</i>

			<i>Detention: Initial Placement Test, and every 30 days for that student (Edgenuity)</i>
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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.

Both CAPE Schools are secure care facilities. One school is located in the Pima County Juvenile Detention Center and the other school is located in the Pima County Adult Detention Center. Both schools have high mobility rates with youth being detained daily and released. At jail the ADM is 40 days and at detention the ADM is 18 days.

Jail School: Serves ages 14-17 and 18-21 years with IEPs. Currently due to the outbreak of COVID in the jail we (civilians) are not allowed in the building but only to drop off weekly packet work, perform virtual enrollments, and to have virtual IEP/MET meetings, and IEP services. The Correctional Officers(CO) copy and handout the packets with specific instructions so packet work is handed to the right students. There is constant communication between teachers and CO and the school principal and the jail program coordinator.

Detention School: Serves middle school –high school students. We have to follow all Detention protocols to protect the safety of students in a confined environment. We have internet access for students to use Chromebooks in the units but detention will not allow it until teachers can be in person to supervise the security of the internet access and that there is no destruction of the Chromebooks by students. As soon as the 8/17 in-person instruction is lifted, teachers will follow the COVID 19 protocols to deliver and support instruction in the classroom.

