

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	Valley Academy for Career & Technology Education (VACTE)	School District Entity ID	79397
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Robert Weir		
Representative Telephone Number	928-634-7131 Ext: 13		
Representative E-Mail Address	bweir@vacte.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
VACTE - Valley Academy for Career and Technology Education	88061	130801006
VACTE - Yavapai College Sedona Center	1000154	130801007

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?	159
How many instructional days did the school district operate for School Year 2019-2020?	158

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	165 Central Campus	Start Date for Distance Learning	Aug. 5 th , 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	165
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input checked="" type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
N/A

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?	Yes

**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 participate in an Online Instructional Learning module (OSHA 10 Career Safe) in all of our CTE programs. The program tracks the students progress on the modules to the minute and date of online activity.	The teachers of each CTE program at VACTE will be on campus and monitoring the students progress on the modules. They will make phone call and emails when students are not completing the task daily	Daily check of online program participation data and daily email/phone calls to students	Daily printout of student’s progress on the online program and teacher taking attendance in the SIS.
Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.) The teacher will present a lesson related to their CTE program during these meetings with the students logged in (It will be record for view later if a student need to)	The teacher will take roll while on the virtual meeting and have students send in attendance if they had to view the recorded version.	Daily for virtual meeting and online discussion boards.	Daily attendance log of students attending the virtual meeting or recordings.
Daily assignments related to the virtual meeting will be assigned and due to be turned in through email or printed out and delivered.	Teacher collecting assignments	Daily assignments	Collected and graded daily 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
VACTE will hold parent-student meetings prior to the start of the online learning	VACTE Administration and Teachers	This will be done prior to Aug. 5.	Attendance at meeting and the email tracking and phone contact logs to student if they need support.

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<p>Aug. 5th. During these meetings and email/phone call responses with all students the teacher will check to see if they have appropriate connectivity to do the online instruction. If not VACTE will supply laptops and have the VACTE Facility open for internet connection. Student will receive the online instruction log in and required information for virtual meetings and assignments.</p> <p>Student will be encouraged to set up individual meetings (Online or in person) with the teacher if they need extra help, connection support of emotional support from VACTE staff</p>	<p>Teachers, Administration and Support Staff</p>	<p>Ongoing during the distance learning until we go to in-person learning</p>	<p>Documentation of services provided to students as needed.</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>Teachers, Administration, and staff at VACTE will be required to attend all staff meetings either in-person or virtual prior to Aug. 5th. All staff will be required to be present at their workstation location during all School Calendar days starting Aug. 5th until the in-person instruction can take place.</p>	<p>Administration, Teachers, and staff</p>	<p>The time from 7:00 am to 4:30 pm on all School Calendar Days.</p>	<p>Attendance taken by Administration and log into SIS system. Notes from meetings with students through emails, instruction and progress checking on online instructional programs.</p>
<p>If a stay at home order is given, then the staff and teachers will continue to perform the duties described above from</p>	<p>Administration, Teachers, and staff</p>	<p>Daily</p>	<p>Same as above from home.</p>

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their home with daily checks ins with Administration			
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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
The business manager and Administration will educate and work with the staff on attendance policies and if a COVID situation arises how it will be handled. All staff will check in with Superintendent daily and be visited by the Superintendent during the online learn dates.	Administration, Teachers, and staff	Daily check ins and staff beginning of the year meetings in person or virtual.	Attendance logs and notes from visits.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
The beginning of the year staff meetings and professional development will cover the ins and outs of the OSHA10 online instruction program and the other programs they will used for online	All VACTE Staff	Aug. 3 -4 and as need during the distance learning until we can have in-person instruction	Attendance and items presented during these trainings

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assignments. This will be done virtually and possibly in person in small groups.			
Training on the new SIS system VACTE will use (PowerSchools) teacher grade and attendance modules.	All Staff	Aug. 3 -4 and as need during the distance learning until VACTE is allowed in-person instruction	Attendance and items presented during these trainings
Training the teachers to use virtual delivery tools for instruction.	Teachers and related staff	July 28 th – 30 th online with staff at home and Aug. 3 -4 and as need during the distance learning until VACTE is allowed in-person instruction	Attendance and items presented during these trainings

List Specific Professional Development Topics That Will Be Covered

Training on OSHA10 CareerSafe student progress elements, Zoom, Google, Canvas, Discussion Groups, and other virtual delivery method, PowerSchool Pro Teacher components for SIS

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			
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			

Supplemental Utility Support (Internet)			
Other: Use of our facility for connection	X	X	X
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<i>N/A (Integrated in the CTE Lessons)</i>			

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				

9-12	N/A (Integrated in the CTE Lessons)			
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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>
Kindergarten				
1-3				
4-6				
7-8				
9-12	N/A			

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>
Kindergarten				
1-3				
4-6				
7-8				
9-12	N/A			

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	For All CTE Programs taught at VACTE they will use OSHA 10 for safety certification.	CareerSafe and VACTE Teachers for resources.	Unit test at the end of each of the 10 OSHA 10 sections.	Final Exam test for all 10 sections of OSHA 10. This will meet industry standard certification which is an ADE CTE requirement in most CTE programs.

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	<p><i>The Yavapai College Dual Enrolled courses will use Canvas for video, discussion boards and uploading of assignments.</i></p> <p><i>Zoom or other virtual programs for direct instruction of content to be covered and live demonstrations of skills as needed.</i></p> <p><i>Skills Projects sent showing(VACTE will provide as much of the material needed as possible) they were completed by students after through video demonstration or Virtual instruction. Project turned in or processed videoed and submitted to teacher</i></p>	<p><i>Yavapai College Canvas program and teachers.</i></p> <p><i>Zoom or other virtual programs used by teachers so students can log in and view/interact. They will be recorded.</i></p> <p><i>Teacher will supply needed materials as possible for pick up by students at VACTE. Video from student or parent phones if available or projects dropped off at VACTE.</i></p>	<p><i>Daily assignments, projects, and chapter test.</i></p> <p><i>Daily assignments, attendance, group discussion, test of skills</i></p> <p><i>Project graded on completeness and correctness.</i></p>	<p><i>Unit exams and final project completed for the hands on learning when available.</i></p> <p><i>Chapter Test, Arizona End of Program Technical Standards CTE Test for each program</i></p> <p><i>Completed projects and AZ Technical Standards test and related industry standard testing.</i></p>
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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)

The use of online workplace readiness skills training will be used if the school closures continues into mid-September once OSHA 10 is completed. If needed small group in person instruction, will be used to teach and demonstrate skills which are required by state standards and industry certification standards that require a high level of safety. This will be completed following CDC guidelines and in person teacher instruction.

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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
Follow the IEP and 504 documents. This may be one on one instruction if needed for related task or assignments on the campus following CDC guidelines.	Teacher, Administration and Program Specialist	As needed in relation to IEP/504 requirements	Log on contact in person, by phone, by email and through virtual delivery.

Process for Implementing Action Step

Teacher and/or VACTE staff will use phone calls, emails, virtual instruction delivery software and in person as needed in relation to the accommodation or modification listed in the student's IEP/504.

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
VACTE will use the ILLP if the student has a plan and follow the requirements in it for the delivery of information etc.	Teacher, Administration, VACTE Staff	As need by the students during the distance learning	Documentation of resources supplied to the student.

Process for Implementing Action Step

Teacher and/or VACTE staff will use phone calls, emails, virtual instruction delivery software and in person as needed in relation to the accommodation or modification listed in the student's ILLP.

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					
	Online Social Emotional videos					
	Parent Training					
	Other: Use of Verde Valley Guidance and Satellite Counselors					X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					X
	Phone					X
	Webcast					X
	Email/IM					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
VACTE will have the teacher and VACTE staff help with the social and emotional needs of students as they feel confident in and qualified to perform. If the situation is requires, a qualified counselors will work with our 3 satellite school districts counselors or the students needing help. The other option is to work with Verde Valley Guidance Clinic (Spectrum)	Teacher, Administrator, VACTE Staff, Satellite School District Counselors and Verde Valley Guidance Clinic.	Daily check in with students during virtual instruction and as needed with each student	Documentation of each situation and referrals. Will follow FERPA on confidential information.

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
Unit testing on standards in CTE, ADE CTE Technical Skills Attainment End of Program Test and the completion of Industry Certification in the related CTE program.	Teachers, Administrators, Test Proctors, ADE CTE Technical Standards Testing	End of each unit, March-April for ADE testing and Certifications on Industry Standards throughout the 20-21 School Year	Testing results and certifications achieved by students

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			
1-3			
4-6			
7-8			
9-12	N/A		

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			

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1-3			
4-6			
7-8			
9-12	N/A		

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).

N/A

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.

Go to VACTE.com for the full VACTE Return to Learn Plan and the options for future COVID issues. For more information Please call me at (928) 634-7131 Ext: 12.