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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	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	Congress Elementary School District #17	School District Entity ID	4479
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Dr. Stephanie Miller, Superintendent		
Representative Telephone Number	1-928-427-9850		
Representative E-Mail Address	smiller@congressdistrict.org		

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
Congress Elementary School	6114	130317001

Distance Learning Background Information

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

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?	*156*
How many instructional days did the school district operate for School Year 2019-2020?	*157*

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

Estimated Enrollment for FY 2021	**110**	**Start Date for Distance Learning**	**July 20, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	**1-110**	**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	**1-110 (55 staying virtual)**
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☒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.). ☐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:
Given health guidance/approval to reopen schools, Congress Elementary School will provide distance learning for students. Given reopening of schools, that allows all students to be allowed back on school site/traditional school hours, families will be given the option to remain with distance learning (needs-based approach) or return to school full time. Distance and in-person instruction will have same expectations for mastery of standards.

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?	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
1. Daily attendance through Microsoft Teams Meeting 2. Daily effort of engaged time in learning (weighted to instructional minutes) 3. Front Office attendance calls for students not checked-in	1. Teacher of Record for student 2. Teacher of Record for student 3. Front Office personnel	1. Daily per adopted school calendar 2. Daily per adopted school calendar/school week 3. Daily per adopted school calendar	1. Use of PowerSchool to document daily attendance 2. Weekly turn-in of documented weighted time 3. Attendance report with anecdotal notes 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
1. Daily morning meeting with students 2. Calls done by Front Office by 9:30 for students who have not checked-in	1. Teacher of Record for student 2. Front office personnel	1. Daily per adopted school calendar 2. Daily per adopted school calendar	1. Use of Microsoft Teams Meetings 2. Attendance Report

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
1. Use of tele-work document. Board Approved on July 8, 2020	1. Staff member and Superintendent as outlined in the telework agreement	1. As outlined in agreement. Usage is based upon Superintendent approval	1. Signed contracts and evidence of continued services provided when working remotely

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. Following: adopted school policies; Federal and State laws and regulations 2. Regular Communication from Administration: Usage of Staff Lounge posting area; emails; meetings; hard copies of materials placed in employee's boxes; mailings if needed; Microsoft Teams Meetings; phone calls	1. Dr. Stephanie Miller, Superintendent; Staff Members as outlined in contracts and trained 2. Superintendent, Business Manager, IT Director	1. At all times per business hours and as needed outside of business hours 2. As needed (usually this is done daily)	1. Posted signs and paperwork completed. Workplace showing evidence and Audits completed 2. Visual/virtual evidence as stated in Action Step

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

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

1. District Days: Initial Policy and other training (ACEs) on July 15 and July 16, 2020 for all staff 2. Ongoing as need is identified. Initially 1 hour daily for certified teaching staff 3. Paraprofessional Staff Training for instructional support and student monitoring 4. Non-instructional Support for regulation and need-based identified training	1. Superintendent, Business Manager, IT Director 2. Superintendent, Business Manager, IT Director 3. Superintendent/Principal, Business Manager, IT Director, and Classroom Teacher 4. Superintendent, Business Manager, IT Director	1. July 15 and July 16; All day trainings 2. 1 hour daily (estimate for around 20 business days) then minimum weekly and increased as need is determined 3. Ongoing as need is determined by teacher (30 minutes reserved in time schedule of paraprofessional for pd needs) 4. Ongoing as need is determined	1. Staff Calendar, Training Agenda, and Notes/Staff Sign-in Sheets 2. Staff Calendar, Training Agendas and Notes/Staff Sign-in Sheets 3. Staff Calendar, Training Agendas, Notes/Staff Sign-in Sheets, and anecdotal notes of supervising teacher(s) 4. Staff Calendar, Training Agendas and Notes/Staff Sign-in Sheets

List Specific Professional Development Topics That Will Be Covered

Whole Child Education, Social-Emotional Learning, Distance Learning Instructional Techniques, The 4 Cs (Collaboration, Communication, Creativity, and Critical Thinking), Global Competence Indicators, Differentiated Instruction, Anti-Bullying, Project Based Learning, Brain Based Instructional Techniques, Online Teaching Standards, Technology Standards, and STEAM (Science, Technology, Engineering, Art, and Math).

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	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X

Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)	X	X	X
Other: School Site as need is determined	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)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
K-2	*Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the school site and/or delivery on daily bus route for meal service and other items)*	*ST Math; Study Island; Investigations*	*Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting (attendance) method for tracking student engagement and progress (Formative is daily to weekly assessments)*	*Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)*
3-5	*Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the*	*ST Math; Study Island; Investigations*	*Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting*	*Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)*

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
	school site and/or delivery on daily bus route for meal service and other items)		*(attendance) method for tracking student engagement and progress (Formative is daily to weekly assessments)*	
6-8	*Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the school site and/or delivery on daily bus route for meal service and other items)*	*ST Math; Study Island; Pearson Digits Program 6-8; 9th Grade Algebra students supported through Yavapai Accommodation School with IGA for online instruction support.*	*Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting (attendance) method for tracking student engagement and progress (Formative is daily to weekly assessments)*	*Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)*
NA				
NA				

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*
K-2	*Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the school site and/or delivery on daily bus route for meal service and other items)*	*Journeys; AIMSWeb; Accelerated Reader/STAR; Core 5; Epic (Digital Library for Kids): Study Island*	*Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting (attendance) method for tracking student engagement and progress (Formative is daily to weekly assessments)*	*Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)*
3-5	*Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the school site and/or delivery on daily bus route for meal service and other items)*	*Journeys; AIMSWeb; Accelerated Reader/STAR: Core 5: Epic (Digital Library for Kids); Study Island*	*Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting (attendance) method for tracking student engagement*	*Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)*

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
			and progress (Formative is daily to weekly assessments)	
6-8	Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the school site and/or delivery on daily bus route for meal service and other items)	Accelerated Reader/STAR; Core 5 for Identified Students/Power UP; Epic (Digital Library for Kids); Study Island	Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting (attendance) method for tracking student engagement and progress (Formative is daily to weekly assessments)	Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)
NA				
NA				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
K-2	Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the school site and/or delivery on daily bus route for meal service and other items)	FOSS; Study Island	Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting (attendance) method for tracking student engagement and progress (Formative is daily to weekly assessments)	Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)
3-5	Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the school site and/or delivery on daily bus route for meal service and other items)	FOSS; Study Island	Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting (attendance) method for tracking student engagement and progress (Formative is daily to weekly assessments)	Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)

4-6	*Direct Instruction via Teams; Program Software; Hands-on Lessons and Manipulatives (Available for pick-up at the school site and/or delivery on daily bus route for meal service and other items)*	*FOSS; Study Island*	*Use of daily interaction via Teams meetings; monitoring of progress in programs; usage of weighting (attendance) method for tracking student engagement and progress (Formative is daily to weekly assessments)*	*Use of Program Assessments; NWEA MAP Remote Testing (Summative is up to 3 times per year)*
7-8				
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12				

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				

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

Other program areas include: Social Studies; Typing Skills; Technology Standards; and Social Emotional Second Steps Curriculum. Delivery Methodology will be the same as listed above. Progress, grades, etc. will be monitored and data reviewed daily.

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
1. Follow the written IEP Plan	1. IEP Team	1. Needs based and driven by SPED timeline laws	1. IEP instruction is provided per stated in the IEP

Process for Implementing Action Step

1. Special Needs Teams will continue to meet as timeline may require and/or other reasons (as outlined in SPED regulations).
2. Special software and equipment purchased based upon identified needs (i.e.: Microsoft Immersive Reader and Microsoft Translator installed for identified students).

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
1. Follow the chosen EL methodology 2. Programs, with native language instruction where appropriate	1. Classroom Teacher 2. Classroom Teacher in working with IT Director	1. Every day 2. Per Lesson Plans	1. Student work completed and lesson plans 2. Software installed and usage by student

Process for Implementing Action Step

1. All teachers will be trained on how to create and implement the newly State released EL Methodology within the first two weeks of school (4 different plans to choose from and teacher input and decision making is desired as a part of the selection process). Support and monitoring will be provided by a designated certified teacher of the school who sits outside of the regular EL student's class.
2. Special software and equipment purchased based upon identified needs (i.e.: Microsoft Immersive Reader and Microsoft Translator installed for identified students).

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	NA
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	NA
	Parent Training	X	X	X	X	NA
	Other: Second Steps Program	X	X	X	X	NA

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	NA
	Phone	X	X	X	X	NA
	Webcast					
	Email/IM					
	Other: Microsoft Teams Meeting	X	X	X	X	X

Provide a description of how the school district will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Counseling services provided to identified students 2. Usage of Second Steps (SEL Curriculum) 3. Class Meetings with Teacher 4. Phone Calls if needed	1. Contracted School Counselor 2. Classroom Teachers 3. Classroom Teachers 4. Classroom Teacher, Paraprofessionals, Administrative Staff	1. Per contracted services outlined in YCESA IGA (service time was doubled this year due to COVID-19) 2. Weekly 3. Daily 4. Daily as needed	1. IGA, Staff Calendar 2. Grading system (Honor Roll is based upon the Second Steps Curriculum 3. Teams Meetings 4. Phone Bills :)

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
1. Daily monitoring of work completed and student data 2. Usage of Formative and Summative Assessments	1. Teacher of Record 2. Teacher of Record	1. Daily (per school adopted calendar) 2. Daily/Weekly (Formative) Up to 3 times a year (Summative)	1. Grades, progress in programs, weighted attendance sheet 2. NWEA MAP and/or other identified program

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*
K-2	*NWEA MAP, AIMSWeb Math Fluency*	*Online, In-Person*	*First, Second, and Third Trimester and/or as need is determined*
3-5	*NWEA MAP, AIMSWeb Math Fluency*	*Online, In-Person*	*First, Second, and Third Trimester and/or as need is determined*
6-8	*NWEA MAP, AIMSWeb Math Fluency*	*Online, In-Person*	*First, Second, and Third Trimester and/or as need is determined*
NA			
NA			

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*

K-2	NWEA MAP, AIMSWeb Oral Reading Fluency	Online, In-Person	First, Second, and Third Trimester and/or as need is determined
3-5	NWEA MAP, AIMSWeb Oral Reading Fluency	Online, In-Person	First, Second, and Third Trimester and/or as need is determined
6-8	NWEA MAP, AIMSWeb Oral Reading Fluency	Online, In-Person	First, Second, and Third Trimester and/or as need is determined
NA			
NA			

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.