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:

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
• Daily Assignments • Weekly check-in (Elementary) • Student participation in weekly synchronous learning sessions	• Teachers	• Daily • Weekly	• Assignment completion • Teacher log of check ins • Teacher log of attendance in synchronous sessions

  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
• Provide weekly teacher check Ins • Provide live classroom lessons • Provide teacher office hours	• Classroom Teachers	• K-6 Weekly 7-12 if not turning in work • K-12 two times per week • K-12 4 days per week	• Teacher logs • Recorded lessons • Teacher logs

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
Teachers: • Plan & Provide Live Lessons • Plan & Provide Asynchronous Lessons • Plan & Provide Assignments • Plan & Provide Assessments	• Classroom Teachers	• Weekly	• Recorded Lessons • Lesson Plans • Student Work/Grades • Student Assessment Scores
Staff: • Provide support and supervision in live lessons • Provide support to students completing assessments • Troubleshoot technology issues • Communicate with families • Copy and prepare paper packets for parents opting out of using technology	• Paraprofessionals • Computer Lab Managers	• Daily	• Work Logs

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
• Check in meetings by grade P-6 • Check in meetings by department 7-12 • Check in meetings for classified staff using Work Logs and Virtual Meetings • Articulation Meetings by grade	• Site administrator • Articulation leads • Jaime Festa-Daigle, Personnel	• Weekly • Monthly • Back to School Week	• Calendar dates • Feedback from reflection forms • Email sent

• Policies in place regarding expended access to sick leave bank • Information shared about FFCRA to staff			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
• Plan & Provide professional development for technology platforms • Plan & Provide professional development for social and emotional needs of students • Plan & Provide professional development for targeted areas of focus to improve outcomes for students as identified on district professional development calendar	• Technology department and Distance Learning Leads at each site • Educational Services Department and Counselors at sites • Educational Services Department and Special Services Department	• Pre-Service for five hours, plus 20 hours offered during first semester • Early Release Thursday PD Trainings will be offered as scheduled 1:30-3:00 combination of in person and virtual • Early Release Thursday PD Trainings will be offered as scheduled 1:30-3:00 combination of in person and virtual	• Sign in sheets at each site • District Professional Development Calendar • Copies of training agenda/presentations delivered

List Specific Professional Development Topics That Will Be Covered

• Google Classroom • Class Dojo • Schools PLP • Effective Distance Learning • Unique Learning Systems • Zoom • Literacy • Singapore Mathematics Program • Essential Standards • TOOLBOX SEL Program • Resiliency • Trauma Informed Care

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			
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: Paper packet delivered to student	X		
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.

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
	Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)			
Kindergarten	• Live/Recorded Lessons • Posted Work • Online program	• Google Classroom • Unique Learning Systems • Schools PLP	• Weekly oral checks for understanding • Built in assessment in PLP	• Standards based report card and oral summative 3 to 4 times per quarter. • Unit summative assessments built in to PLP

1-3	• Live/Recorded Lessons
	• Posted Work
	• Online program
		• Google Classroom
		• Unique Learning Systems
		• Schools PLP
			• Weekly
			  o Quizzes
			  o Summaries
			  o Exit Tickets
			  o Student Check For Understanding (Thumbs Up/Down, White Board Answers)
			• Built in assessments in PLP
				3-4 times per quarter as pacing guide indicates. Unit summative assessments built in to PLP

4-6	• Live/Recorded Lessons
	• Posted Work
	• Online program
		• Google Classroom
		• Unique Learning Systems
		• Schools PLP
			• Weekly
			  o Quizzes
			  o Summaries
			  o Exit Tickets
			  o Student Check For Understanding (Thumbs Up/Down, White Board Answers)
			• Built in assessments in PLP
				3-4 times per quarter. Unit summative assessments built in to PLP

7-8	• Live/Recorded Lessons
	• Posted Work
	• Online program
		• Google Classroom
		• Unique Learning Systems
		• Schools PLP
			• Weekly
			  o Quizzes
			  o Summaries
			  o Exit Tickets
			  o Student Check For Understanding (Thumbs
				3-4 times per quarter. Unit summative assessments built in to PLP

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
			Up/Down, White Board Answers) • *Built in assessments in PLP*	

9-12	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
		• *Schools PLP*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
			  ○ *Exit Tickets*
			  ○ *Student Check For Understanding (Thumbs Up/Down, White Board Answers)*
			• *Built in assessments in PLP*
				3-4 times per quarter.
				Unit summative assessments built in to PLP

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	• *Live/Recorded Lessons* • *Posted Work* • Online program	• *Google Classroom* • *Unique Learning Systems* • *Schools PLP*	• *Weekly oral checks for understanding* • *Built in assessment in PLP*	• *Standards based report card and oral summative 3 to 4 times per quarter* • *Summative assessments built in to PLP*

1-3	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
		• *Schools PLP*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
			  ○ *Exit Tickets*
			  ○ *Student Check For Understanding (Thumbs Up/Down, White Board Answers)*
			• *Built in assessments in PLP*
				• *Standards Based Unit Assessments 3-4 times per quarter*
				• *Unit summative assessments built in to PLP*

4-6	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
				• *Standards Based Unit Assessments 3-4 times per quarter*

		• Schools PLP	○ Exit Tickets ○ Student Check For Understanding (Thumbs Up/Down, White Board Answers) • Built in assessments in PLP	• Unit summative assessments built in to PLP
7-8	• Live/Recorded Lessons • Posted Work • Online program	• Google Classroom • Unique Learning Systems • Schools PLP	• Weekly ○ Quizzes ○ Summaries ○ Exit Tickets ○ Student Check For Understanding (Thumbs Up/Down, White Board Answers) • Built in assessments in PLP	• Standards Based Unit Assessments 3-4 times per quarter • Unit summative assessments built in to PLP
9-12	• Live/Recorded Lessons • Posted Work • Online program	• Google Classroom • Unique Learning Systems • Schools PLP	• Weekly ○ Quizzes ○ Summaries ○ Exit Tickets ○ Student Check For Understanding (Thumbs Up/Down, White Board Answers) • Built in assessments in PLP	• Standards Based Unit Assessments 3-4 times per quarter • Unit summative assessments built in to PLP

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
Kindergarten	• Live/Recorded Lessons • Posted Work • Online program	• Google Classroom • Unique Learning Systems • Schools PLP	• Weekly oral checks for understanding • Built in assessment in PLP	• Standards based report card and oral summative 3 to 4 times per quarter • Summative assessments built in to PLP

1-3	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
		• *Schools PLP*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
			  ○ *Exit Tickets*
			  ○ *Student Check For Understanding (Thumbs Up/Down, White Board Answers)*
			• *Built in assessments in PLP*
				• *Standards Based Unit Assessments 3-4 times per quarter*
				• *Unit summative assessments built in to PLP*

4-6	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
		• *Schools PLP*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
			  ○ *Exit Tickets*
			  ○ *Student Check For Understanding (Thumbs Up/Down, White Board Answers)*
			• *Built in assessments in PLP*
				• *Standards Based Unit Assessments 3-4 times per quarter*
				• *Unit summative assessments built in to PLP*

7-8	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
		• *Schools PLP*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
			  ○ *Exit Tickets*
			  ○ *Student Check For Understanding (Thumbs Up/Down, White Board Answers)*
			• *Built in assessments in PLP*
				• *Standards Based Unit Assessments 3-4 times per quarter*
				• *Unit summative assessments built in to PLP*

9-12	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
		• *Schools PLP*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
			  ○ *Exit Tickets*
			  ○ *Student Check For Understanding (Thumbs*
				• *Standards Based Unit Assessments 3-4 times per quarter*
				• *Unit summative assessments built in to PLP*

			Up/Down, White Board Answers) • Built in assessments in PLP	

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	• *Live/Recorded Lessons* • *Posted Work* • Online program	• *Google Classroom* • *Unique Learning Systems* • *Schools PLP*	• *Weekly oral checks for understanding* • *Built in assessments in PLP*	• *Standards based report card and oral summative 3 to 4 times per quarter* • *Summative assessments built in to PLP*

1-3	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
		• *Schools PLP*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
			  ○ *Exit Tickets*
			  ○ *Student Check For Understanding (Thumbs Up/Down, White Board Answers)*
			• *Built in assessments in PLP*
				• *Standards Based Unit Assessments 3-4 times per quarter*
				• *Unit summative assessments built in to PLP*

4-6	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
		• *Schools PLP*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
			  ○ *Exit Tickets*
			  ○ *Student Check For Understanding (Thumbs Up/Down, White Board Answers)*
			• *Built in assessments in PLP*
				• *Standards Based Unit Assessments 3-4 times per quarter*
				• *Unit summative assessments built in to PLP*

7-8	• *Live/Recorded Lessons*
	• *Posted Work*
	• Online program
		• *Google Classroom*
		• *Unique Learning Systems*
			• *Weekly*
			  ○ *Quizzes*
			  ○ *Summaries*
				• *Standards Based Unit Assessments 3-4 times per quarter*

		• Schools PLP	o Exit Tickets o Student Check For Understanding (Thumbs Up/Down, White Board Answers) • Built in assessments in PLP	• Unit summative assessments built in to PLP
9-12	• Live/Recorded Lessons • Posted Work • Online program	• Google Classroom • Unique Learning Systems • Schools PLP	• Weekly o Quizzes o Summaries o Exit Tickets o Student Check For Understanding (Thumbs Up/Down, White Board Answers) • Built in assessments in PLP	• Standards Based Unit Assessments 3-4 times per quarter • Unit summative assessments built in to PLP

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	• Live/Recorded Lessons • Posted Work • Online program	• Google Classroom • Adobe • Code HS • Code Combat • Pro Tools/AVID • AZ CTE Curriculum Consortium	• 2 per week • Small scale projects • Google Docs and Quizzes	• Quarterly • Project Based I.e o Video • Industry Certifications I.e o Child Development Associate o OSHA 10 Healthcare & Safety

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. Special education staff will work with parents to determine how best to deliver distance learning services and supports.	1. Case Managers and Parents	1. Preservice Week / Upon enrollment	1. Communication logs/ Meeting Notes / Student Schedules
2. IEP / 504 Teams will coordinate services and supports to address student needs to access distance learning.	2. General Education teacher(s), special education teacher(s), related service provider(s)	2. Beginning of year / upon enrollment; annual review of 504 / IEP or upon parent / team request.	2. Student schedule will reflect services / Staff Notes/ 504 or IEP meeting notes/ Service Logs
3. Student IEP and 504 plans will be implemented through distance learning platform	3. General Education teacher(s), special education teacher(s), related service provider(s)	3. In accordance to plan and service schedule – daily, weekly, monthly, quarterly	3. Service logs, Attendance, progress notes
4. Staff will monitor student participation and progress	4. General Education teacher(s), special education teacher(s), related service provider(s)	4. Weekly, Quarterly, On-going	4. Attendance, Grades, Quarterly Progress Reports
5. 504 and IEP plans will be reviewed on or before annual review.	5. Case manager and team members	5. Yearly or upon request of team/ Date of annual review	5. 504 and IEP plans will be current and in compliance
6. District will comply with state/federal laws and IIDEA assurances.	6. Director of Special Services, Site Administration, Special Education Staff, General Education Staff	6. 7/1/20 - On-going	6. State and Federal Data Collection and Annual Reports, Plan Review

Process for Implementing Action Step

1. Professional Development and Training will be provided to staff to be able to deliver services through distance learning platforms or in person safely when allowed. Staff will call parents and discuss their needs and resources required to support student and parents in being able to access and participate in distance learning. Parents who are not able to be contacted via phone will have letters mailed or delivered to them.
2. Special Education Teachers and Related Service Providers will plan and coordinate schedules to wrap around general education distance learning schedule to support students with IEP or 504 plans.
3. Staff will deliver services as scheduled for the distance learning plan while working at the building or remotely from home as required to prevent the disruption to learning and services. Materials and equipment will be provided to parents for pick up or deliver as requested to be able to facilitate the learning and services. Special education transportation will be used to assist with the delivery of instructional materials and equipment.

4. District policy and procedures will be implemented and followed by all staff. Staff will keep daily and weekly logs and report on progress in accordance with district timelines. Progress reports will be done quarterly on IEP goals and objectives.
5. Special Services department staff will schedule meetings within all timeline required for child find, evaluation request, annual review, RED and MET meetings to determine eligibility and FAPE. Team members will attend these meeting telephonically or through Zoom when social distancing is not possible. DocuSign will be used to obtain signatures from team members who are not able to attend in person.
6. District Forms, Manuals, and Policies and Procedures will be reviewed and updated as needed to reflect distance learning platform working operations. Training will be provided for all staff at the beginning of year and on-going as needed to ensure compliance and best practice.

   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
• Plan for & Provide Two-hour SEI Model • Provide Read 180 (7-12) • Monitor Implementation	• Classroom Teachers • Read 180 Teachers • Brad Gardner	• Daily • Daily • Monitoring every 4 weeks	• Teacher lesson plans/Student Work Completion • Student access and completion logs • Teacher lesson plans and recorded lesson reviews

Process for Implementing Action Step

- Refresher training provided on the SEI Model to include appropriate lesson planning
- Assign students to READ 180
- Ensure students have access to and are completing the required lessons in READ 180
- Review lesson plans for targeted and explicit language instruction
- Review recorded lessons for implementation of lesson plans
- Provide feedback to all teachers serving ELL'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	X	X	X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	X
	Parent Training					
	Other: Parent Resources	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	X	X	X	X	X
	Webcast					
	Email/IM	X	X	X	X	X
	Other: Virtual Office Hours	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
• Plan, create, and post video lessons for social emotional learning • Teachers will do weekly individual check-ins for all students K-6 • Teachers will check in on students who are not engaging in lessons or work weekly (7-12) • Parent resources will be posted on the district and all school websites	• School Counselors • Teachers • School Counselors	• 1 per week • Weekly • On-going	• Videos posted to Google Classroom • Teacher Logs • Resources posted to webpages

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
• Administer Unit Summative Assessments • Administer ATI/Galileo • Monitor implementation and student achievement	• Classroom Teachers • Classroom Teachers • Brad Gardner	• 3-4 times per quarter • Established windows below • Quarterly	• Student assessment scores • Student growth • Data Analysis

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.

	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
Benchmark Assessments (Math)			
Kindergarten	• ESGI	• In person, limited online	• Weekly
1-3	• Galileo	• In person. Limited online	• August/September; December/January; March/April
4-6	• Galileo	• In person. Limited online	• August/September; December/January; March/April
7-8	• Galileo	• In person. Limited online	• August/September; December/January; March/April
9-12	• Galileo	• In person. Limited online	• August/September; December/January; March/April

	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
Benchmark Assessments (ELA)			
Kindergarten	• ESGI	• In person, limited online	• Weekly
1-3	• MAP/DIBELS/Galileo	• In person. Limited online	• August/September; December/January; March, April
4-6	• Galileo	• In person, limited online	• August/September; December/January; March/April
7-8	• Galileo	• In person, limited online	• August/September; December/January; March/April
9-12	• Galileo	• In person, limited online	• August/September; December/January; March/April