

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 Unified School District	School District Entity ID	4220
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Mr. Sean E. Rickert		
Representative Telephone Number	928-387-8002		
Representative E-Mail Address	srickert@pimaschools.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
Pima High School	4891	05-02-06-202
Pima Junior High School	81056	05-02-06-203
Pima Elementary School	4890	05-02-06-101
Gila Valley Learning Center	92296	05-02-06-261

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1000	Start Date for Distance Learning	August 5, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	70	Estimated Number of Students Participating in Distance Learning for a Portion of the year	140
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:

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?	N/A.

**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/>

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
I. Students will indicate they accessed the LMS each day by clicking daily updated attendance button. (online access) II. Teacher will collect affidavits from parents indicating students worked on school material each day.	I. Classroom teachers II. Parents and Classroom teachers.	I. Daily II. Weekly	I. LMS Generates Spreadsheet showing when students accessed the LMS to do school work. II. Weekly affidavits of participation scanned and kept on file.

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
I. All students will be assigned a Homeroom teacher. II. Homeroom teachers will meet with parents and students regularly throughout year (in-person or remotely)	I. Principal will assign students II. Homeroom teachers are responsible for scheduling parent / student meetings.	I. BOY and as students enroll throughout the year. II. Kinder - weekly; 1st-4th - biweekly; 5th - 8th monthly; 9th - 12th quarterly.	I. Student rosters II. Schedules of meetings with parents.

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
I. Obtain training on LMS II. Provide content that engages students. III. Provide activities leading to greater Depth of Knowledge.	I. Classroom Teacher II. Classroom Teacher III. Classroom Teacher	I. Daily II. Daily III. Daily	I. Training Documentation II. Lesson Plans III. Lesson Plans

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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
I. Regular emails to staff about adjustments to programing II. Phone Trees to transmit critical information	I. Principal II. Principal	I. Weekly II. As needed.	I. Emails from Principals to staff and teachers II. Logs of critical communications.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
I. LMS training provided in small groups II. Routine Annual training provided via online platform. III. Quarterly in-person Professional Development to resume As Soon As Possible.	I. Principal II. Superintendent III. Superintendent	I. BOY and as staff changes II. Scheduled throughout the first month of school. III. Quarterly on First Friday of Month.	I. Attendance Rosters II. Online Report from provider. III. Attendance Rosters

List Specific Professional Development Topics That Will Be Covered

Topics that will be covered include Bloodborne Pathogens, Playground Supervision, Harassment in the Workplace, Workplace Safety, Suicide Prevention, Child Find Process, Crisis Response Protocols.

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)			
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:	X	X	X
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X		
Extended Weekday Hours		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>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>KinderMath</i>	<i>homework, questions through Google Forms and Google Classroom</i>	<i>NWEA MAPS - quarterly</i>
<i>1-3</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>Eureka Math</i>	<i>quizzes, homework, questions through Google Forms and Google Classroom</i>	<i>NWEA MAPS - quarterly</i>
<i>4-6</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>Eureka Math</i>	<i>quizzes, homework, questions through Google Forms and Google Classroom</i>	<i>NWEA MAPS - quarterly</i>
<i>7-8</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>Pearson/ MathXL</i>	<i>Daily short answer quizzes through Edpuzzle, homework on MathXL and Google forms</i>	<i>NWEA MAPS - quarterly</i>
<i>9-12</i>	<i>Direct instruction via Google meets, Videos, and online instruction</i>	<i>Pearson/MathXL</i>	<i>Daily short answer quizzes through Edpuzzle, homework on MathXL and Google forms</i>	<i>NWEA MAPS Pre-mid-post</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>

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<i>Kindergarten</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>variety of spelling, phonics, writing, and reading materials</i>	<i>homework, questions through Google Forms and Google Classroom</i>	<i>NWEA MAPS - quarterly</i>
<i>1-3</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>3rd grade Wit & Wisdom; 1-2 variety of spelling, phonics, writing, and reading materials</i>	<i>quizzes, homework, questions through Google Forms and Google Classroom</i>	<i>NWEA MAPS - quarterly</i>
<i>4-6</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>Wit & Wisdom</i>	<i>quizzes, homework, questions through Google Forms and Google Classroom</i>	<i>NWEA MAPS - quarterly</i>
<i>7-8</i>		<i>Springboard</i>	<i>Daily short answer quizzes, homework, Google forms</i>	<i>NWEA MAPS Pre-mid-post</i>
<i>9-12</i>	<i>Direct instruction via Google meets, Videos, and online instruction</i>	<i>Springboard</i>	<i>Daily short answer quizzes, homework, Google forms</i>	<i>NWEA MAPS Pre-mid-post</i>

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>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>variety of instructional materials and sources</i>	<i>homework, questions through Google Forms and Google Classroom</i>	
<i>1-3</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>variety of instructional materials and sources</i>	<i>quizzes, homework, questions through Google Forms and Google Classroom</i>	
<i>4-6</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>variety of instructional materials and sources</i>	<i>quizzes, homework, questions through Google Forms and Google Classroom</i>	

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7-8	<i>Direct instruction via Google meets, Videos, and online instruction</i>	<i>Elevate Science</i>	<i>Daily short answer quizzes, homework, Google forms</i>	<i>NWEA MAPS Pre-mid-post</i>
9-12	<i>Direct instruction via Google meets, Videos, and online instruction</i>	<i>Glencoe McGraw Hill</i>	<i>Daily short answer quizzes, homework, Google forms</i>	<i>NWEA MAPS Pre-mid-post</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>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>variety of instructional materials and sources</i>	<i>homework, questions through Google Forms and Google Classroom</i>	
<i>1-3</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>variety of instructional materials and sources</i>	<i>quizzes, homework, questions through Google Forms and Google Classroom</i>	
<i>4-6</i>	<i>Google Classroom with video though Meet, online materials shared from current curriculum</i>	<i>variety of instructional materials and sources</i>	<i>quizzes, homework, questions through Google Forms and Google Classroom</i>	
<i>7-8</i>	<i>Direct instruction via Google meets, Videos, and online instruction</i>	<i>Variety of instructional materials and resources</i>	<i>Daily short answer quizzes, homework, Google forms</i>	
<i>9-12</i>	<i>Direct instruction via Google meets, Videos, and online instruction</i>	<i>Variety of instructional materials and resources</i>	<i>Daily short answer quizzes, homework, Google forms</i>	<i>OSHA 10, Course specific certification/completion tests.</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	<i>Direct instruction via Google meets, Videos, and online instruction</i>	<i>Variety of instructional materials and resources</i>	<i>Daily short answer quizzes, homework, Google form</i>	

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

Where high school students do not have household access to the internet, the district will provide students who qualify for free and reduced price meals with a cellular hotspot. Where high school students do not have household access to a device on which to do their distance learning school work, the district will loan a chromebook device to the student for the duration. Where elementary school students do not have access to the internet or a device, the district will offer the option of cellular hotspots for free and reduced price meal eligible students with loaned devices, or access to printed materials and phone calls (telephonic or video) with teachers and staff to support student learning.

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
I. Establish Point of Contact (POC) for each student	Special Education Director	BOY and as staff changes and students enter DL program.	Roster of students with POC
II. POC will communicate with student/parent daily	POC Staff	Daily contact to ensure needs are being met.	Communication log maintained by POC for each assigned Student.
III. Follow-up Communication by SPED Teacher	SPED Teacher Assigned by Grade Level	Weekly contact to ensure POC is meeting needs.	Communication log maintained by SPED Teacher.
IV. Progress Monitoring	POC Staff / SPED Teacher	Every 3 weeks with data updated to e-IEPPro quarterly.	Progress Monitoring Reports within IEP Reporting Program (e-IEPPro)

Process for Implementing Action Step

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For each student with an active Individualized Education Plan the school district will assign a point of contact. The POC may be a special education teacher or a paraprofessional. The POC is responsible for establishing regular daily communication with each DL participating student with an active IEP to ensure they are able to access the material being provided by the regular education teacher, and where appropriate to provide supplemental material at the child’s instructional level. The Special Education teacher is responsible for communicating with the student or parent on a regular basis to determine if the services provided by the POC are meeting the needs of the student. Throughout the year the POC will assist the Special Education teacher in assessing the progress the student is making towards achieving the goals established by the IEP Committee. All communication between school staff (POC & Teacher) and parents and students will be captured in a log, and progress monitoring will continue to be captured in the IEP reporting program (eIEP-Pro).

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
I. Establish Point of Contact (POC) for each student.	- Site Principal will ensure each eligible student is assigned to POC.	- BOY and as students enter DL program.	- Roster of students assigned to POC.
II. POC will provide student with ELL curriculum.	- ELL Coordinator	- Weekly Update to LMS and distributed in packet form.	- Material posted to LMS.
III. AZELLA Testing Conducted	- District Testing Coordinator	- As required by rules.	- Test results.

Process for Implementing Action Step

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	X				
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	X	X	X		
	Other:					

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
I. Students assigned to Homeroom II. Students meet with Homeroom teachers in small groups III. Students exhibiting or expressing behavioral issues to be referred to appropriate staff for deeper interventions.	I. Principal II. Homeroom Teacher III. K-2 Elem. Dean of Students; 3-4 Elem. Principal; 5-8 Jr. High School Counselor; 9-12 High School Counselor.	I. BOY II. Kinder-Weekly; 1-4 bi-weekly; 5-8 monthly; 9-12 quarterly III. As needed.	I. Rosters II. Meeting Schedules III. Meeting Logs

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
I. Students will demonstrate achievement of a years growth on District administered benchmark assessments. II. Information about student achievement will be communicated with parents and students through regular conferences.	I. Principal II. Classroom teachers	I. Three times a year. Fall Benchmark, winter progress evaluation and spring assessment. II. Within a month after administration of tests to show longitudinal data.	I. Reports in test program II. Conference meeting logs.

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>NWEA Maps</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>
<i>1-3</i>	<i>NWEA Maps</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>
<i>4-6</i>	<i>NWEA Maps</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>
<i>7-8</i>	<i>NWEA Maps</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>
<i>9-12</i>	<i>NWEA Maps</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</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>NWEA Maps / DiBELs / Reading Fluency</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>
<i>1-3</i>	<i>NWEA Maps / DiBELs / Reading Fluency</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>
<i>4-6</i>	<i>NWEA Maps / DiBELs / Reading Fluency</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>
<i>7-8</i>	<i>NWEA Maps</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>
<i>9-12</i>	<i>NWEA Maps</i>	<i>In person in small groups</i>	<i>BOY 8/31-9/17 & MOY 11/30-12/17</i>

Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).

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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.