

# Distance Learning Plan Template for School Districts

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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](mailto: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](mailto: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"> <li>1. Develop full Professional Development Calendar that includes training on Virtual Instruction.</li> <li>2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training</li> <li>3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model</li> <li>4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean of Academics</li> <li>2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches)</li> <li>3. Dean of Academics and Virtual Instructors</li> <li>4. Instructional Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. Early July</li> <li>2. Last week of July</li> <li>3. Weekly</li> <li>4. Weekly (as needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. Training Agendas, Sign in Sheets, and Presentations</li> <li>3. Meeting Notes</li> <li>4. Coaching Logs</li> </ol>

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](mailto:EmergencyDL@azed.gov) with any questions.*

School District Name	Pima County JTED	School District Entity ID	89380
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Patti Greenleaf		
Representative Telephone Number	520-209-1698		
Representative E-Mail Address	pgreenleaf@pimajted.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
PCJTED – Central Campus (Master Pieces)	89380-89709	100811285
Pima County JTED NW Campus (Mountain View)	89380-90312	100811255
Pima County JTED Annex (Tanque Verde)	89380-90313	100811235
Pima County JTED at Camino Seco	89380-90904	100811246
Pima County JTED at Santa Rita	89380-90905	100811247
Pima County JTED at Flowing Wells	89380-90908	100811244
Pima County JTED at Empire	89380-90910	100811249

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Pima County JTED at Amphi Land Lab	89380-314100	100811243
Pima County JTED at Star	89380-418414	100811226
Pima County JTED at Bridges	a. 89380-	a. 100811
Pima County JTED (AOI)	89380-425163	100811227
PCJTED- Ajo High School*	89380-89702	100811230
PCJTED-Amphitheater High School*	89380-89696	100811220
PCJTED-Andrada High School*	89380-91800	100811225
PCJTED-Baboquivari High School*	89380-89708	100811260
PCJTED-Canyon Del Oro High School*	89380-89697	100811221
PCJTED-Catalina Foothills High School*	89380-89703	100811240
PCJTED-Catalina High School*	89380-89677	100811201
PCJTED-Cholla High School*	89380-89678	100811202
PCJTED-Cienega High School*	89380-89704	100811287
PCJTED-Desert View High School*	89380-89699	100811290
PCJTED-Empire High School*	89380-89705	100811288
PCJTED-Flowing Wells High School*	89380-89695	100811250
PCJTED-Ironwood Ridge High School*	89380-89698	100811222

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PCJTED-Marana High School*	89380-89693	100811270
PCJTED-Mountain View High School*	89380-89694	100811271
PCJTED-Palo Verde High School*	89380-89680	100811204
PCJTED-Pueblo High School*	89380-89681	100811205
PCJTED-Rincon High School*	89380-89682	100811206
PCJTED-Rio Rico High School*	89380-90864	100811265
PCJTED-Sabino High School*	89380-89684	100811208
PCJTED-Sahuarita High School*	89380-89707	100811280
PCJTED-Sahuaro High School*	89380-69685	100811209
PCJTED-San Manuel High School*	89380-91798	100811223
PCJTED-Santa Rita High School*	89380-89686	100811210
PCJTED-Sunnyside High School*	89380-89700	100811291
PCJTED-Tanque Verde High School*	89380-89701	100811299
PCJTED-Tucson High School*	89380-89687	100811211
PCJTED-University High School*	89380-89683	100811207
PCJTED-Vail High School*	89380-89706	100811289
PCJTED-Walden Grove High School*	89380-91239	100811217

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PCJTED-Nogales High School*	89380-519524	100811237
PCJTED-Pierson High School*	89380-721972	100811238
PCJTED-Mica Mountain High School*	a. 89380-	a. 100811

\*Pima JTED will house all satellite distance learning plans in the district office.

a. Requests have been submitted to ADE for Entity ID and CTDS numbers.

### 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?	180
How many instructional days did the school district operate for School Year 2019-2020?	180

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

Estimated Enrollment for FY 2021	20,000	Start Date for Distance Learning	8/3/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	100	Estimated Number of Students Participating in Distance Learning for a Portion of the year	20,000

<p><b>Please choose the option that indicates your proposed duration/plan for distance learning:</b></p>	<p><input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.</p> <p><input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students.</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).</p> <p><input checked="" type="checkbox"/> 5. Other (Please explain below)</p>
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<p><b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b></p>	
<p>Pima JTED's intention is to largely align with #4, operating distance learning until the Governor allows schools to fully reopen and offering a hybrid approach.</p> <ul style="list-style-type: none"> <li>• Pima JTED's programs may explore a hybrid approach where students meet face to face on program specific skills. Hands-on learning in these programs could be facilitated through a hybrid approach as described above in #4.</li> <li>• If a classroom has had an exposure and there is not another available space to conduct in-person learning, learning may occur online to comply with CDC guidelines.</li> <li>• Aviation, Energy Technology, Automotive, Building &amp; Construction Trades, Computer-Aided Drafting, Mechatronics, HIT, Welding in partnership with Pima Community College, will start classes on August 19, 2020 (Monday-Thursday Sections). The classes will be taught in-person. Students will be following Pima Community College's COVID protocols.</li> </ul>	

<p><b>Is the school district requiring students to do distance learning?</b></p>	<p>Yes</p>
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<p>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?</p>	<p>Yes</p>
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*\*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
<p>Pima JTED faculty will take attendance using PowerSchool daily</p> <ol style="list-style-type: none"> <li>1. Students will log in, via Google Meet or Zoom at designated class time.</li> <li>2. Google Meet or Zoom logs</li> </ol>	<ul style="list-style-type: none"> <li>• Teachers record attendance</li> <li>• District attendance and SIS Data Coordinator</li> <li>• Student keep logs</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance is recorded on the days course is designated to meet</li> <li>• Attendance logs are generated regularly for analysis</li> <li>• Student logs reflecting time on individualize learning</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance in PowerSchool</li> <li>• Teacher tardy logs</li> <li>• LMS logs</li> <li>• Attendance Reports</li> <li>• Student logs</li> </ul>



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<p>3. Google Classroom and Buzz logs will be kept as backup.</p> <p>4. Student will be marked absent if not signed in during class time, or if he or she misses more than 50% of instruction time.</p> <p>5. For students arriving late to class or leaving early by more than 10% the teacher will email the attendance clerk.</p> <p>6. Student logs will be completed for individualize instructional practice.</p>			
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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
<ul style="list-style-type: none"> <li>District communication is being shared ahead of the start of school informing families that students are required to attend class at the scheduled time. Attendance will be recorded.</li> <li>Students and parents are required to attend a virtual meet the teacher session the week before school, where attendance will be reinforced.</li> </ul>	<ul style="list-style-type: none"> <li>Student Services</li> <li>Principals</li> <li>PR Office</li> <li>Teachers</li> <li>Counselors</li> <li>Registrars</li> </ul>	<ul style="list-style-type: none"> <li>Communications will occur before school starts regarding orientations and requirements for attendance.</li> <li>Counselors will receive a list of any student families who missed Meet the Teacher events the day following the event. Staff will call the student's home.</li> </ul>	<ul style="list-style-type: none"> <li>Correspondence will be retained</li> <li>Lists of any student families who missed Meet the Teacher event will be collected the day following the event.</li> <li>Logs of calls home.</li> <li>Attendance logs and calls will be documented</li> <li>Teachers will create logs in PowerSchool regarding calls home.</li> </ul>

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<p>Students not attending the orientation, will be contacted personally by campus teachers/counselors.</p> <ul style="list-style-type: none"> <li>• Students who are absent on the first day of school will be personally called by a campus representative to support the student’s active participation and attendance.</li> <li>• After the first day of school, teachers will follow the standard district practice for calling or sending message home on the 2<sup>nd</sup> absence to support the student’s active participation. Students who accumulate further absences will be reported to and monitored the Student Service Team and administration.</li> <li>• Weekly absence reports will be reviewed by campus and district administrators.</li> <li>• Teachers, administrators, and counselors in addition to traditional methods of communications of calls and emails will use Remind to send messages to students and families and Swift K-12 to send messages through our SIS program</li> </ul>		<ul style="list-style-type: none"> <li>• The school will reach out to the family of any student not in attendance on the first day of school.</li> <li>• Teachers will call home to students who miss class to support student learning.</li> <li>• Counselors and administrators will make home contacts to support students if absences persist</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors and administrators logs will created to document communication with students and families.</li> </ul>
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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
<ul style="list-style-type: none"> <li>• Teachers will be available during contract hours to facilitate virtual classes during regular posted hours. Additionally, teachers will notify students and parents when they can be contacted. Teachers will submit professional work day hours to principal.</li> <li>• Teachers will review and revise scope &amp; sequence to adjust lesson plans as needed to reflect any COVID-19 related impact.</li> <li>• Teachers will determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during analysis of pre-program assessment data.</li> <li>• Teachers will design and deliver synchronous and asynchronous learning experiences that align with the program scope &amp; sequence. Student learning will include direct instruction provided via video conferencing (Google Meet or Zoom) to promote teacher interaction and support.</li> <li>• Instruction delivery will include at least a daily learning objective, active participation, checks for understanding, bell work, and closure</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Academic Officer</li> <li>• Principals</li> <li>• Teacher Mentor</li> <li>• PD Department</li> <li>• Director for Student Services</li> <li>• Teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Training for teachers will occur                             <ul style="list-style-type: none"> <li>○ Weeks of July 13<sup>th</sup>, July 20<sup>th</sup>, July 27<sup>th</sup>, and August 3<sup>rd</sup> records of attendance collected</li> <li>○ Meet and Learns and Q&amp;As throughout year attendance collected</li> </ul> </li> <li>• PD Department will offered PD opportunities regularly</li> <li>• Teaching will occur on schedule days beginning on Aug 10 for central campuses and the start date of the campus of the lease land programs.</li> <li>• Lesson plans and scope and sequences submitted to Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>• Training for teachers will occur                             <ul style="list-style-type: none"> <li>○ Weeks of July 13<sup>th</sup>, July 20<sup>th</sup>, July 27<sup>th</sup>, and August 3<sup>rd</sup> records of attendance collected</li> <li>○ Meet and Learns and Q&amp;As throughout year attendance collected</li> </ul> </li> <li>• PD attendance recorded</li> <li>• Teaching will be monitored by administration and notes logged</li> <li>• Principals will review lessons, engagement activities and scope and sequences</li> </ul>

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<p>aligned student activity and a documented assessment (deliverable) of student learning.</p> <ul style="list-style-type: none"> <li>● Teachers will deliver content and facilitate experiences aligned to:             <ul style="list-style-type: none"> <li>○ The prioritization of technical standards and content required for industry certification</li> <li>○ The recovery of any technical standards and content that were missed in the spring</li> <li>○ Student learning experiences that virtually support the CTE Delivery Model:                 <ul style="list-style-type: none"> <li>▪ Video resources to introduce and/or explain technical concepts</li> <li>▪ Video resources to demonstrate industry practices</li> <li>▪ Virtual field trips to industry sites, interviews with industry professionals, and/or guest speakers to explore technical content and industry practices</li> <li>▪ Guest speakers or interviews on leadership skills critical to career success</li> </ul> </li> </ul> </li> <li>● Teachers will continue to post student grades to PowerSchool to communicate with families about their student’s learning progress.</li> <li>● Teachers will routinely engage in small group or individual student contacts with students to establish a</li> </ul>			
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<p>professional teacher-student relationship and encourage discussion of successes and struggles to be resolved.</p> <ul style="list-style-type: none"> <li>• Regular Meet and Learns and other virtual meetings with fellow teachers, principals and staff.</li> <li>• Administrative Q&amp;As will be scheduled</li> <li>• Teachers and counselors will assist families with supporting learning at home by sharing instructional strategies and resources.</li> <li>• Teachers will work with Industry advisory group to validate the industry recognized certificates labeled in the program scope &amp; sequence documents.</li> <li>• Teachers will work to incorporate a variety of online engagement tools to ensure active participation.</li> </ul>			
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*b. Describe commitments on delivery of employee support services including but not limited to:*

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

<b>Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<ul style="list-style-type: none"> <li>• District and campus administrators actively practice an open door policy and are accessible to all staff.</li> <li>• The Superintendent facilitates four all-staff meetings each year to promote transparent communication.</li> <li>• Communications team, on behalf of the Superintendent, shares regular communication regarding plans and maintains a website with said plans.</li> </ul>	<ul style="list-style-type: none"> <li>• HR</li> <li>• Communications Team</li> <li>• The Office of Exceptional Student Services</li> <li>• Student Services</li> <li>• Principals</li> <li>• District Administration</li> </ul>	<ul style="list-style-type: none"> <li>• District Inservices occur four times a year, with the first being July 29<sup>th</sup>.</li> <li>• Campus Faculty and Staff meetings occur regularly, and at least biweekly during online learning.</li> <li>• Communication from the Superintendent is as often as needed, including email.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting agendas</li> <li>• Website</li> <li>• Recordings of Meet &amp; Learns and Q &amp; As</li> </ul>

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<ul style="list-style-type: none"> <li>• Principals facilitate regular campus faculty and staff meetings to collaborate as a campus.</li> <li>• Administrators, Faculty and Staff all received resources in the spring and fall for strategies for handling social isolation and bringing balance to work and life. .</li> <li>• Students Services shares resources for social and emotional support for easy access by students, families and staff. Many of these resources are additionally available on the district website.</li> <li>• Administrative protocols have been adopted and emailed to staff. Staff need to complete Google form and calendar event for face to face.</li> </ul>			
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*c. Describe how professional development will be provided to employees.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>• PD department and Principals will provide additional training to teachers to recognize and support students who are facing new/additional challenges to academic success.</li> <li>• PD will offer professional learning opportunities for staff including:               <ul style="list-style-type: none"> <li>○ Online and virtual instruction with robust instruction and accountability.</li> <li>○ Support to build capacity to provide synchronous and asynchronous instructional programs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PD Department</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be provided an array of both district and campus training between July 20 until first day of school.</li> <li>• Regular Meet &amp; Learns during the year</li> <li>• Principals will support ongoing sharing of best practices and strategies through regular meetings and Teacher Handbook drive.</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement &amp; attendance</li> <li>• Training materials</li> <li>• Small agendas, recordings and notes</li> <li>• Records of meetings</li> </ul>

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<ul style="list-style-type: none"> <li>• Principals and PD will continue training on instructional technology to students, families, and staff.</li> <li>• Principals will facilitate teachers' efforts to share best practices for mitigating learning loss.</li> <li>• Principals will support collaboration by hosting PLC meetings of groups of teachers.</li> <li>• Principals will facilitate the sharing of effective strategies and resources for online and offline forms of distance learning, including building relationships with families and encouraging families to become involved in their child's learning.</li> <li>• PD and principals will provide training to all faculty and staff on how to effectively engage in virtual meetings.</li> </ul>			
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List Specific Professional Development Topics That Will Be Covered

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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.

What was Used to Establish Need?	Students	Teachers	Staff
Questionnaire	X		

Personal Contact and Discussion		X	X
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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>	N/A	N/A	N/A	N/A

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>
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	<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</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<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</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<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</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<b>Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )</b>				
	<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>

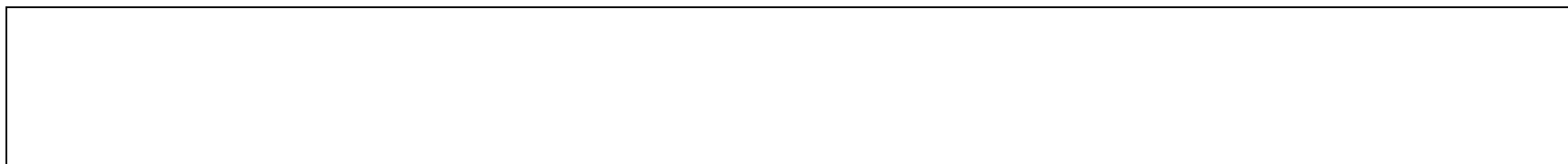
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<p>9-12</p>	<ul style="list-style-type: none"> <li>• Distance learning will occur through synchronous and asynchronous instruction via Google Classroom, Zoom, and other modalities.</li> <li>• Industry based online curriculum (e.g. NCCER, Mindtap, Health Center 21, CareerSafe, etc.) will be used to provide career ready training aligned to industry certifications.</li> <li>• Synchronous and asynchronous learning experiences will align with the communicated program scope &amp; sequence. During synchronous student learning will include direct instruction provided via video conferencing to promote teacher interaction and support.</li> <li>• Content and facilitated learning experiences will include:             <ol style="list-style-type: none"> <li>a. The prioritization of technical standards and content required for industry certification</li> <li>b. The recovery of any technical standards and content that were missed in the spring</li> <li>c. Student learning experiences that virtually</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Content is largely teacher created and/or curated, including:             <ul style="list-style-type: none"> <li>○ Video resources to introduce and/or explain technical concepts</li> <li>○ Video resources to demonstrate industry practices</li> <li>○ Virtual field trips to industry sites, interviews with industry professionals, and/or guest speakers to explore technical content and industry practices</li> <li>○ Guest speakers or interviews on leadership skills critical to career success</li> </ul> </li> <li>• Curricular resources provided by district adopted textbook publishers</li> <li>• Curricular resources provided through the Arizona CTE Curriculum Consortium</li> <li>• Industry based online curriculum (e.g. NCCER, ICAR, CareerSafe, etc.) may be used to provide supplemental career ready training aligned to industry certifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will use the Google Classroom or Buzz LMS platform for content delivery and assessment of student work. Formative assessment will be administered through Google Forms and other modalities. Teachers will attend trainings for a multitude of different formative assessment/engagement tools, including: Quizlet, Padlet, Jamboard, Poll Everywhere, and Choice Boards to name a few. Each of these technologies will offer teachers real-time data to monitor and adjust their instructional methods to meet the needs of all learners.</li> <li>• Regular monitoring of student progression through learning will occur through teacher-developed tools, including:             <ul style="list-style-type: none"> <li>○ Daily student deliverables</li> <li>○ Regular, informal checks for understanding</li> <li>○ Formal unit quizzes and assessments aligned with the program scope and sequence document</li> </ul> </li> <li>• Where appropriate, teachers will provide students with industry supported prep ware to help teachers, students and families track learning progress towards industry certification.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed summative assessments, including unit exams, will be administered through Google Forms and other modalities.</li> <li>• Each district program will include at least one common, benchmark assessment aligned to the program assessments. Teachers will meet to collaborate around student performance data.</li> <li>• End of program assessments will be administered in May.</li> <li>• Completing students will all sit for the ADE Technical Assessments in the spring. This assessment is administered by ADE.</li> <li>• Embedded in all programs are industry recognized certifications. Students will sit for certification exams as they are ready. Industry certification assessments are administered by each industry and/or state board.</li> </ul>
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	<p>support the CTE Delivery Model:</p> <ul style="list-style-type: none"> <li>▪ Video resources to introduce and/or explain technical concepts</li> <li>▪ Video resources to demonstrate industry practices</li> <li>▪ Virtual field trips to industry sites, interviews with industry professionals, and/or guest speakers to explore technical content and industry practices</li> <li>▪ Guest speakers or interviews on leadership skills critical for career success</li> </ul> <ul style="list-style-type: none"> <li>• The existing PowerSchool Parent Portal, Swift, and Remind will allow families to stay current on their student’s learning progress.</li> <li>• Teachers and counselors will assist families with supporting learning at home by sharing instructional strategies and resources.</li> <li>• The Pima JTED sent surveys out to students and families regarding technology needs, once the survey is compiled data will be included regarding needs.</li> </ul>			
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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)**



### 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
<ul style="list-style-type: none"> <li>• Teachers will provide study strategies, organizational skills, and test taking strategies in their student resources.                             <ul style="list-style-type: none"> <li>○ Campus counselors can assist with providing strategies</li> </ul> </li> <li>• The Student Services department will provide each teacher with a list of all of their students served under an IEP/504 and information regarding needs will also be in PowerSchool.</li> <li>• Teachers, with support of campus counselors and/or the Exceptional Educational Coordinator, will be able to review accommodations and modifications contained in the IEP/504 to assure implementation in instruction and assessment.</li> <li>• The Exceptional Educational Coordinator is available for consultation to support teachers in adapting accommodations and modifications for in-person,</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptional Ed Coordinator</li> <li>• Counselors</li> <li>• Student Services</li> <li>• Teachers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to start of school year</li> <li>• IEP/504 in PowerSchool beginning of year</li> <li>• During reviewing the IEP/504</li> <li>• Monitor weekly progress grades</li> <li>• Monitor quarterly grades and quarter and semester</li> <li>• Beginning of school year inservices</li> <li>• Admin Q&amp;As</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence in PowerSchool</li> <li>• Agendas of professional developments</li> <li>• Students grade reports</li> <li>• PowerSchool logs</li> <li>• Lesson plans</li> <li>• Chronic health forms</li> <li>• MTSS documentation</li> </ul>

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<p>online, and hybrid learning environments.</p> <ul style="list-style-type: none"> <li>• The Exceptional Educational Coordinator will develop Professional Development opportunities for teachers, instructional aids, and administrators regarding topics of:             <ul style="list-style-type: none"> <li>○ Supporting ESS students in remote learning</li> <li>○ ESS remote learning best practices</li> <li>○ Differentiated instruction in remote learning</li> </ul> </li> <li>• Teachers will monitor student progress weekly.             <ul style="list-style-type: none"> <li>○ If the student is not engaged in the instruction (absences/non-engagement of remote learning) or grades are declining, teacher will conference with student as well as notify parent and campus counselor to identify barriers and initiate intervention strategies.</li> </ul> </li> <li>• The Exceptional Educational Coordinator will collaborate when necessary with home high school ESS team to review and potentially update accommodations/modifications as well as identify additional support services to aid in student success.</li> <li>• Administration will monitor grades at least quarterly to assess progress and identify learning barriers.</li> <li>• Administration and the</li> </ul>			
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<p>Exceptional Education Coordinator will initiate Multi-Tiered System of Support (MTSS) process to review student needs.</p> <ul style="list-style-type: none"> <li>○ If appropriate, a Student Study Team will convene to establish formal interventions to support student success.</li> <li>○ Progress monitoring will remain in-place for at least one additional quarter to assess progress and success.</li> <li>● Teachers will routinely engage in small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved.</li> <li>● The Exceptional Educational Coordinator will collaborate with the Administrators and Teachers to encourage multiple means to demonstrate learning rather than only written responses for online work.</li> <li>● Students Services and through our PowerSchool system will provide each teacher with a list of all students who have self-identified with a health condition that may require intervention or may impact full participation in program.</li> <li>● Administration will initiate chronic health procedures for</li> </ul>			
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<p>medically fragile students to allow for extended deadlines for tests and assignments as well as for extended absences without academic penalty.</p>			
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**Process for Implementing Action Step**

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

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<ul style="list-style-type: none"> <li>• Teachers will include study strategies, organizational skills, and test taking strategies in the Google resources.</li> <li>• The Exceptional Educational Coordinator will collaborate with member district schools for any students self-identified as receiving EL services to obtain EL plans and supports.</li> <li>• Student Services will provide each teacher with a list of all of their students who receive EL support services from their high school.</li> <li>• Teachers, with support of campus counselors and/or The Exceptional Educational Coordinator, will review EL strategies and plans from the member district schools to assure implementation in instruction and assessment.</li> <li>• The Exceptional Educational</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptional Ed Coordinator</li> <li>• Counselors</li> <li>• Student Services</li> <li>• Teachers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to start of school year</li> <li>• IEP/504 in PowerSchool beginning of year</li> <li>• During reviewing the IEP/504</li> <li>• Monitor weekly progress grades</li> <li>• Monitor quarterly grades and quarter and semester</li> <li>• Beginning of school year inservices</li> <li>• Admin Q&amp;As</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence in PowerSchool</li> <li>• Agendas of professional developments</li> <li>• Students grade reports</li> <li>• PowerSchool logs</li> <li>• Lesson plans</li> <li>• MTSS documentation</li> </ul>

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<p>Coordinator is available for consultation to support teachers in adapting strategies for in-person, online, and hybrid learning environments.</p> <ul style="list-style-type: none"> <li>• Teachers will monitor student progress weekly.             <ul style="list-style-type: none"> <li>○ If the student is not engaged in the instruction (absences/non-engagement of remote learning) or grades are declining, teacher will conference with student as well as notify parent and campus counselor to identify barriers and initiate intervention strategies.</li> </ul> </li> <li>• Administrator will monitor grades at least quarterly to assess progress and identify learning barriers.</li> <li>• Administration and the Exceptional Education Coordinator will initiate Multi-Tiered System of Support (MTSS) process to review student needs.             <ul style="list-style-type: none"> <li>○ If appropriate, a Student Study Team will convene to establish formal interventions to support student success.</li> <li>○ Progress monitoring will remain in-place for at least one additional quarter to assess progress and success.</li> </ul> </li> <li>• Teachers will routinely engage in small group or individual student contacts with students to establish a professional teacher-student relationship and encourage</li> </ul>			
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<p>discussion of successes and struggles to be resolved.</p> <ul style="list-style-type: none"> <li>The Exceptional Educational Coordinator will collaborate with the Administrators and Teachers to encourage multiple means to demonstrate learning rather than only written responses for online work.</li> <li>District will utilize our transcription services company for languages not spoken within the district.</li> </ul>			
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**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
<b>Social Emotional Learning</b>	Teacher Check-in					X
	Packet of Social and Emotional Topics					X
	Online Social Emotional videos					
	Parent Training					X
	Other:					

**Kinder      1-3      4-5      6-8      9-12**

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<b>Counseling Services</b>	In-Person (Virtual)					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
<ul style="list-style-type: none"> <li>• Campus counselors and Director of Student Services will develop and frequently disseminate materials to students, staff, and families regarding:                             <ul style="list-style-type: none"> <li>○ Indicators of anxiety</li> <li>○ Indicators of depression</li> <li>○ Development of coping skills</li> <li>○ Suicide awareness</li> </ul> </li> <li>• Resources and communications to students, staff and families will be provided through platforms such as:                             <ul style="list-style-type: none"> <li>○ Learning Management System used in program</li> <li>○ Virtual Guest speakers</li> <li>○ Posting on website</li> <li>○ Parent virtual meetings</li> <li>○ Virtual trainings</li> </ul> </li> <li>• Pima JTED counselors and Director</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• Counselors</li> <li>• Principals</li> <li>• Teachers</li> <li>• District leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of the year</li> <li>• Weekly</li> <li>• As needed</li> <li>• Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• PowerSchool logs</li> <li>• Attendance Rosters</li> <li>• Website resources</li> <li>• Resource Materials</li> <li>• Student Handbook/Code of Conduct</li> </ul>

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<p>of Student Services will offer Columbia Lighthouse C-SSRS suicide awareness training to staff.</p> <ul style="list-style-type: none"> <li>• The following additional training will be made available to staff:             <ul style="list-style-type: none"> <li>○ Grief-Sensitive Schools Initiative and related training through New York Life Grief Training through Billy’s Place</li> <li>○ Maslow Before Bloom: Addressing the Whole Story</li> <li>○ National Alliance on Mental Illness Southern Arizona (NAMI SA)</li> <li>○ Collaborative for Academic, Social, and Emotional Learning (CASEL) Webinars</li> </ul> </li> <li>• Community resources and presentations will be available via the counselors for:             <ul style="list-style-type: none"> <li>○ Housing assistance</li> <li>○ Financial assistance</li> <li>○ Internet access</li> <li>○ Mental health</li> <li>○ Suicide awareness</li> <li>○ Healthy Coping Skills</li> <li>○ Self-care</li> <li>○ Resilience</li> </ul> </li> <li>• Information will be developed and provided inclusive of local distress hotlines. How can we do this for the online format?</li> <li>• Emergency Response plans and processes will include support for students, staff and families in response to deaths by COVID.</li> <li>• Teachers will monitor student progress weekly.</li> </ul>			
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<ul style="list-style-type: none"> <li>○ If the student is not engaged in the instruction (absences/non-engagement of remote learning) or grades are declining, teacher will conference with student as well as notify parent and campus counselor to identify barriers and initiate intervention strategies.</li> <li>• Teachers will routinely engage in small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved.</li> <li>• Teachers and staff will be provided resources and training opportunities on trauma sensitive practices.</li> <li>• Include suspected COVID-19 status as a protected status in bullying/harassment, bias, and discrimination situations in discipline plans.</li> </ul>			
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**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
N/A	N/A	N/A	N/A

**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.

<b>Benchmark Assessments (Math)</b>			
	<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>
Kindergarten			
1-3			
4-6			
7-8			
9-12	N/A	N/A	N/A

<b>Benchmark Assessments (ELA)</b>			
	<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>
Kindergarten			
1-3			
4-6			
7-8			
9-12	N/A	N/A	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
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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.

N/A