

Distance Learning Plan – Pinal County Schools

Hope/Esparanza

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.

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	Pinal County Schools	School District Entity ID	79192
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Marty Bassett	
Representative Telephone Number		520-450-4481	
Representative E-Mail Address		mbassett@pinalk12.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
Hope School (District ID – 79552)	79534	116012000
Esperanza School (District ID- 79517)	79516	211022000

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?	Hope/Esperanza	238/218
How many instructional days did the school district operate for School Year 2019-2020?	Hope/Esperanza	235/163

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	Hope – 150 (Not all enrolled simultaneously) Esperanza – Juveniles 0/Adults 30 (Not all enrolled simultaneously)	Start Date for Distance Learning	Hope – 7/6/2020 Esperanza – 8/3/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	Same as above/until in-person instruction resumes by state	Estimated Number of Students Participating in Distance Learning for a Portion of the year	Same until in person instruction resumes by state
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 checked="" type="checkbox"/> 5. Other (Please explain below)
--	--

We will return to in-person instruction, once the governor allows schools to re-open for in-person as well as the facilities allow staff to return to the secure care settings.

<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p>
<p>Hope School – Hope School started distance learning on July 6th, 2020 due to the Pinal County Juvenile Justice Departments decision to not allow education in person. We provide virtual learning, along with packets for support and will continue remote learning and packet works as needed until we are able to return to the facility for in-person teaching.</p> <p>Esperanza School – Esperanza School will begin packet work for adults working on GED on August 3rd, 2020. We will continue to provide packet work if allowed by the facility. In addition, we will be start remote learning as soon as possible when allowed by the facility. In person instruction will not occur until the facility allows the programs back into the jail. At this time, all juveniles for Pinal County are housed in another county jail. We will serve adults 18 – 25 and any adults with IEP’s 18 – 22 as deemed necessary.</p>

Is the school district requiring students to do distance learning?	Yes
If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

Attendance Tracking (1.a.i, 1.i)

- Describe how the school district will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation or documentation of time spent on educational activities.

The school district is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
*Administrative Assistant shall keep record of daily attendance and enroll students in Power Schools upon arrival to the facility. *The principal will check attendance via zoom classes.	Administrative Assistant/Registrar Principal	Daily/Mornings	Excel Spreadsheet Documentation

Distance Learning Plan Template 2020-2021

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
*Students will meet in a classroom setting via zoom daily with their teachers.	Teachers Principal	Daily	Daily School Schedules and verification of attendance.

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 will create and teach lessons in their designated areas to students daily via zoom. *Staff will continue to support data bases/reports/ and daily student files and records while working remotely. *Teachers will monitor students progress via zoom in their specific area or in their on-line classes as deemed appropriate	Teachers Administrative Assistant Principal Paraprofessional	Daily	Direct Observation Student Files

Distance Learning Plan Template 2020-2021

- 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
*Overview and training on staff policies and handbook – beginning of the year *Regular staff meetings and updates on policies and procedures. *Regular staff meetings and updates on remote learning progress and teaching	Principal	Weekly	Team meeting sign in sheets Meeting notes

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
*Seek professional development training and support on virtual/remote instruction *Schedule and provide professional development *Arrange for coaching and modeling for remote learning and teaching *Provide virtual coaching through classroom observations or by staff request	Principal	2 x per month for professional development/coaching/modeling or training Daily classroom observations via zoom As needed	Training agendas Sign in Sheets Meeting Notes

List Specific Professional Development Topics That Will Be Covered

Educational Services Agency – specialists have already started observations via remote learning and will be modeling lessons and planning for professional development classes that include strategies to engage students during distance learning.

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire			
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)		X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:	X	X	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.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>	<i>Computer Based Courses aligned with State Standards – PLP as well as intervention classes in math and Language Arts to support students needs. In addition, social emotional learning, Social Studies and current events lessons will be provided via zoom.</i>	<i>PLP Zoom</i>	<i>Readiness Assessment upon arrival to facility Observations Daily Built in the computer-based program with quizzes/tests</i>	<i>Built in computer-based program as assigned by the program.</i>
<i>9-12</i>	<i>Computer Based Courses aligned with State Standards – PLP as well as intervention classes in math and Language Arts to support student’s needs. In addition, social emotional learning, Social Studies and current events lessons will be provided via zoom.</i>	<i>PLP Zoom</i>	<i>Readiness Assessment upon arrival to facility Observations Daily Built in the computer-based program with quizzes/tests</i>	<i>Built in computer-based program as assigned by the program.</i>

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

Distance Learning Plan Template 2020-2021

7-8	<i>Computer Based Courses aligned with State Standards – PLP as well as intervention classes in math and Language Arts to support student’s needs. In addition, social emotional learning, Social Studies and current events lessons will be provided via zoom.</i>	<i>PLP Zoom</i>	<i>Readiness Assessment upon arrival to facility Observations Daily Built in the computer-based program with quizzes/tests</i>	<i>Built in computer-based program as assigned by the program.</i>
9-12	<i>Computer Based Courses aligned with State Standards – PLP as well as intervention classes in math and Language Arts to support student’s needs. In addition, social emotional learning, Social Studies and current events lessons will be provided via zoom.</i>	<i>PLP Zoom</i>	<i>Readiness Assessment upon arrival to facility Observations Daily Built in the computer-based program with quizzes/tests</i>	<i>Built in computer-based program as assigned by the program.</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>1-3</i>				
<i>4-6</i>				
<i>7-8</i>	<i>Computer Based Courses aligned with State Standards – PLP as well as intervention classes in math and Language Arts to support student’s needs. In addition,</i>	<i>PLP Zoom</i>	<i>Readiness Assessment upon arrival to facility Observations Daily Built in the computer-based program with quizzes/tests</i>	<i>Built in computer-based program as assigned by the program.</i>

Distance Learning Plan Template 2020-2021

	<i>social emotional learning, Social Studies and current events lessons will be provided via zoom.</i>			
9-12	<i>Computer Based Courses aligned with State Standards – PLP as well as intervention classes in math and Language Arts to support student’s needs. In addition, social emotional learning, Social Studies and current events lessons will be provided via zoom.</i>	<i>PLP Zoom</i>	<i>Readiness Assessment upon arrival to facility Observations Daily Built in the computer-based program with quizzes/tests</i>	<i>Built in computer-based program as assigned by the program.</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>1-3</i>				
<i>4-6</i>				
7-8	<i>Computer Based Courses aligned with State Standards – PLP as well as intervention classes in math and Language Arts to support student’s needs. In addition, social emotional learning, Social Studies and current events lessons will be provided via zoom.</i>	<i>PLP Zoom</i>	<i>Readiness Assessment upon arrival to facility Observations Daily Built in the computer-based program with quizzes/tests</i>	<i>Built in computer-based program as assigned by the program.</i>

Distance Learning Plan Template 2020-2021

9-12	<i>Computer Based Courses aligned with State Standards – PLP as well as intervention classes in math and Language Arts to support student’s needs. In addition, social emotional learning, Social Studies and current events lessons will be provided via zoom.</i>	<i>PLP Zoom</i>	<i>Readiness Assessment upon arrival to facility Observations Daily Built in the computer-based program with quizzes/tests</i>	<i>Built in computer-based program as assigned by the program.</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	n/a	n/a	n/a	n/a

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
<p>*Upon arrival of new students to the facility, records requests are made and student enrollment packets are completed.</p> <p>*Students complete an assessment in the areas of reading and writing upon arrival.</p> <p>*If students mark special ed or if any concerns are noted in the 45 days screening, a team meeting is conducted.</p> <p>*If special ed, a file review and file transfer meeting is held, any necessary updates to IEP or evaluation are completed</p>	<p>Administrative Assistant Principal Special Education Teacher Psychologist</p>	<p>As needed</p>	<p>File documentation 45-day screenings Records Request IEP's/Evaluations</p>

Process for Implementing Action Step

Follow all IDEA State and federal laws for compliance.

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
*If student marks anything other than English on Phlote, records are requested for ELL. *An ILIP is implemented as needed	Principal	As needed	Phlote File Review Form ELL Report

Process for Implementing Action Step

Follow all IDEA State and federal laws for compliance.

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
	Packet of Social and Emotional Topics					
	Online Social Emotional videos				x	x
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person				By detention staff	By detention staff
	Phone					
	Webcast					
	Email/IM					
	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
*Provide Social/Emotional Curriculum when possible via remote learning *Report to facility youth who may be struggling	*Teachers	Weekly Daily as needed	Lesson Plan Observation Email Communication

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
*On-going monitoring of student lesson and assessment completion in their on-line courses	* Teachers * Principal	Daily	PLP Documentation

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			
1-3			
4-6			
7-8	PLP Provided Assessments	PLP Assessments by course	As determined in the course
9-12	PLP Provided Assessments	PLP Assessments by course	As determined in the course

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>1-3</i>			
<i>4-6</i>			
<i>7-8</i>	<i>PLP Provided Assessments</i>	<i>PLP Assessments by course</i>	<i>As determined in the course</i>
<i>9-12</i>	<i>PLP Provided Assessments</i>	<i>PLP Assessments by course</i>	<i>As determined in the course</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).

n/a

Additional Information (Optional)

The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

--

