# 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** | **Pearce Elementary School District #22** | **School District Entity ID** | 4186 |
| **Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)** | | Susan Ochoa | |
| **Representative Telephone Number** | | 520-826-3328 | |
| **Representative E-Mail Address** | | sochoa@pearceschool.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** |
| **Pearce Elementary School** | **4796** | **020422001** |
|  |  |  |
|  |  |  |
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# Distance Learning Background Information

1. *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?** | *145* |
| **How many instructional days did the school district operate for School Year 2019-2020?** | *146* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Estimated Enrollment for FY 2021** | **106** | **Start Date for Distance Learning** | **08/03/2020** |
| **Estimated Number of Students Participating in Distance Learning for the Full Year** | **10** | **Estimated Number of Students Participating in Distance Learning for a Portion of the year** | **96** |
| **Please choose the option that indicates your proposed duration/plan for distance learning:** | ☐1. We intend to operate distance learning for the full year for all students.  ☐2. We intend to operate distance learning until \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for all students.  ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen.  x4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).  ☐5. Other (Please explain below) | | |

|  |
| --- |
| **If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:** |
| Starting the year, the district will have all enrolled students participate in distance learning. Once school are able to return to in-person classes, the district will determine what is the safest option for students and staff in regards to an in-person return. Families who wish to continue distance learning will be able to do so if they so choose. District will offer a fully online, a hybrid and a fully in-person option for all families so that families can make the best decision for them and their children. |

|  |  |
| --- | --- |
| **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?** | Yes |

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

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

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

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Attendance will be taken 2. Attendance will be entered into Powerschool | Teachers  Attendance Clerk | Daily by end of day  Daily by end of day or weekly | Attendance sheets  Attendance sheets/FTE calculations/Reports from Powerschool |

1. *Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Registration started June 16, online and in-person 2. Messages related to registration 3. District will contact each parent of enrolled student to determine device, internet and food needs 4. District will distribute devices, logins and welcome letters July 29th. 5. Weekly all call messages 6. District staff will reach out to Exceptional Students and at risk students | District Office Staff  District Office Staff  District Staff  District Staff  Office staff  Paraprofessionals/Teachers | Daily  Weekly  Once  Once  Weekly  Weekly | Social media posts/all calls  Social media posts/all calls  Student Listing  Student Listing  All Call System  Notes |

# Teacher and Staff Expectations and Support (1.a.ii)

1. *Describe expectations of teachers and other staff working virtually.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Teachers and staff are expected to be at school from 8 a.m. to 3 p.m., Monday through Thursday, unless other arrangements are made 2. Assignments are to be posted no later than 8:00 a.m. the day of required completion. 3. Support staff will be available at school from 8 a.m. to 3 p.m., Monday through Thursday, unless other arrangements are made. 4. Support staff will reach out to assigned students (special populations and at risk) on a daily basis if needed, at least weekly. 5. Additional support staff will provide meals, transportation, technological guidance, cleaning and sanitizing of used areas | Administration  Teachers  Support Staff  Support Staff  Support Staff | Daily  Daily  Daily  Daily  Daily | Online course work  Online course work  Notes  Notes  Notes |

1. *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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. District will implement all aspects of the CARES Act to employees and will continue to provide the same level of care to district staff as during regular operating days. 2. District will provide weekly guidance and updates to staff and will meet with staff as necessary | Business Manager  District Administration | Weekly  Weekly | Notes  Emails, Notes |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. District will provide multiple opportunities for professional development to staff through internal and external opportunities 2. Staff will be encouraged to attend as much PD as needed for them to feel successful at their new assignments | District Administration  District Administration | As needed  As Needed | Email, PD Notes  Email, PD Notes |
| **List Specific Professional Development Topics That Will Be Covered** | | | |
| Distance Learning, Google Classroom, Seesaw, Distance Learning Engagement, Social/Emotional Learning, etc. | | | |

# Connectivity (1.a.iii)

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Students** | **Teachers** | **Staff** |
| **What was Used to Establish Need?** |  |  |  |
| Questionnaire | x | X | X |
| Personal Contact and Discussion | x | X | x |
| Needs Assessment-Available data |  |  |  |
| Other: |  |  |  |
| **What will be Used to Respond to Need**? | | | |
| Loaner Device (laptop/tablet) | x | x | x |
| WIFI Hot Spot | X |  |  |
| Supplemental Utility Support (Internet) | x | x | x |
| Other: |  |  |  |
| **When will stakeholders have access to IT Support Availability?** | | | |
| Traditional School Hours | x | x | x |
| Extended Weekday Hours |  | x | x |
| 24/7 Support |  | x | x |
| Other: |  |  |  |

# Instructional Methods and Monitoring Learning (1.a.iii)

1. *In the tables below,* ***list*** *the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* | *Direct Instruction/IS* | *Seesaw* | *Monthly* | *Weekly based upon completion of work* |
| *1-3* | *Direct Instruction/IS* | *Seesaw* | *Monthly* | *Weekly based upon completion of work* |
| *4-6* | *Direct Instruction/IS* | *Google Classroom* | *Monthly* | *Weekly based upon completion of work* |
| *7-8* | *Direct Instruction/IS* | *Google Classroom* | *Monthly* | *Weekly based upon completion of work* |
| *9-12* |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* | *Direct Instruction/IS* | *Seesaw* | *Monthly* | *Weekly based upon completion of work* |
| *1-3* | *Direct Instruction/IS* | *Seesaw* | *Monthly* | *Weekly based upon completion of work* |
| *4-6* | *Direct Instruction/IS* | *Google Classroom* | *Monthly* | *Weekly based upon completion of work* |
| *7-8* | *Direct Instruction/IS* | *Google Classroom* | *Monthly* | *Weekly based upon completion of work* |
| *9-12* |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* | *Direct Instruction/IS* | *Seesaw* | *Monthly* | *Weekly based upon completion of work* |
| *1-3* | *Direct Instruction/IS* | *Seesaw* | *Monthly* | *Weekly based upon completion of work* |
| *4-6* | *Direct Instruction/IS* | *Google Classroom* | *Monthly* | *Weekly based upon completion of work* |
| *7-8* | *Direct Instruction/IS* | *Google Classroom* | *Monthly* | *Weekly based upon completion of work* |
| *9-12* |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* | *Direct Instruction/IS* | *Seesaw* | *Monthly* | *Weekly based upon completion of work* |
| *1-3* | *Direct Instruction/IS* | *Seesaw* | *Monthly* | *Weekly based upon completion of work* |
| *4-6* | *Direct Instruction/IS* | *Google Classroom* | *Monthly* | *Weekly based upon completion of work* |
| *7-8* | *Direct Instruction/IS* | *Google Classroom* | *Monthly* | *Weekly based upon completion of work* |
| *9-12* |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in**  **A.R.S. § 15-391(4)(d) )** | | | | | |  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* | | *9-12* |  |  |  |  |   **Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)** |
| District will be implementing two separate platforms for students to encourage distance learning. Teachers will be presenting classroom instruction based upon each classroom’s content area and standards. Teachers will stick as close to regular classroom instruction as possible to provide a continuity of care between in-person and distance learning. District assessments will be used such as Study Island for AZ Merit Benchmarking, Exact Path for intervention/enrichment strategies as well as normal classroom assessments based upon classroom instruction. |

# Meeting the Needs of Students with Disabilities and English Learners.

1. *Describe how the school district will ensure access and meet the needs of students with disabilities.*

**In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Contact individual family members to ensure device and connectivity options exist, fill need if possible. 2. Assign individual staff members to specific exceptional students to provide another layer of support and intervention to students and families of special education students 3. Therapy providers will continue to provide therapy as needed as determined by individual providers and IEPs. | District Administration, District Staff  St. David Consortium | Daily/Weekly  As Needed per IEP | Notes |
| **Process for Implementing Action Step** | | | |
| District has divided out exceptional students between paraprofessional staff members who would normally be provide in class assistance. These staff members will work with district teachers and families to provide intervention to those students and provide a communication line between the school and the families. Staff members will work through homework assignments with students, provide additional guidance, check in with students as needed to ensure successful completion of work and understanding. | | | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Contact individual family members to ensure device and connectivity options are available, fill need if possible 2. Assign individual staff members to specific exceptional students to provide another layer of support and intervention to students and families of ELL students | District Administration, District Staff | Daily/Weekly | Notes |
| **Process for Implementing Action Step** | | | |
| District has divided out exceptional students between paraprofessional staff members who would normally be providing in class assistance. These staff members will work with district teachers and families to provide intervention to those students and provide a communication line between the school and the families. Staff members will work through homework assignments with students, provide additional guidance, check in with students as needed to ensure successful completion of work and understanding. | | | |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Kinder** | **1-3** | **4-5** | **6-8** | **9-12** |
| **Counseling Services** | In-Person | X | X | X | x |  |
| Phone | X | X | X | x |  |
| 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** |
| Teachers will check in with students on a regular basis to ensure students are doing well | Teachers | Weekly | Notes |
| District will post social/emotional topics and information on website | District Admin | Before School | Website |
| District will have counselor available for students as needed | District Admin | As needed | Notes |

# 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** |
| District will benchmark students using Study Island-3rd through 8th.  District will implement individual learning paths through Exact Path-1-8th  District will implement individual learning paths through Waterford K-2nd  District will Dibels students as early as possible-K-3rd  Classroom Assessments | District Staff/Teachers | Once  At least monthly | Program Reports  Classroom Assessments |

# 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* | *Dibels/Waterford* | *In-person/Online* | *Dibels After 8/17/2020 Starting 8/3* |
| *1-3* | *Dibels/Waterford/Exact Path/Study Island* | *In-person/Online* | *Dibels After 8/17/2020 Starting 8/3* |
| *4-6* | *Exact Path/Study Island* | *Online* | *Starting 8/3* |
| *7-8* | *Exact Path/Study Island* | *Online* | *Starting 8/3* |
| *9-12* |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | **Benchmark Assessments (ELA)** | | | | |  | *Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)* | *Plan for Assessment (online, in person, at testing center, etc.)* | *Proposed date(s) of assessments* | | *Kindergarten* | *Dibels/Waterford* | *In-person/Online* | *Dibels After 8/17/2020 Starting 8/3* | | *1-3* | *Dibels/Waterford/Exact Path/Study Island* | *In-person/Online* | *Dibels After 8/17/2020 Starting 8/3* | | *4-6* | *Exact Path/Study Island* | *Online* | *Starting 8/3* | | *7-8* | *Exact Path/Study Island* | *Online* | *Starting 8/3* | | *9-12* |  |  |  |   **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).** |
| District implements several benchmarking programs. District will complete Dibels as soon as we are allowed some in-person contact with students. Other programs are online programs which students can complete at home. Study Island will benchmark students according to AZMerits. Exact Path and Waterford will create individualized learning programs for each student based upon completion of the assessment to provide intervention or enrichment. |

# Additional Information (Optional)

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| --- |
| **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.** |
| District intends to provide the best quality distance learning we can to our students and families within the guidelines that have been given to us by the state. |