2020-2021
Distance Learning Plan Template for School Districts

Distance Learning Plan Template for School Districts

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 Prioritizing Kids and Schools During COVID-19 regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at **EmergencyDL@azed.gov** to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to **EmergencyDL@azed.gov**, as specified in communications from ADE.

In the sections found on pages 3-5, a school district will populate background information regarding school district and school information, including basic information about each school district's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the school district to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the school district has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provided pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training. 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model. 4. Provide virtual coaching to all virtual staff members when difficulties arise (though "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches.) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

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** with any questions.*

School District Name	*Tolleson Union High School District*	*School District Entity ID*	*4288*
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Nora Gutierrez		
Representative Telephone Number	623-478-4000		
Representative E-Mail Address	Nora.gutierrez@tuhsd.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
Copper Canyon High School	85810	07-05-14-204
Westview High School	5453	07-05-14-202
West Point High School	90085	07-05-14-206
La Joya Community High School	80051	07-05-14-203
Tolleson Union High School	5452	07-05-14-201
University High School	90551	07-05-14-207
Sierra Linda High School	89908	07-05-14-205

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 will the school district operate for School Year 2019-2020?	**180**

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	*12,500*	*Start Date for Distance Learning*	*8/4/2020*
Estimated Number of Students Participating in Distance Learning for the Full Year	*0*	*Estimated Number of Students Participating in Distance Learning for a Portion of the year*	*12,500*

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 up to March 22, 2021 for all students. *This date could change if public health metrics indicate safe opening of schools. A new DLP would be submitted with the updated date.*

○ 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.

○ 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.).

○ 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:

N/A

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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 l ocation 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?	

*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/**

Please note, we have found it is better to state we are using a tool that supports learning than name the LMS platform(s) in the document. The rest of the revisions work to address this topic.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Students will log into class in Blackboard Collaborate or working LMS/Collaboration Tool at comprehensive campuses	Student	Every class on their daily schedule	Student logged into class
(1) Teacher will verify class attendance and record information in SIS	Classroom Teacher	Every class period they teach	SIS Class Attendance Data

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
Designated office staff will call students who are not logged into class and check on the students and ask students to participate if possible	Designated Office Staff at School Sites Site Administration to select and train staff	Every class period	Logged calls in SIS System
Designated Site Staff will check on students and follow policies for students who are frequently absent. Interventions will be applied to work to support having students engage in learning.	Designated Office Staff/Guidance Staff, Interventions and Supports, and Administration	As frequent absences become evident (3-5 class periods)	Logged interventions in SIS System

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
Deliver direct instruction and provide social and emotional supports to students in a virtual environment.	Certified staff	Daily	Reports of certified staff usage of virtual platforms for delivery and management of instruction, attendance, and supports to students.
Support certified staff in delivering instruction and providing social and emotional support to students in a virtual environment.	Classified staff	Daily	Reports of support staff usage of virtual platforms for supporting the management and delivery of instruction and supports to students.
Coordinate personnel in the delivery of direct instruction, and in providing social and emotional supports to students.	Administrators	Daily	Reports of administrative staff usage of virtual platforms for the management and coordination of instruction, attendance, and supports to students.
Monitor the delivery of instruction and ensure social and emotional supports are being provided effectively to students.	Administrators	Daily	Reports of administrative staff usage of virtual platforms for monitoring of instruction, attendance, and supports to students.

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

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
Laptop and other technology issuance to employees	Director of technology and technology department personnel	Before school starts and as needed	Planning documents Email requests Help desk tickets
Hotspots to provide internet connectivity to employees	Director of technology and technology department personnel	Before school starts and as needed	Email requests Help desk tickets
Technology support	Director of technology and technology department personnel	Before school starts and as needed	Email requests Help desk tickets
Develop full professional development calendar that includes training on virtual instruction.	Assistant Superintendent of Curriculum and Instruction (C&I) and C&I department personnel	Before school starts and as needed	Professional development planning documents
Provide pre-service training to staff on Edgenuity, Blackboard, Synergy, and required state training.	Principals/Assistant Superintendent of Curriculum and Instruction (C&I) and C&I department personnel	Before school starts; during pre-service days, and as needed	Professional development planning documents and pre-service days calendars and agendas.
Schedule and implement daily/weekly/monthly virtual meetings with staff as necessary to problem solve stakeholders' struggles with virtual teaching and learning.	Principals/Assistant Superintendent of Curriculum and Instruction (C&I) and C&I department personnel	Daily, weekly, monthly, and as needed	Reports of administrative staff usage of virtual platforms for monitoring virtual instruction.
Provide virtual coaching and support to all staff in the virtual environment when difficulties arise.	Teacher Mentors/Instructional coaches/Principals/Assistant Superintendent of Curriculum and Instruction (C&I) and C&I department personnel	Weekly, monthly, and as needed	Reports of staff usage of virtual platforms for providing coaching and mentoring in support of virtual instruction.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Invitations to virtual meetings/trainings will be sent to the appropriate personnel by the facilitator or some other designated staff member. Resources and/or documents will be shared with stake holders during or prior to meeting via e-mail, Microsoft TEAMS or Blackboard. Virtual meetings/trainings will be facilitated by the designated staff member via Microsoft TEAMS, Blackboard or another appropriate web-based tool. Attendees will take part in virtual, collaboration, Q & A sessions and/or break-out sessions. Follow up contact information will be provided to Attendees.	Assistant Superintendents Director of CTE Director of C & I Director of Special Services English Acquisition Program Coordinator District Instructional Leadership Coordinators IT Integration Specialist District Mentors Literacy Coaches Department Chairs Curriculum Writing Team Members Microsoft Trainer Site PLC Leads	Ongoing through the 20-21 school year Times and Dates vary by PD topic	Logged attendance from virtual platform or provided by PD facilitator

List Specific Professional Development Topics That Will Be Covered

- New Teacher Academy: New Teacher Induction, One-to One Conferencing, Classroom Environment
- Technology Platform Trainings: Edgenuity, Blackboard + Learn, Microsoft TEAMS, SchoolCity, Synergy
- Curriculum Overview
- Qualified Evaluator Training
- WestED
- NWEA
- Savvas Learning (SIOP): Enhanced Virtual Training
- NoRedInk
- iLitELL
- E-ELL Pro

- TurnItIn
- HMH Read 180· Think Law
- CTE ADE Quality & Compliance Monitoring
- Bill & Melinda Gates Grant
- Site PLC Collaboration: Using Data to Guide Instruction
- PBIS
- Building resiliency in students & Trauma Informed care
- Designing and implementing virtual online expectations
- Providing SEL supports in the virtual world Special Education Training for New Staff E-IEP Training
- Safe School Training

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		
Personal Contact and Discussion		X	X
Needs Assessment-Available data	X		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other:	X		
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support	X	X	X
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)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	N/A			
1-3	N/A			
4-6	N/A			
7-8	N/A			
9-12	Students will log into their class section. The teacher provides live instruction and/or support. Students may be assigned to an online group within the platform to collaborate with their peers. The teacher will monitor the groups by randomly checking in with each one during the collaborative time. Face to face virtual instruction in each class period will be provided, recorded, and loaded for reteaching.	(3) Certified Teacher Edgenuity, Blackboard, and/or MyOpenMath (for dual enrollment)	Benchmark assessments, formative and summative unit assessments and final assessments.	Summative assessments at the end of each unit. Summative assessments at the end of each semester.

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	N/A			
1-3	N/A			
4-6	N/A			
7-8	N/A			
9-12	Students will log into their class section. The teacher provides live instruction and/or support. Students may be assigned to an online group within the platform to collaborate with their peers. The teacher will monitor the groups by randomly checking in with each one during the collaborative time. Face to face virtual instruction in each class period will be provided, recorded, and loaded for reteaching.	Certified Teacher Edgenuity and/or Blackboard	Benchmark assessments, formative and summative unit assessments and final assessments.	Summative assessments at the end of each unit. Summative assessments at the end of each semester.

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	N/A			
1-3	N/A			
4-6	N/A			
7-8	N/A			
9-12	Students will log into their class section. The teacher provides live instruction and/or support. Students may be assigned to an online group within the platform to collaborate with their peers. The teacher will monitor the groups by randomly checking in with each one during the collaborative time. Face to face virtual instruction in each class period will be provided, recorded, and loaded for reteaching.	Certified Teacher Edgenuity and/or Blackboard	Benchmark assessments, formative and summative unit assessments and final assessments.	Summative assessments at the end of each unit. Summative assessments at the end of each semester.

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	N/A			
1-3	N/A			
4-6	N/A			
7-8	N/A			
9-12	Students are logged into their class section. The teacher teaches and records the lesson and offers support during class periods. Face to face virtual in each class period, recorded lesson loaded for reteaching, group teaching and one to one teaching. Use of applications provided for students.	Certified Teacher Edgenuity and/or Blackboard	Benchmark assessments, formative and summative unit assessments and final assessments.	Summative assessments at the end of each unit. Summative assessments at the end of each semester.

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(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1.A cohort of Special Education Teachers will adapt and customize curriculum into the district's online platforms with examples: **i.e.** Black-board; Edgenuity, and Microsoft Teams.	Certified Special Education Teachers working under the direction of the district's Special Education Coordinators and the Special Services Director	June 15th through July 10th	Practice run for curriculum overview presentations and trainings with SPED Coordinators and SPED Director.
2.Special Education self-contained teacher and inclusion/resource teachers will participate in professional development on using the district's main online platforms Blackboard, Microsoft Teams, Edgenuity and ULS (Unique Learning Systems).	Assistant Superintendent for Curriculum and Instruction, Director of Special Services and SPED District Coordinators	Virtual Training will take place from July 29th through July 31st. Training videos will be utilized as well. Periodic ongo-ing training will be held throughout 1st semester	Attendance Log
3.Co-Teachers in grades 9 through 12 will provide accommodations in collaboration with the gen ed teachers as outlined in the students' IEPs in Blackboard and/or Microsoft Teams to students with disabilities during virtual learning.	Certified Special Education Teachers; General Education Teachers	Daily during Virtual Instruction	Attendance and Service Logs
4.Related service providers, such as SLPs, OTs, PTs and Instructional Assistants will provide additional support to students with disabilities in the online platforms.	Certified or licensed therapists and instructional assistants will support the platform learning in collaboration with the special education teachers. Therapist will meet the designated minutes as indicated on students IEPs	Ongoing as needed; Daily as needed as indicated on students IEPs.	Attendance and Service Logs
5.Task boxes and file folder activities for students who are unable to fully access virtual instruction due to the nature of their disabilities will be created by related services staff to support IEP goals. Task boxes will be delivered to students' home and will be monitored weekly.	Related services staff- OTs, PTs, COTAs, PTAs, SLPs, SLPAs and Instructional Assistants	Ongoing as needed; Daily as needed as indicated on students IEPs.	Attendance and Service Logs
6.Annual MET and IEP meetings will be held virtually. Students with disabilities will participate in their general education classes virtually to the extent outlined in their IEPS while adhering to timelines as outlined in IDEA.	SPED Department Chairs Special Education Teachers General Education Teachers including, but not limited to, school administration, and service providers	Evaluations and IEP compliance with timelines per IDEA and ADE	Each student's MET/IEP will be in compliance with supports and minutes provided to meet the individual needs of the students. Reports will be monitored monthly in IEP software program to ensure compliance.

Process for Implementing Action Step

1. Laptops and/or iPads with internet capability through hotspots will be distributed to students.
2. Students will be required to log on at designated times via Microsoft Team/Blackboard into their classes to receive their specially designed instruction with their special education teacher and/or related service provider.
3. Students will be provided with an assistive technology device if needed, as indicated on his/her IEP.
4. Task boxes and file folders will be delivered to our students who struggle with virtual learning due to their disability by district transportation department if needed.
5. If changes to the IEP are necessary to meet individual student needs in a virtual setting, an IEP review will be scheduled.
6. General Education Teacher, Special Education Teacher and Related Service Providers will collaborate to ensure student success.
7. Teachers and Related Service Staff will log their SDI minutes on service logs and progress reports will be sent home quarterly.
8. PD will be scheduled to ensure that all staff have the necessary tools and strategies in our online platforms.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) ELD teachers will provide online teaching that targets all domains (reading, writing, listening, and speaking) for all English learners through the District's LMS, i.e. Blackboard.	ELD teacher(s) at each specific site.	Daily--to meet the 100 minutes per day as required by the new 2-Hour SEI model	Daily attendance taken by ELD teacher
2) Provide continuous virtual training on how to use digital platforms i.e. (Blackboard, iLitELL) for all ELD teachers.	English Acquisition Program Coordinator in partnership with C&I team.	Training modules available 24/7; housed in District LMS, Blackboard. ILitELL—July 31 (3-hour virtual training)	Attendance Log
3) Provide online tutorials for English learners and parents that guides them on how to access specific platforms and online materials.	English Acquisition Program Coordinator and ELD Curriculum Team	Start date: August 4--Tutorials available for all English learners through their ELD teacher and Blackboard.	Tutorials uploaded to LMS
4) ELD teacher and designated paraprofessional will provide before and after school tutoring services to English learners via the LMS platform.	Site ELD teacher(s) and paraprofessional.	Start date: August 4—Schedule available for all students.	Attendance Log
5) Provide training on implementation of the new English Language Proficiency Standards for all ELD teachers to ensure language proficiency of all English learners.	EAP Coordinator and members of the ELD Curriculum Team.	Week of August 10	Attendance Log
6) ELD Department Chair virtual meetings to discuss strategies (specifically for the online environment) that can be used by teachers.	EAP Coordinator and 6 ELD department chairs.	Scheduled dates	Attendance Log

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.

Social Emotional Learning		KINDER	1-3	4-5	6-8	9-12
	Teacher Check-in	N/A	N/A	N/A	N/A	
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					X
	Parent Training					X
	Other:					X

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Online MTSS Website with resources available to families will be built and provided	District Prevention Coordinator	Updated as new resources are available	Online Access
Social worker and/or interventionist will provide one to one student support if needed	Social Workers and Interventionist	Daily during office hours	Online appointment schedule available to students
Providing of a multitude of topics for support groups offered to students in group settings	Social Workers and Interventionist	Multiple times a week based on need	Enrollment in Edgenuity modules
Support of Digital Citizenship in conjunction with PBIS for student success.	Social Workers and Interventionist	Based on students need	Used as an alternative to discipline as students learn virtual online expectations
Online intervention referral form for teachers to alert SEL staff of student needs	MTSS Team (Social Workers and Interventionist, Sped Services, Discipline, Teachers, Psychologists, Counselors etc....)	Based on referrals	All interventions documented in SIS.
Student threat assessment	Threat assessment team	Based on Need	All documented threat assessments is housed in threat assessment platforms.
School Based Counseling Services	District Prevention Coordinator, Social Workers, Interventionists, and Touchstone Health Services	Students referred based on need	Student case-management platform through behavioral health agency is maintained to ensure compliance.
Student Self Harm and Suicide Screening	Social Workers and Interventionist	As referred based on concern	Documented in SIS using Colombia Suicide Scale Rating
PBIS Systematic programing online	Intervention Specialist- PBIS Teams- District Prevention Coordinator	Daily	Agendas, Meeting Minutes, Extra Duty Contracts
Individual Interventions to support academic, behavioral, social, emotional, and mental health needs.	Social Workers, Interventionist, District Prevention Coordinators, Psychologists.	Daily	Documented in SIS

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
Students will show proficiency weekly with course assignments, activities and/or assessments provided by the classroom teacher with a 70% or higher.	Certified Staff Site Administrator(s)	Weekly Biweekly Quarterly	Synergy gradebook

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.*
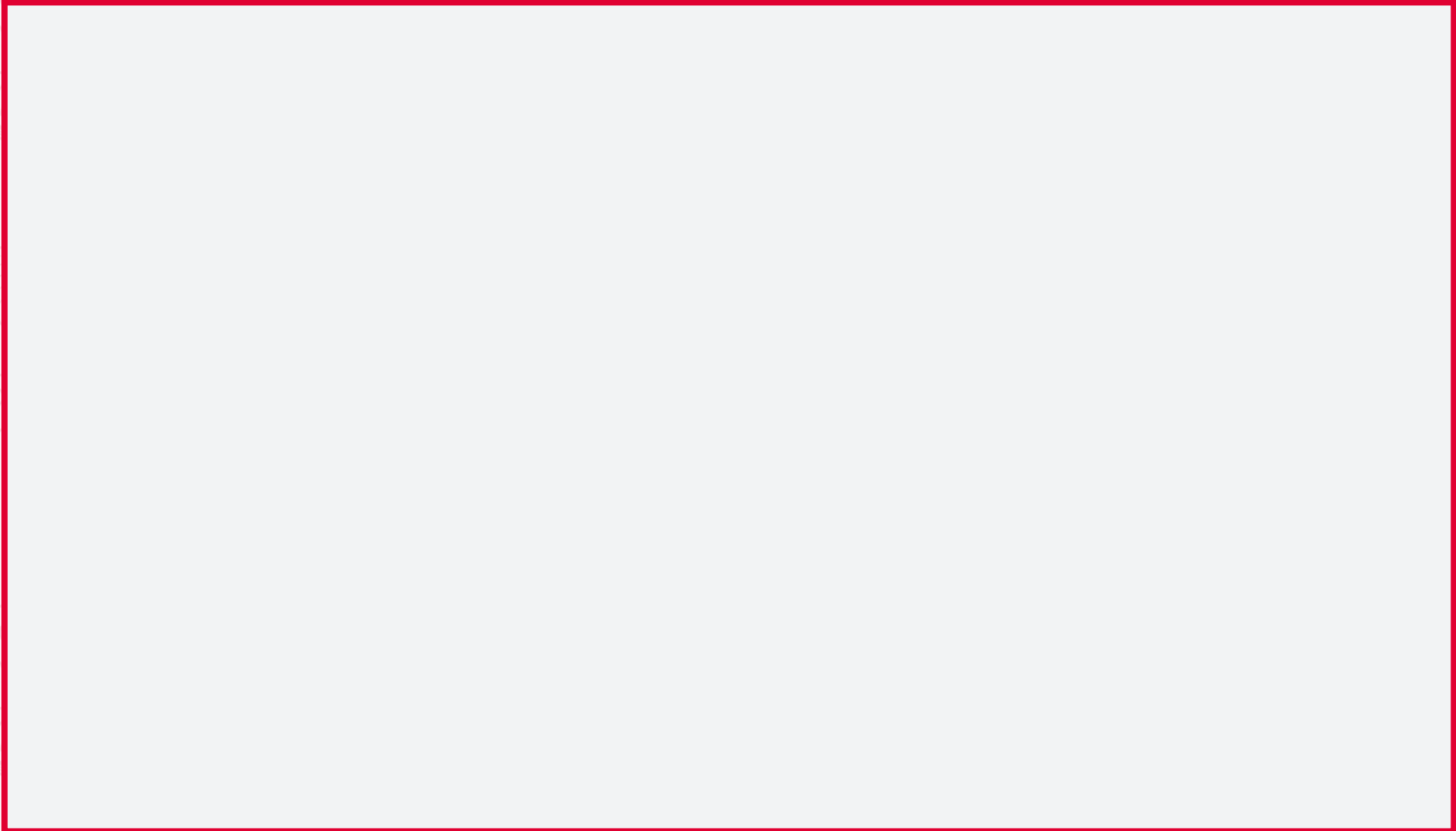
Benchmark Assessments (Math)

	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	N/A		
1-3	N/A		
4-6	N/A		
7-8	N/A		
9-12	20-21 MTH Algebra I Pre-test S1 20-21 MTH Algebra I EOCA S1 20-21 MTH Geometry Pre-test S1 20-21 MTH Geometry EOCA S1 20-21 MTH Algebra II Pre-test S1 20-21 MTH Algebra II EOCA S1 20-21 MTH Financial Algebra Pre-test S1 20-21 MTH Financial Algebra EOCA S1 District Math Coordinator and Lead Math Teachers	Online	August 10 – 21, 2020 December 14 – 18, 2020

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).

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.