

# 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	Tombstone Unified School District #1	School District Entity ID	4168
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Robert Devere, Superintendent	
Representative Telephone Number		520-457-2217	
Representative E-Mail Address		<a href="mailto:rdevere@tombstone.k12.az.us">rdevere@tombstone.k12.az.us</a>	

### 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
Walter J Meyer Elementary	4750	020201-102
Huachuca City Elementary	4749	020201-101
Tombstone High School	4751	020201-207
CTD		020801-004

### Distance Learning Background Information

- a. Number of Instructional Days (3.b)

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Each school district shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the school district operate for School Year 2020-2021?	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	843	Start Date for Distance Learning	08/17/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	253 (approx 1/3)	Estimated Number of Students Participating in Distance Learning for a Portion of the year	253 (approx. 1/3)
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 type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <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.). <input type="checkbox"/> 5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

At the High School and middle school, teachers will hold in-person and virtual or recorded sessions daily, students will be asked to log in during their “class time” to be counted for attendance if working remotely. Elementary schools will have the homeroom teacher take attendance to start the school day, attendance secretary will notify parents of absent students by 10am the same day.

For students without internet access, thumb drives will be given to those studying remotely without an internet connect. Students without internet access will be required to submit work weekly in order to receive full attendance credit.

**Commented [ME1]:** What does the hybrid model look like? Is it the same at every level?

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?	No

*\*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.

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**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>Teachers (homeroom or classroom) are responsible for collecting attendance and reporting it to attendance clerk daily or by period. Students at grades 7-12 will be required to either log in virtually at dedicated time or be present – in person during scheduled class time.</p> <p>Grade Pk-6 homeroom teachers will report attendance to attendance secretary.</p> <p>Students without internet access will be required to turn in the work within a week to receive full attendance credit.</p>	<p>Teachers Students Attendance Clerk/Secretary</p>	<p>Daily for grades PK – 6 Within the first ten minutes of every class period for grades 7-12</p>	<p>Accurate attendance reporting reconciled with attendance clerk at each site</p>
<p>Reconcile Attendance by telephone with parents of students who are marked absent / unexcused or unverified</p>	<p>Attendance Clerk and Administrator</p>	<p>Daily, Weekly, and monthly</p>	<p>Reports of no UNV or UNX absences on attendance reports</p>

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
<p>Phone or email verification of enrollment contact to families</p>	<p>Site registrars and administrators will telephone parents/students</p>	<p>Upon enrollment completion (typically 3-5 days)</p>	<p>Verification checked in SIS under enrollment tab</p>
<ul style="list-style-type: none"> <li>Send PeachJar announcement</li> <li>Send SIS email notification</li> <li>Post of district website</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent’s Secretary (KL)</li> </ul>	<p>As often as necessary when things are updated</p>	<ul style="list-style-type: none"> <li>Sample email / peachjar announcement</li> </ul>

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<ul style="list-style-type: none"> <li>Post on district Facebook accounts (site, district and others)</li> </ul>	<ul style="list-style-type: none"> <li>Principal's secretaries or principals</li> </ul>		<ul style="list-style-type: none"> <li>Photocopy of Facebook response</li> </ul>
<ul style="list-style-type: none"> <li>Email, Classroom contact</li> <li>Virtual meetings with families and students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Every scheduled meeting	<ul style="list-style-type: none"> <li>Contact log completed by each teacher (using a minimum of 2 per student per semester)</li> </ul>

**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>Classes will be projected and streamed live, recorded for later viewing.</li> </ul>	Teachers	As often as every session meets	Copies stored on district web server / site website
<ul style="list-style-type: none"> <li>Delivery of instruction virtually</li> <li>Be present and an active participant</li> <li>Dress approximately</li> <li>Be a responsible learner</li> </ul>	Students	Agree to log in at designated times	Attendance / Call logs/ completion of "Class work" during designated time
<ul style="list-style-type: none"> <li>All standards, pacing calendars, formative assessments, data analysis, etc. will take place to ensure student progress and interventions provided as necessary.</li> </ul>	Teachers	Daily and every period within the designated time frame	Thumb drive copies of lessons and resources or stored on the district or site server

*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
HR uses EMAIL to communicate to staff, telephone if necessary	HR Director	Weekly via email and as needed	Recordings, sign in sheets (if in person), call logs

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Virtual meetings	Site administrators / district administrators	Weekly or as needed	Recording of meetings, responses to email, surveys, phone calls
Daily check in with Site administration	Teacher/staff	As needed	Contact Log / sign in

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>Microsoft support will be given through Teams and online videos</li> <li>Other PD (Site Specific)</li> <li>District PD (Vendor specific)</li> </ul>	<ul style="list-style-type: none"> <li>IT Committee</li> <li>Site Administration</li> <li>District PD Team</li> </ul>	<ul style="list-style-type: none"> <li>Two full days at start of school year – delivered in small groups (&lt;10)</li> <li>Site admin will deliver site specific or request PD from the District Office or other source</li> <li>District PD other than Microsoft will be given as needed/requested from the admin team dealing with programs and procedures with associated products purchased</li> </ul>	<ul style="list-style-type: none"> <li>Agenda and sign in logs of events</li> </ul>

List Specific Professional Development Topics That Will Be Covered

<ul style="list-style-type: none"> <li>Microsoft for the Classroom                             <ul style="list-style-type: none"> <li>Setting up and running TEAMS</li> <li>Communicating with parents/ students</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Hands On Equations training for SPED / THS</li> </ul>
<ul style="list-style-type: none"> <li>SEL resources / training</li> </ul>
<ul style="list-style-type: none"> <li>CPI training for specific personnel</li> </ul>
<ul style="list-style-type: none"> <li>First Aid / CPR training for specific personnel</li> </ul>

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

**Commented [ME2]:** We (IT Committee and Admin) need to determine this for each group

### 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>
Kindergarten	Direct Instruction via MS Teams	BeyondTextbooks	DFA's in BT – normally weekly	Quarterly and Pre / Post Tests
1-3	Direct Instruction via MS Teams	BeyondTextbooks	DFA's in BT – normally weekly	Quarterly and Pre / Post Tests
4-6	Direct Instruction via MS Teams	BeyondTextbooks	DFA's in BT – normally weekly	Quarterly and Pre / Post Tests

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7-8	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
9-12	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</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>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>1-3</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>4-6</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>7-8</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>9-12</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</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>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>1-3</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>4-6</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>7-8</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>9-12</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</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>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>1-3</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>4-6</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>7-8</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</i>
<i>9-12</i>	<i>Direct Instruction via MS Teams</i>	<i>BeyondTextbooks</i>	<i>DFA's in BT – normally weekly</i>	<i>Quarterly and Pre / Post Tests</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>
<i>9-12</i>	<i>Essential Elements of Instruction</i>	<i>Classroom Consortium wiki</i>	<i>Formatives as needed but at least weekly</i>	<i>CTE State Assessments (Skills USA at the end of sequence)</i>

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

Some of the content areas have support from supplemental websites, applications, and even online textbooks. Our staff will use what is the best available for the groups of students for whom they are working.

### 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.

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>Modifications and Accommodations will be shared</li> <li>Documented interventions</li> <li>Special Ed Teachers will accommodate lesson plans to meet IEP goals</li> </ul>	Special Ed Personnel / Teacher	<ul style="list-style-type: none"> <li>At the start of the course or school year and when they are updated during annual meetings.</li> <li>Intervention support in conjunction with DFA or other assessment determining the need – within a week</li> </ul>	Checklist of delivery and signature reception from teacher to ensure Some notification either in plan book or grade book identifying the students as needing Accommodations and/or Modifications Sign in sheet and time stamp for intervention support

**Process for Implementing Action Step**

As students are identified by the district / site as needing extra support, the pertinent staff (site principal, teachers, advocate or site advocate) will work directly with the teacher(s) to ensure compliance on trying, using, and evaluating the modifications, accommodations, or interventions. Admin personnel will be included as needed for reinforcement and 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
<ul style="list-style-type: none"> <li>Each site has chosen to implement the Pull-Out SEI Model with their EL Students</li> </ul>	<ul style="list-style-type: none"> <li>Site Principal</li> <li>EL Coordinator</li> <li>EL Site Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Assess as provided in the guidelines / law</li> <li>Every quarter, progress reports will be sent to EL coordinator as evidence that student is receiving services</li> </ul>	<ul style="list-style-type: none"> <li>Student Score report</li> <li>Log of student meeting that includes which standard was worked on</li> <li>Narrative progress reports detailing growth</li> </ul>

**Process for Implementing Action Step**

Once students are identified, their classroom teachers will attend district wide training module on how to serve them. The SEI model will be reviewed and the accountability and compliance procedures will be shared. School administrator will provide documented (via email or inner office email) evidence of compliance in PLANBOOK lessons and via observations of classrooms.

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
• SEL check in	Teacher	Daily	Record of method used (smiley face, journal entry, word wall, online poll, etc.)
• Student Referral	Classroom Teacher / Counselor	As needed	Sign in sheet / contact log using student ID rather than name

### 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
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Summative Assessment	Teacher	At a minimum of 2x per course	Scores reported in grade book
Attendance & Participation	Teacher	Daily or every time the class meets	Accurate Attendance reported to office

**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	Performance Matters - Powerschool, Star Math – Renaissance	In person or <b>online</b>	August, October, December, March, May
1-3	Performance Matters - Powerschool, Star Math – Renaissance	In person or <b>online</b>	August, October, December, March, May
4-6	Performance Matters - Powerschool, Star Math – Renaissance	In person or <b>online</b>	August, October, December, March, May
7-8	Performance Matters - Powerschool, Star Math – Renaissance	In person or <b>online</b>	August, October, December, March, May
9-12	Performance Matters - Powerschool, Star Math – Renaissance	In person or <b>online</b>	August, October, December, March, May

<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>

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Kindergarten	Performance Matters - Powerschool, Star Reader – Renaissance, DIBELS/ University of Oregon	In person or <b>online</b>	August, October, December, March, May
1-3	Performance Matters - Powerschool, Star Reader – Renaissance, DIBELS/ University of Oregon	In person or <b>online</b>	August, October, December, March, May
4-6	Performance Matters - Powerschool, Star Reader – Renaissance	In person or <b>online</b>	August, October, December, March, May
7-8	Performance Matters - Powerschool, Star Reader – Renaissance	In person or <b>online</b>	August, October, December, March, May
9-12	Performance Matters - Powerschool, Star Reader – Renaissance	In person or <b>online</b>	August, October, December, March, May

**Commented [ME3]:** Do we offer online assessment? Can we?

**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).**

By the use of CLEVER (a single Sign On service (SSO)), our students may be given access to each assessment during a virtual session or in person. If we are unable to use SSO for assessments, we will ask parents to bring their students to school in small groups (<10) for assessments.

**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.**

Every attempt will be made to ensure students and families feel safe about their school experience by constant contact via Microsoft resources (Teams, Sway, Sharepoint, Forms, and even Yammer) which are all available online.