

# 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:

Distance Learning Plan Template 2020-2021

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	Mobile Elementary School District	School District Entity ID	4253
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Teri Dominguez		
Representative Telephone Number	520-568-2280		
Representative E-Mail Address	tdominguez@mobileesd.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
Mobile Elementary School	5191	07-03-86-101

### Distance Learning Background Information

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

Distance Learning Plan Template 2020-2021

*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	30	Start Date for Distance Learning	07/20/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	5	Estimated Number of Students Participating in Distance Learning for a Portion of the year	25
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 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)		

<b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b>
We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully re-open. Hybrid learning includes offering classes for students full time on campus, part time online and part time on campus, and continuing fully online instruction for families who do not feel comfortable returning to school during the COVID-19 crisis.

<b>Is the school district requiring students to do distance learning?</b>	Yes
<b>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?</b>	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/>**

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Each day teachers will take attendance based on who is in the zoom session. Teachers will log who is present, tardy, absent, or leaves early in the same manner as on campus. Parents will be contacted via the front office if the student is not in attendance for the zoom session, arrives tardy, or leaves early.</p>	<p>Classroom Teachers, attendance clerk</p>	<p>Attendance is taken at 8:15 am and 1:15pm each school day.</p>	<p>Teacher attendance sheets; parent call logs, attendance records in synergy</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>Students will interact with teachers daily through zoom lessons. If student is not in class, the parent is contacted</p> <p>Teachers will contact parents and students once or week to discuss progress in the curriculum and standards, and to assess what is going well and support is needed to continue adequate progress towards mastery of the state standards.</p> <p>Administration will send regular updates to parents through mail, email, and text</p>	<p>Teachers, Parents, attendance clerk</p> <p>Teachers, students, and parents</p> <p>Administration</p>	<p>Daily, Monday through Friday</p> <p>Once per week</p> <p>Bi-Weekly</p>	<p>Teacher attendance sheets; parent call logs</p> <p>Parent/Student Contact Logs and Summaries</p> <p>Letters Mailed to Parents</p>

### 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
<p>Teachers will create high quality standards based lesson plans and turn them in to administration weekly</p>	<p>Teachers, administration</p>	<p>Monday of each week by 8am</p>	<p>Binder containing teacher lesson plans</p>
<p>Teachers will instruct students via zoom and google classroom at least 5 hours daily Monday-Friday. Teachers will be provided breaks and lunch. Teachers are expected to take attendance twice daily</p>	<p>Teachers, administration</p>	<p>5 hours per day, Monday through Friday, according to the district instructional calendar</p>	<p>Zoom classroom meetings, administration spot check</p>
<p>Although students are participating digitally, teachers must monitor behavior of students to ensure that the classroom environment remains appropriate. Teachers will have the same expectations for student behavior as when they are on campus. Students are expected to remain on task, participate actively in lessons, raise hand (digitally), not talk out, ask questions, keep language and actions appropriate, complete assigned tasks, etc.</p>	<p>Teachers</p>	<p>Daily, while class in session</p>	<p>Teacher observation</p>
<p>Teachers and staff are expected to work from campus. All teaching is virtual. The only exception is if a teacher or staff member has a Covid case within the home, is ill but able to work, or has had exposure to Covid. The teacher or staff member may work from home until CDC guidelines for self-isolation have been met, for a maximum of 14 days. If the COVID-19 pandemic worsens or there are further orders by the Governor, acts of the legislature, or ADE recommendations</p>	<p>Teachers, staff, administration</p>	<p>Daily, during work days</p>	<p>Staff Payroll Logs</p>



Distance Learning Plan Template 2020-2021

<p>safety, precautions, and procedures</p> <p>Administration will communicate to employees via email and text regularly.</p> <p>CDC and ADE recommendations about social distancing, hygiene, screening, and virus mitigation will be followed and encouraged. Masks will be required to be worn while on campus.</p>	<p>Administration</p> <p>Administration, teachers, staff</p>	<p>As needed</p> <p>Daily</p>	<p>follow all COVID-19 precautions and were advised to come to administration with any questions.</p> <p>Copies of communications</p> <p>Posted Signage, flyers, CDC guidance documents</p>
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*c. Describe how professional development will be provided to employees.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Professional Development Days will be added to the calendar. These days will be 7/6/2020, 7/7/2020, and 7/8/2020. Pre-Service will be 7/9/2020, 7/10/2020, and 7/13/2020. These are regular workdays for staff, and they will receive normal pay during professional development.</p> <p>During the extra professional development days the teachers, staff, and administration will discuss last school year, determine positives and negatives, and how to address learning issues that were present during distance learning. Second, various platforms for distance learning will be discussed and a single</p>	<p>Administration, Teachers, Staff</p>	<p>Week of 7/6/2020 through 7/17/2020</p>	<p>Preservice meeting sign in sheets</p>

Distance Learning Plan Template 2020-2021

<p>platform for all teachers will be decided on. Third, administrative expectations for high academic standards, instruction, accountability, attendance, work day, grading, student accountability, parent contact, and procedures will be discussed.</p> <p>During Pre-Service there will be staff meetings with required trainings, COVID-19 guidelines training, and instructional schedules, breaks, and recesses will be addressed.</p> <p>During the remainder of the week teachers will set up their digital classrooms, create a studio for online instruction in classroom, and prepare for material drop off days, and digital meet the teacher day. Teachers will be ready to instruct by 7/17/2020.</p> <p>Regular Meetings and Professional Development will be held via digital means according to the regular professional development schedule</p>	<p>Administration, Teachers, Staff</p>	<p>According to professional development schedule</p>	<p>Professional Development sign in sheets or list of digital meeting attendees</p>
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**List Specific Professional Development Topics That Will Be Covered**

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**Connectivity (1.a.iii)**

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

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

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

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

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Direct Instruction Via Zoom	NY Engage	NY Engage Mid-Module and End of Module Assessment; NY Engage Lesson based Exit tickets.	Galileo Testing 3X per year AZMERIT Testing 1x per year
1-3	Direct Instruction Via Zoom	NY Engage	NY Engage Mid-Module and End of Module Assessment;	Galileo Testing 3X per year AZMERIT Testing 1x per year

Distance Learning Plan Template 2020-2021

			<i>NY Engage Lesson based Exit tickets.</i>	
4-6	<i>Direct Instruction Via Zoom</i>	<i>NY Engage</i>	<i>NY Engage Mid-Module and End of Module Assessment; NY Engage Lesson based Exit tickets.</i>	<i>Galileo Testing 3X per year AZMERIT Testing 1x per year</i>
7-8	<i>Direct Instruction Via Zoom</i>	<i>NY Engage</i>	<i>NY Engage Mid-Module and End of Module Assessment; NY Engage Lesson based Exit tickets.</i>	<i>Galileo Testing 3X per year AZMERIT Testing 1x per year</i>
9-12	<i>n/a</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 Zoom</i>	<i>Houghton Mifflin</i>	<i>Beyond Textbook Formative Assessments after each unit; Daily Assignments; End of Unit Assessment</i>	<i>Galileo Testing 3X per year AZMERIT Testing 1x per year</i>
1-3	<i>Direct Instruction Via Zoom</i>	<i>Houghton Mifflin</i>	<i>Beyond Textbook Formative Assessments after each unit; Daily Assignments; End of Unit Assessment</i>	<i>Galileo Testing 3X per year AZMERIT Testing 1x per year</i>
4-5	<i>Direct Instruction Via Zoom</i>	<i>Houghton Mifflin</i>	<i>Beyond Textbook Formative Assessments after each unit; Daily Assignments; End of Unit Assessment</i>	<i>Galileo Testing 3X per year AZMERIT Testing 1x per year</i>
6-8	<i>Direct Instruction Via Zoom</i>	<i>NY Engage</i>	<i>NY Engage Mid-Module and End of Module Assessment; NY Engage Lesson based Exit tickets.</i>	<i>Galileo Testing 3X per year AZMERIT Testing 1x per year</i>
9-12	<i>n/a</i>			

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction Via Zoom</i>	<i>Scott Foresman Science</i>	<i>Beyond Textbook Formative Assessments after each unit End of Chapter Assessments</i>	<i>Galileo Testing 3X per year</i>
<i>1-3</i>	<i>Direct Instruction Via Zoom</i>	<i>Scott Foresman Science</i>	<i>Beyond Textbook Formative Assessments after each unit End of Chapter Assessments</i>	<i>Galileo Testing 3X per year</i>
<i>4-5</i>	<i>Direct Instruction Via Zoom</i>	<i>Scott Foresman Science</i>	<i>Beyond Textbook Formative Assessments after each unit End of Chapter Assessments</i>	<i>Galileo Testing 3X per year AIMS Science in Grade 4 1x per year</i>
<i>6-8</i>	<i>Direct Instruction Via Zoom</i>	<i>Scott Foresman Science</i>	<i>Beyond Textbook Formative Assessments after each unit End of Chapter Assessments</i>	<i>Galileo Testing 3X per year AIMS Science in Grade 8 1X per year</i>
<i>9-12</i>	<i>n/a</i>			

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction Via Zoom</i>	<i>Scott Foresman Social Studies</i>	<i>Beyond Textbook Formative Assessments after each unit</i>	<i>Galileo Testing 3X per year</i>
<i>1-3</i>	<i>Direct Instruction Via Zoom</i>	<i>Scott Foresman Social Studies</i>	<i>Beyond Textbook Formative Assessments after each unit</i>	<i>Galileo Testing 3X per year</i>
<i>4-5</i>	<i>Direct Instruction Via Zoom</i>	<i>Scott Foresman Social Studies</i>	<i>Beyond Textbook Formative Assessments after each unit</i>	<i>Galileo Testing 3X per year</i>
<i>6-8</i>	<i>Direct Instruction Via Zoom</i>	<i>Holt Social Studies</i>	<i>Beyond Textbook Formative Assessments after each unit</i>	<i>Galileo Testing 3X per year</i>
<i>9-12</i>	<i>n/a</i>			

<b>Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )</b>
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Distance Learning Plan Template 2020-2021

	<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			

**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.**

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
Provide all special education students with services as described in IEP. Via Zoom, telephone, or other appropriate means.	Special Education Coordinator	Daily or as indicated by individual student IEP	Provider will keep a session log of all sessions and monitor progress in the same manner as if on campus.

**Process for Implementing Action Step**

Special education teacher and speech therapist will create zoom accounts and provide services for the time/frequency listed in each child’s IEP. Both therapist and special education teacher are already set up and have used this method in the past.

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

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
n/a			

**Process for Implementing Action Step**

Mobile Elementary Currently does not have any ELL students enrolled.

**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	n/a
	Packet of Social and Emotional Topics	X	X	X	X	n/a
	Online Social Emotional videos					
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone	X	X	X	X	n/a
	Webcast					
	Email/IM	X	X	X	X	n/a
	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
Send packets of social and emotion topics home with students to	Teacher		

Distance Learning Plan Template 2020-2021

Teachers check in with students/parents on social emotional topics weekly through phone calls, email, or others method	Teachers, parents, students	Weekly	Teacher/parent phone logs
Provide resource list to parents that includes resources for mental health	Administration	Twice Quarterly	Copy of List send to parents

**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
Daily, weekly, and monthly and end of unit student performance on assignments and assessments	Teachers	Daily	Student work showing progress or improvement on the state standards; student work aligned to the state standards

**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>			
	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	Galileo	Online, in person if on campus options have opened up	September 1,2020, January 10, 2021, May 15, 2021
1-3	Galileo	Online, in person if on campus options have opened up	September 1,2020, January 10, 2021, May 15, 2021
4-6	Galileo	Online, in person if on campus options	September 1,2020, January 10, 2021,

Distance Learning Plan Template 2020-2021

		<i>have opened up</i>	<i>May 15, 2021</i>
7-8	<i>Galileo</i>	<i>Online, in person if on campus options have opened up</i>	<i>September 1,2020, January 10, 2021, May 15, 2021</i>
9-12	<i>n/a</i>		

<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>
<i>Kindergarten</i>	<i>Galileo</i>	<i>Online, in person if on campus options have opened up</i>	<i>September 1,2020, January 10, 2021, May 15, 2021</i>
<i>1-3</i>	<i>Galileo</i>	<i>Online, in person if on campus options have opened up</i>	<i>September 1,2020, January 10, 2021, May 15, 2021</i>
<i>4-6</i>	<i>Galileo</i>	<i>Online, in person if on campus options have opened up</i>	<i>September 1,2020, January 10, 2021, May 15, 2021</i>
<i>7-8</i>	<i>Galileo</i>	<i>Online, in person if on campus options have opened up</i>	<i>September 1,2020, January 10, 2021, May 15, 2021</i>
<i>9-12</i>	<i>n/a</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).**

**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.**

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