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. Provide 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 (through "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	Oracle School District	School District Entity ID	4444
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Crystle Nehrmeyer		
Representative Telephone Number	520-896-3074		
Representative E-Mail Address	cnehrmeyer@osd2.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
Mountain Vista School	**5927**	**1103021020**

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?	*170*
How many instructional days did the school district operate for School Year 2019-2020?	*178*

    b.   Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	**350**	**Start Date for Distance Learning**	**August 20, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	175	**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	350
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☒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:
All students will be participating in distance learning through the third academic quarter, online meetings will be held throughout the traditional school day. We will have an in-person "Cares" class for the most at need students in our district. The classes will be monitored by paraprofessionals. Special needs students will be able to receive their services on campus and online. At the end of the first semester we reevaluated our plan and prepared to transition to a morning/afternoon hybrid model on March 8, 2021. Per the Governor's Executive Order, we will allow families to choose to continue distance learning if they feel it is best for their child through the end of the school year. We will ask families to provide a doctor's note recommending continued distance learning for the child, if possible. Each child that continues distance learning will have an At-Home Learning Plan to clearly communicate expectations for the teacher while they teach students in-person and online simultaneously as well as for the family and the child.

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

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

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

- *Describe how the school district will track attendance for students attending remotely, whether full time or intermittently.*
  The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
    - Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
    - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
    - Daily assignments completed and submitted by the student.
    - A parent attestation or documentation of time spent on educational activities.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Parents will call to report when their child will be absent 2. Attendance by participation in a virtual meeting 3. Daily assignments completed and submitted by the student.	1. Attendance Clerk 2. Teachers 3. Teachers	1. Daily 2. Daily 3. Daily	1. PowerSchool 2. PowerSchool 3. Grade book

    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
1. Morning announcements 2. Automated phone call 3. Parent contact after three unexcused absences	1. Superintendent, teachers 2. Attendance Clerk 3. Dean of Students	1. Daily 2. Every time student is absent 3. After three unexcused absences	1. Google Meets 2. PowerSchool 3. Documentation of parent contact

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
1. Hold Office Hours 2. Meet with students 3. Lesson Plans 4. Grade Book 5. Instructional Hours 6. Meet AZCCRS	1. Teacher 2. Teacher, paraprofessional, service tech 3. Teacher 4. Teacher 5. Superintendent 6. Dean of Students	1. Daily 2. Daily 3. Weekly 4. Weekly 5. Ongoing 6. Ongoing	1. Google Classroom, emails 2. Google Meets 3. PlanBook 4. PowerSchool 5. School calendar, lesson plans, observations 6. Observations, evaluations, curriculum, lesson plans

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
1. Families First Corona Virus Response Act 2. Employee Assistance Program 3. Wellness Updates 4. Weekly Updates 5. Emails, phone calls, in person	1. Human Resources 2. Human Resources 3. Health Aid 4. Superintendent 5. Superintendent, Dean of Students	1. Ongoing 2. Monthly 3. Weekly 4. Weekly 5. Ongoing	1. Utilization of employee paid leave as needed 2. Email 3. Email 4. Email 5. Email, notes, visual

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full PD calendar for the year 2. Preservice training for Ready Math and Moby Max 3. PD through Exceptional Child and Safe Schools	1. Dean of Students 2. Instructional Coach 3. Supervisors, RTI Team, Superintendent, Dean of Students	1. July 2. Early August 3. Monthly	1. Professional Development Calendar 2. Sign in Sheets 3. Certificates

List Specific Professional Development Topics That Will Be Covered

During the 2020/2021 school year one of our main topics that will be covered regularly in professional development will be our struggling and special education students. We will be analyzing data regularly, using Exceptional Child from Vector Solutions to become more familiar with special education, and we will be using Moby Max for our students who are struggling to perform academically at grade level.

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion		X	X
Needs Assessment-Available data		X	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: Modem on bus (students) and teachers on campus (teachers and staff)	X	X	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			
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.

Distance Learning Plan Template 2020-2021

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
	Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)			
Kindergarten	Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session	Ready Math Moby Max	Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.	End of the unit assessments from Ready Math. Independent testing through Moby Max.
1-3	Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session	Ready Math Moby Max	Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.	End of the unit assessments from Ready Math. Independent testing through Moby Max.
4-6	Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session	Ready Math Moby Max	Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.	End of the unit assessments from Ready Math. Independent testing through Moby Max.
7-8	Direct instruction via Google Meets, Independent Study, Cooperative Learning in-person during either the morning or afternoon hybrid session Strategies,	Ready Math Moby Max	Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.	End of the unit assessments from Ready Math. Independent testing through Moby Max.
9-12	N/A			

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Core Knowledge Language Arts* *Moby Max* *Spalding*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from CKLA.* *Independent testing through Moby Max.*
1-3	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Core Knowledge Language Arts* *Moby Max* *Spalding*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from CKLA.* *Independent testing through Moby Max.*
4-6	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Core Knowledge Language Arts (4)* *Pearson Realize (5-6)* *Moby Max*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from CKLA or Pearson.* *Independent testing through Moby Max*
7-8	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Pearson Realize* *Moby Max*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from Pearson.* *Independent testing through Moby Max*

9-12	N/A			

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*CKLA*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from CKLA.*
1-3	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*CKLA* *Moby Max*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from CKLA. Independent testing through Moby Max.*
4-6	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*CKLA* *Mystery Science* *Brain Pop* *Studies Weekly* *Moby Max*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from CKLA and Studies Weekly. Independent testing through Moby Max.*
7-8	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Gizmos* *Moby Max*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from Gizmos. Independent testing through Moby Max.*

9-12	N/A			

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Social Studies-CKLA Art-AZCCRS Music-AZCCRS PE-AZCCRS Thinking, Feeling, Behaving by Dr. Ann Vernon-Social and Emotional*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from CKLA.*
1-3	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Social Studies-CKLA Art-AZCCRS Music-AZCCRS PE-AZCCRS Thinking, Feeling, Behaving by Dr. Ann Vernon-Social and Emotional*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from CKLA.*
4-6	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Social Studies-Studies Weekly Art-AZCCRS Music-AZCCRS PE-AZCCRS Thinking, Feeling, Behaving by Dr. Ann Vernon-Social and Emotional*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from Studies Weekly.*
7-8	*Direct instruction via Google Meets, Independent Study, Cooperative Learning Strategies, in-person during either the morning or afternoon hybrid session*	*Social Studies-America-History of our Nation Social Studies-Civics, Government, Economics in Action Art-AZCCRS Music-AZCCRS PE-AZCCRS*	*Classroom discussions, discussions via Google Meets, questioning, short, written questions, chat posts via Google Chat. Formative assessments will be ongoing on a daily basis.*	*End of the unit assessments from the text books.*

		Thinking, Feeling, Behaving by Dr. Ann Vernon-Social and Emotional		
9-12	N/A			

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
9-12	N/A			

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

Meeting the Needs of Students with Disabilities and English Learners.

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Distance Learning Plans created for all student with IEP goals/ services, PWN sent with copy of DL plans 2. In person Cares program	1. Special Education Teachers 2. Dean of Students, Superintendent, Director of Special Education, EL Coordinator	1. Ongoing 2. Daily	1. School issued Chromebooks, CARES class, distance learning KITS with all requested materials, online and in person therapy services 2. Attendance record
Process for Implementing Action Step			

We will identify the most in-need students for daily supervision and academic support and invite them to join a daily class. There will be transportation, food service, and supervision. Students will receive in person services with OT, PT, and speech.

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
Using the standards set in the students' ILLP. Additional lesson will be assisted in MobyMax	*EL District Coordinator*	*30 minutes per day - 5x a week*	*Benchmark and Progress Monitoring Texting*

Process for Implementing Action Step

According to the students ILLP, additional lessons will be assisted in MobyMax to enhance their classroom lessons. Classroom teachers will differentiate lessons to accommodate ILLP's however, MobyMax assignments will be monitored daily and help to guide further interventions by the EL District Coordinator.

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	

Phone		X	X	X	X	
Webcast		X	X	X	X	
Email/IM		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
1. Teacher Check-in 2. Packet of Social Emotional Topics 3. Other: CICO 4. Parent Training	1. Teachers 2. Health Aid 3. CICO Team 4. Superintendent and Dean of Students	1. Daily 2. Monthly 3. Daily, Weekly 4. Quarterly	1. Online meeting, attendance records 2. Emails and physical packets 3. CICO chart 4. Sign in Sheet

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
1. Formative and Summative assessments 2. Quarterly Grades 3. RTI/Moby Max	1. Teachers 2. Teachers 3. Intervention Team	1. Weekly 2. Quarterly 3. Monthly	1. Formative and summative assessment scores 2. Report Cards 3. Moby Max placement scores

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	Early Literacy	In person, online, library by appointment	August, January, May
1-3	STAR Math	In person, online, library by appointment	August, January, May
4-6	STAR Math	In person, online, library by appointment	August, January, May
7-8	STAR Math	In person, online, library by appointment	August, January, May
9-12	N/A		

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	STAR early literacy assessment	In person, online, library by appointment	August, January, May
1-3	STAR Reading	In person, online, library by appointment	August, January, May
4-6	STAR Reading	In person, online, library by appointment	August, January, May
7-8	STAR Reading	In person, online, library by appointment	August, January, May
9-12	N/A		

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).

Students who are attending in Cares Class will test on campus during a scheduled time with their cohort. Students who are distance learning will teat from home.

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.

We will be using our Board approved curriculum that we have been using such as CKLA and Ready Math. Teachers will be using direct instruction for online learning and will teach to the best of their ability as similar to as they did when they were in class. WE will keep our campus and our procedures as similar to in person learning so that we can have a smooth transition back to campus.