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	Tucson Preparatory School	School District Entity ID	6374
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Jody Sullivan		
Representative Telephone Number	(520) 622-4185		
Representative E-Mail Address	jsullivan@tucsonprepschool.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
Tucson Preparatory School	5892	108768001
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

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

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

Estimated Enrollment for FY 2021	165	**Start Date for Distance Learning**	165
Estimated Number of Students Participating in Distance Learning for the Full Year		**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	
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:

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. Develop full Professional Development Calendar that includes training on 2. Provide pre-service learning to all staff and teachers on Google Classroom 3. Schedule weekly zoom meetings with all staff and teachers to address any issues with Distance Learning	1. Teacher Leader of Curriculum Development 2. Principal of Tucson Preparatory School 3. Principal of Tucson Preparatory School	1. Middle of August 2. Middle of August 3. Weekly	1. Professional Development Calendar 2. Sign in Sheets 3. Meeting Notes

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. Contact students by email/phone call or text	1. Support staff, teachers	1. Weekly (and as needed)	1. Log sheet containing date, time, student contacted, and the teachers/staff who contacted the students

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. Contact students by email/phone and convey to them their expectations for successfully completing their associated course. 2. Convey to students that support staff/teachers are here to facilitate the learning process and will provide them with multiple means to contact support staff/teachers 3. Provide resources to facilitate learning, help students successfully complete the course, strengthen any weaknesses, extend their strengths, and ensure that they have a positive learning experience 4. Provide multiple means of delivering content (instruction) to students 5. Provide multiple means of assessing student understanding of academic content	1. Teachers/support staff 2. Teachers 3. Teachers 4. Teachers 5. Teachers	1. First week of school 2. First week of school and weekly 3. Weekly and as needed 4. Weekly 5. Weekly	1. Email logs 2. Email logs 3. LMS, resource log books 4. LMS, instruction log books 5. LMS, assessment log books

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. Create group email 2. Communicate with staff for purposes of regular communications	1. Director 2. Principal	1. Weekly 2. As needed	1. Email 2. Email/Notes

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Create content and deliver professional development on distance-learning techniques 2. Create content and deliver professional development on suicide prevention 3. Create content and deliver professional development on , child find 4. Create content and deliver professional development on curriculum-based assessment with a focus on reading 5. Create content and deliver professional development on online resources 6. Create content and deliver professional development on direct student contact paper work 7. Create content and deliver professional development on age-appropriate lessons and instructional strategies	1. Principal, lead teacher of curriculum and instruction 2. Principal 3. Special education teacher 4. Special education teacher 5. Special education teacher 6. Special education teacher 7. Lead teacher of Curriculum and instruction, SPED coordinator	1. The week before school starts 2. Early November. 3. End of September 4. Early September 5. Late August 6. Early August 7. Early August	1. Sign in sheets, handouts/PowerPoints 2. Sign in sheets, handouts/PowerPoints 3. Sign in sheets, handouts/PowerPoints 4. Sign in sheets, handouts/PowerPoints 5. Sign in sheets, handouts/PowerPoints 6. Sign in sheets, handouts/PowerPoints 7. Sign in sheets, handouts/PowerPoints

List Specific Professional Development Topics That Will Be Covered

Distance-learning techniques, suicide prevention, child find, curriculum-based assessment with a focus on reading, online resources, direct student contact paper work, age-appropriate lessons and instructional strategies.

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	✔	✔	✔
Personal Contact and Discussion		✔	✔
Needs Assessment-Available data		✔	✔
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	✔	✔	
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	✔	✔	✔
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.

	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*	*N/A*	*N/A*	*N/A*
1-3	*N/A*	*N/A*	*N/A*	*N/A*
4-6	*N/A*	*N/A*	*N/A*	*N/A*
7-8	*N/A*	*N/A*	*N/A*	*N/A*
9-12				
Algebra 1A	Direct instruction by Zoom, Independent Study by teacher notes	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Algebra 1B	Direct instruction by Zoom, Independent Study by teacher notes	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Algebra 2A	Direct instruction by Zoom, Independent Study by teacher notes	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Algebra 2B	Direct instruction by Zoom, Independent Study by teacher notes	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Geometry 1A	Direct instruction by Zoom, Independent Study by teacher notes	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Geometry 1B	Direct instruction by Zoom, Independent Study by teacher notes	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Statistics 1A	Direct instruction by Zoom, Independent Study by teacher notes	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly

Statistics 1B	Direct instruction by Zoom, Independent Study by teacher notes	Teacher/teacher notes and packets, CK-12	End of lesson review questions	End of Unit timed test, monthly

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*	*N/A*	*N/A*	*N/A*
1-3	*N/A*	*N/A*	*N/A*	*N/A*
4-6	*N/A*	*N/A*	*N/A*	*N/A*
7-8	*N/A*	*N/A*	*N/A*	*N/A*
9-12				
English 1A	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	Daily quizzes; summaries of various texts, biweekly.	term paper, end of semester
English 1B	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	Daily quizzes; summaries of various texts, biweekly.	term paper, end of semester
English 2A	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	Daily quizzes; summaries of various texts, biweekly.	term paper, end of semester
English 2B	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	Daily quizzes; summaries of various texts, biweekly.	term paper, end of semester
English 3A	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	Daily quizzes; summaries of various texts, biweekly.	term paper, end of semester
English 3B	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	Daily quizzes; summaries of various texts, biweekly.	term paper, end of semester
English 4A	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	Daily quizzes; summaries of various texts, biweekly.	term paper, end of semester

English 4B	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	Daily quizzes; summaries of various texts, biweekly.	term paper, end of 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*	*N/A*	*N/A*	*N/A*
1-3	*N/A*	*N/A*	*N/A*	*N/A*
4-6	*N/A*	*N/A*	*N/A*	*N/A*
7-8	*N/A*	*N/A*	*N/A*	*N/A*
9-12				
Biology 1A	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Biology 1B	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Particular Topics in Biology 1A	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Particular Topics in Biology 1B	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Adv. Biology 1A	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Adv. Biology 1B	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly
Chemistry 1A	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly

Chemistry 1B	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, informal questionnaire; daily	End of Unit timed test, monthly

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Sciences)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*N/A*	*N/A*	*N/A*	*N/A*
1-3	*N/A*	*N/A*	*N/A*	*N/A*
4-6	*N/A*	*N/A*	*N/A*	*N/A*
7-8	*N/A*	*N/A*	*N/A*	*N/A*
9-12				
World History and Geography 1	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, daily; Quiz, monthly	*End of course final exam*
World History and Geography 2	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, daily; Quiz, monthly	End of course final exam
US History Early	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, daily; Quiz, monthly	End of course final exam
US History Early Modern	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, daily; Quiz, monthly	End of course final exam
Government	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, daily; Quiz, monthly	End of course final exam
Economics	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets, CK-12	End of lesson review questions, daily; Quiz, monthly	End of course final exam

Instructional Methods, Content Delivery, and Monitoring Student Learning (Language Arts lab)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*N/A*	*N/A*	*N/A*	*N/A*
1-3	*N/A*	*N/A*	*N/A*	*N/A*
4-6	*N/A*	*N/A*	*N/A*	*N/A*
7-8	*N/A*	*N/A*	*N/A*	*N/A*
_9-12_				
Language Arts lab 1	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	End of lesson review questions	*End of course final exam*
Language Arts lab 2	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	End of lesson review questions	*End of course final exam*
Language Arts lab 3	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	End of lesson review questions	*End of course final exam*
Language Arts lab 4	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	End of lesson review questions	*End of course final exam*
Language Arts lab 5	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	End of lesson review questions	*End of course final exam*
Language Arts lab 6	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	End of lesson review questions	*End of course final exam*
Language Arts lab 7	Direct instruction by Zoom, Independent Study	Teacher/teacher notes and packets	End of lesson review questions	*End of course final exam*

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

N/A

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. Identify students with disabilities 2. Develop an IEP for students identified with disabilities 3. Open communication between SPED Coordinator and teachers to implement IEPs and ensure students with disabilities have all their needs met. 4. Monitor effectiveness of IEP	1. Teacher, SPED Coordinator/Bilingual Specialist 2. SPED Coordinator/Bilingual Specialist 3. Teacher, SPED Coordinator/Bilingual Specialist 4. SPED Coordinator/Bilingual Specialist, teacher	1. Within the first 45 days that a student starts school/ as needed 2. After a student with a disability has been identified 3. As needed 4. Weekly/ as needed	1. 45-day screens 2. Student file 3. Student file 4. Student file
Process for Implementing Action Step			

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
1. Identify English-Language learners 2. Communicate with SPED Coordinator/Bilingual Specialist to develop a plan for the identified English-Language learner 3. Provide multiple means of instructions (visual, alternatives for auditory information) to facilitate learning across languages.	1. SPED Coordinator/Bilingual Specialist 2. Teachers 3. Teachers	1. Weekly/as needed 2. As needed 3. Weekly/ as needed	1. Student file 2. Student file/notes 3. LMS, notes, assignments

Process for Implementing Action Step

Open communication through phone/email/video conference. Staff will actively monitor emails and students, Student and parents will have contact times

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	N/A	N/A	N/A	N/A	✔
	Packet of Social and Emotional Topics	N/A	N/A	N/A	N/A	✔
	Online Social Emotional videos	N/A	N/A	N/A	N/A	
	Parent Training	N/A	N/A	N/A	N/A	
	Other:	N/A	N/A	N/A	N/A	

	Kinder	1-3	4-5	6-8	9-12

		N/A	N/A	N/A	N/A	✔
	In-Person	N/A	N/A	N/A	N/A	✔
	Phone	N/A	N/A	N/A	N/A	
Counseling Services	Webcast	N/A	N/A	N/A	N/A	✔
	Email/IM	N/A	N/A	N/A	N/A	✔
	Other:	N/A	N/A	N/A	N/A	

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. Assign workbook/worksheets to students on various topics in the area of Social emotional learning 2. Communicate with students by email/video conference to evaluate their level of understanding of the selected topic.	1. Teachers, SPED coordinator, Bilingual Specialist 2. Teachers, SPED coordinator, Bilingual Specialist, and other professionals	1. Weekly/ 2. Weekly/as needed	1. Assignments/workbook/worksheets 2. Notes/assignments

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
Assign a performance task in the form of a unit test/project/ or other assignment as in indicator of learning	Teachers	Monthly/as needed	Email/LMS (Google classroom/CK-12)

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	N/A	N/A
1-3	N/A	N/A	N/A
4-6	N/A	N/A	N/A
7-8	N/A	N/A	N/A
9-12	TABE tests, DATA Recognition Corp (DRC)	In-person appointments	Weeks 0-6

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	N/A	N/A	N/A
1-3	N/A	N/A	N/A
4-6	N/A	N/A	N/A
7-8	N/A	N/A	N/A
9-12	TABE tests, DATA Recognition Corp (DRC)	In-person appointments	Weeks 0-6

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).

N/A

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.

1. Drop off/Pick up class work at students' residence by staff

2. Relationship with Youth on Their Own (YOTO) for homeless students which make up 45% of our student population

3. Housing Urban Development (HUD) grant for homeless youth

4. Postage paid delivery of work/return of work for students

5. To offer homeless, chronically truant and otherwise troubled youth who have experience academic/school failure with an individualized course of instruction that not only focuses upon academic corrections and remediation but engenders self-worth and prepares them educationally and socially for a productive future.

6. Post Distance learning plan on school website

7. Remind parents of their legal obligations per A.R.S. Title 15-802 and notify the Charter Board that the notification was sent.

8. Notify Parents/legal guardian of our free, in person services, and notify the Charter Board that the notification was sent.

9. Post mitigation plan on the school website

10. Post policy to require face coverings (mask/shield) for all staff and students