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	Tanque Verde Unified School District	School District Entity ID	
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Tiffany Hodge	
Representative Telephone Number		520-749-5751 ext 4120	
Representative E-Mail Address		thodge@tanq.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
Tanque Verde High School	87466	10-02-13-201
Emily Gray Junior High School	5828	10-02-13-002
Tanque Verde Elementary School	5829	10-02-13-103
Agua Caliente Elementary School	5830	10-02-13-105

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	2120	**Start Date for Distance Learning**	**August 6, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	1590	**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	2120
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:
We intend to offer distance learning for the entire year for any student who wants to attend in this manner. We intend to implement an in-person class option when the District's Governing Board fully reopens, based on guidance/direction from ADHS Metrics and input from Pima County Health Department.

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?	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. Track Participation in Google Meet Sessions. 2. Track progress on district online curriculum. 3. Contact Student via email, text, and phone or remind.	1. Teacher 2. Teacher 3. Teacher or staff member	Daily	Attendance in Synergy

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
The District will establish a tiered system to ensure contact. Tier 1: Teachers will weekly send a list to School Leaders of students who have not participated in online work or Google meet sessions. The admin team, counselor or designee will follow up with student/parents Tier 2 Teachers or Admin team will develop a list of students that need more specific supports. These supports and contact will be led by the counselor/s. Tier 3 Students with the highest needs will be monitored and provided ongoing support from the counselor/s.	Tier 1 - teachers Tier 2 - admin team, counselor or designee Tier 3 – Counselor/s	At least Weekly. Weekly Counselor will develop specific plans to include at least weekly contact	Weekly Student Contact List The Tier 2 follow up student list Tier 3 student contact list

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. Teachers and Staff will have scheduled times to provide live streamed lessons, small group or support session with students. 2. Teachers and staff will have scheduled times to collaborate with teams on instructional and learning plans.	1. Teachers develop, admin team approves. 2. Teachers develop, admin team approves.	1. Monday- Friday 2. At least weekly	1. Monthly Calendars 2. Monthly Calendars

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. School leadership teams will set process to meet with individuals and will participate in weekly team meetings. 2. Hr will send out support resources via email and will respond to request. 3. IT will provide individualized support to staff to navigate access issues	1. School Leaders 2. HR team 3. IT team	1. Weekly 2. Monthly 3. As needed	1. Calendars/meeting notes 2. Emails 3. Schooldude requests

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Wednesday Professional Learning 2. PLC process	1. School Leaders 2. PLC teams	1. Weekly 2. At least weekly	1. Agendas 2. Team minutes

List Specific Professional Development Topics That Will Be Covered

- Three session training with Olivia Amador on virtual learning and teacher clarity.
- Trainings with Mike Matos and Anthony Muhamad on using the PLC process to navigate remote learning
- Weekly PLC team meetings.

- Google tools training from Google Educator Trainers

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	x
Needs Assessment-Available data	x	x	x
Other:			
What will be Used to Respond to Need?			

Loaner Device (laptop/tablet)	x	x	
WIFI Hot Spot			
Supplemental Utility Support (Internet)	x		
Other:	x		
When will stakeholders have access to IT Support Availability?			
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, <u>list</u> 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	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Waterford, Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
1-3	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
4-6	Direct Instruction via Google Meets	Edgenuity District Teachers	Combination of assessment data from Edgenuity,	Combination of assessment data from Edgenuity and

9

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
	Supplemental Assignments via Google Classroom Independent Study		individual teacher formatives and team developed common formative assessments. At least monthly	teacher made assessments. At least monthly
7-8	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
9-12	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least 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	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Waterford, Edgenuity District Teachers	Combination of assessment data from Waterford/Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
1-3	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly

4-6	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
7-8	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
9-12	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly

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 Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
1-3	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
			least monthly	
4-6	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
7-8	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
9-12	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly

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 Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
1-3	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
	Independent Study		formative assessments. At least monthly	
4-6	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
7-8	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly
9-12	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly

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	Direct Instruction via Google Meets Supplemental Assignments via Google Classroom Independent Study TVUSD CTE regarding the statutory requirement of 15-	Edgenuity District Teachers	Combination of assessment data from Edgenuity, individual teacher formatives and team developed common formative assessments. At least monthly	Combination of assessment data from Edgenuity and teacher made assessments. At least monthly

	391 4(B) is choosing to waive the instructional requirement and presenting alternative plans on how we will deliver the instruction remotely.		

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. Implement current IEP 2. Or Revise IEPS to consider changes due to change of location. 3. Implement changes made to IEPS due to change in location. 4. Consider adjustment to IEP as needed, or yearly.	1. Service Providers 2. IEP Team 3. Service Providers 4. Any IEP team member	1. Start of school 2. At the beginning of the school year, no later than 45 days after school starts. 3. As IEPS are revised. 4. As needed	1. Schedules/Q progress notes 2. Revised IEP 3. Quarterly Progress Notes 4. Request for IEP meetings

Process for Implementing Action Step

Teams will do benchmark assessments and additional formative assessments related to students goals (August 6-17), teams will then have IEP meetings to consider changes to the IEP due to the change in location. After the IEP meeting, teams will implement the revised IEP.

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. AZELLA Testing 2. Develop plan 3. Implement plan 4. Adjust based on student performance	1. District and Campus EL Coordinators 2. Campus EL Coordinators 3. GenEd and EL Teachers 4. GenEd and EL Teachers	1. Fall (or within 2 weeks of enrollment and Spring (February 1 – March 19, 2021) 2. BOY 3. Ongoing 4. Ongoing	1. Placement Testing and Reassessment Testing 2. Integrated and Targeted ELD Plan 3. Lesson plans, CFA's, walk through data, ELP standards, grades, and summative assessments 4. Lesson plans, CFA's, walk through data, ELP standards, grades, and summative assessments

Process for Implementing Action Step

Team will complete AZELLA testing to determine proficiency levels and complete benchmark assessment to determine goals for the content area. Team will develop plans for integrated and targeted ELD instruction in an online setting with support from coordinators and GenEd teachers focusing on both ELP and CCRS. Ongoing monitoring of ELP and CCRS through gathering evidence on student progress, regularly documenting and monitoring growth in language development, informing productive next steps to support both content learning and academic language development, providing meaningful feedback on language development, skill development, and content knowledge.

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

		Kinder	1-3	4-5	6-8	9-12
	In-Person	X	X	X	X	x
	Phone	X	X	X	X	X
Counseling Services	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
1. SEL using Sanford Harmony 2. SEL using CKH 3. Counseling support in multiple formats	1. Teacher/counselors 2. Teacher/counselors 3. counselors	1. weekly 2. weekly 3. By appointment	1. Lessons completed 2. Artifacts in Google Classroom 3. Schedule

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
Formative and Summative Assessments in Edgenuity	Classroom Teacher	End of Unit/Quarter	CFA Summative

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	*Plan for Assessment (online, in person,*	*Proposed date(s) of assessments*

	Assessment and/or Assessment Provider/Creator)	at testing center, etc.)	
Kindergarten	Waterford	Online	August 6-17
1-3	Waterford/Edgenuity	Online	August 6-17
4-6	Edgenuity	Online	August 6-17
7-8	Edgenuity	Online	August 6-17
9-12	Edgenuity	Online	August 6-17

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	Waterford	Online	August 6-17
1-3	Edgenuity	Online	August 6-17
4-6	Edgenuity	Online	August 6-17
7-8	Edgenuity	Online	August 6-17
9-12	Edgenuity	Online	August 6-17

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).

We will use the time when schools are online, but in person has not started, to do benchmark assessments with students.

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.