

# Distance Learning Plan

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Vail Unified School District



Submitted to the Arizona Department of Education on August 7, 2020

## 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.*

<b>School District Name</b>	Vail Unified School District	<b>School District Entity ID</b>	4413
<b>Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)</b>		Debbie Penn	
<b>Representative Telephone Number</b>		520-879-2006	
<b>Representative E-Mail Address</b>		pennd@vailschooldistrict.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
Acacia Elementary School	91168	10-02-20-711
Civano Community School	78835	10-02-20-706
Copper Ridge Elementary School	93000	10-02-20-117
Cottonwood Elementary School	79719	10-02-20-107
Desert Willow Elementary School	5851	10-02-20-105
Esmond Station K-8 School	92376	10-02-20-115
Mesquite Elementary School	91169	10-02-20-712

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Ocotillo Ridge Elementary School	89575	10-02-20-112
Senita Valley Elementary School	89749	10-20-20-113
Sycamore Elementary School	80871	10-02-20-109
Vail Academy and High School	10855	10-02-20-701
Vail Blended Learning	1000281	10-02-20-121
Vail Innovation Center	90845	10-02-20-300
Coronal Foothills Middle School	87470	10-02-20-110
Desert Sky Middle School	79720	10-02-20-109
Old Vail Middle School	5850	10-02-20-104
Rincon Vista Middle School	90156	10-02-20-114
Andrada Polytechnic High School	91292	10-02-20-204
Cienega High School	79721	10-02-20-201
Empire High School	87875	10-02-20-203
Mica Mountain High School	1000597	10-02-20-206
Pantano High School	84665	10-02-20-202

## 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	14,042	Start Date for Distance Learning	8/10/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	476	Estimated Number of Students Participating in Distance Learning for a Portion of the year	13,566
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.		

	<p>half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).</p> <p><input checked="" type="checkbox"/>5. Other (Please explain below)</p>
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<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p> <p>We intend to operate distance learning for all students until schools are allowed to reopen in person. Once we are allowed to open in person, we intend to continue to offer distance learning to those students who would prefer that option. We intend to operate distance learning for the full year for some of our students.</p>
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<p><b>Is the school district requiring students to do distance learning?</b></p> <p>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?</p>	<p>Choose an item.</p> <p>Yes</p>
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*\*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
<p>1)PreK-8<sup>th</sup> grade teachers/attendance clerks will submit daily attendance in PowerSchool. Students will be marked either Distance Learning Absent (DLA) or Distance Learning Present (DLP).</p> <p>2) High School teachers/attendance clerks will submit course level attendance in PowerSchool by course. Students will be marked either Absent or Present.</p> <p>3)We have compiled a list of ways for students to show attendance:                      a-Individual electronic contact (email, phone, text, login, etc.)                      b-Participation in synchronous learning activity (Zoom, Big Blue Button, etc.)                      c-Submission of daily assignment.                      d-Parent attestation of time spent on educational activities assigned by the school.</p>	<p>1)Teacher and Attendance Clerk</p> <p>2)Teacher and Attendance Clerk</p> <p>3)Teacher and Attendance Clerk</p>	<p>1)daily</p> <p>2)daily</p> <p>3)once per day</p> <p>4)Daily</p>	<p>1)PowerSchool data</p> <p>2)PowerSchool data</p> <p>3)Schoology and/or Big Blue Button analytics, teacher records, PowerSchool data.</p> <p>4) PowerSchool data</p>

4)Students are expected to be available to perform Distance Learning during regularly scheduled school hours, and parents must communicate with the school for exceptions.	4)Teacher and Attendance Clerk		
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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)PowerSchool will be used to communicate with families if a student is participating in activities and to what level of Mastery they are completing assignments.	1)Teachers and Attendance Clerk	1)Daily	1)PowerSchool data
2)Phone or email connection to individual students and families about class happenings and student progress.	2)Teachers and/or support staff	2)Weekly	2)Documentation of who was reached out to
3)School and district websites, social media pages, and newsletters will be updated with the latest information.	3)Teacher and/or administration	3)Weekly or as needed	3)Websites, newsletter, Social Media accounts

### 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
Staff will either report to their work site or will be placed on a Temporary Remote Work	Site administration	Following our FY20/21 school year calendar and adjusted	Teachers and staff will be responsible to respond to email or calls within a

<p>Agreement that defines time and responsibility expectations for working from home.</p>		<p>based on our return to brick and mortar school plan.</p>	<p>predetermined amount of time. Teachers engaging in rigorous, online instruction and learning, while completing assigned tasks or duties in a timely manner</p>
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- 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
<p>1)Review existing policies and procedures to identify gaps and modify as needed.</p> <p>2)Communication of COVID-related employment updates and benefits available to eligible staff, including free Employee Assistance Plan (EAP), use of sick and personal leave, etc.</p> <p>3)Communication of employment-related COVID exposure and/or confirmed positive to appropriate supervisor and staff.</p>	<p>1)Human Resources and Administrative team</p> <p>2)Human Resources</p> <p>3)Human Resources COVID-19 response team</p>	<p>1)Related to staff: Complete prior to the return of staff on campus and review as new guidance is provided. Related to students: Complete as soon as appropriate health department guidance is received and prior to students returning to campus.</p> <p>2)Bi-weekly, beginning week of August 10, 2020</p> <p>3)As needed</p>	<p>1)Board action on policy revisions; implementation of new / revised policies and procedures. Records of communication to staff.</p> <p>2) Emails to staff</p> <p>3)Emails and call records.</p>



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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1)Train the trainer on use of Big Blue Button and Schoology was done for k-5, middle school, and high school groups separately; with follow up training at the sites.	1)Emily Marshall, Mark Breen	1)Three hours on July 28, 29, or 30 with follow up trainings at all sites on July 31 and August 3	1)Use of Big Blue Button and Schoology to deliver synchronous and asynchronous lessons.
2)Site level remote Learning Best Practices trainings.	2)Site principal, site technology coordinator, technology achievement teacher	2)Weekly	2) Remote learning lessons will show implementation of new aspects of Big Blue Button, new integration with apps, and /or better engagement strategies in remote learning lessons.
3)Half Day in-services for sites to train on remote learning Best Practices.	3)Site principal, site technology coordinator, technology achievement teacher	3)8 /24, 9/2 and possibly 9/16	3)Remote learning lessons will show implementation of new aspects of Big Blue Button, new integration with apps, and /or better engagement strategies in remote learning lessons.
4) New teachers and second year teachers will be trained on classroom management, engagement, questioning, feedback, etc. in a remote learning class.	4) Megan Cloud	4)New teachers received 5 days before the start of school. New teachers and 2 <sup>nd</sup> year teachers will receive 3 more half days throughout the year.	4)Remote learning lessons by new and 2 <sup>nd</sup> year teachers will incorporate the aspects of remote learning that they were trained on.

**List Specific Professional Development Topics That Will Be Covered**

Schoology, Big Blue Button, student engagement, classroom management, remote learning assessment, remote learning grading, feedback, questioning, and student/ family communication.

### 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			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	x	N/A (all teachers receive a laptop)	x
WIFI Hot Spot		x	
Supplemental Utility Support (Internet)			
Other: <b>Created a list of local internet providers including discounts and/or free offering that they provide</b>	x	x	x
<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>
<i>Kindergarten</i>	Combination of direct instruction via Schoology	LEA created content	Formative Assessments given upon completion of	Summative Assessment given at the completion of

	Conferences and asynchronous instruction via Schoology LMS		individual learning standards. Formative Assessment will be given via a combination of individual student assessments, district level assessments, and/or teacher created assessments.	each quarter of the school year. Summative Assessments will be given via Curriculum Based Measures.
1-3	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. District created Formative Assessments are given via Performance Matters.	Summative Assessment given at the completion of each quarter of the school year. Summative Assessments will be given via Performance Matters.
4-6	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. District created Formative Assessments are given via Performance Matters.	Summative Assessment given at the completion of each quarter of the school year. Summative Assessments will be given via Performance Matters.
7-8	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. District created Formative Assessments are given via Performance Matters.	Summative Assessment given at the completion of each quarter of the school year. Summative Assessments will be given via Performance Matters.
9-12	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. District created Formative Assessments are given via Performance Matters.	Summative Assessment given at the completion of each quarter of the school year. Summative Assessments will be given via Performance Matters.

<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>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via a combination of individual student assessments, district level assessments, and /or teacher created assessments.	Summative Assessment given at the completion of each quarter of the school year. Summative Assessments will be given via Curriculum Based Measures.
<i>1-3</i>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. District created Formative Assessments are given via Performance Matters.	Summative Assessment given at the completion of each quarter of the school year. Summative Assessments will be given via Performance Matters.
<i>4-6</i>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. District created Formative Assessments are given via Performance Matters.	Summative Assessment given at the completion of each quarter of the school year. Summative Assessments will be given via Performance Matters.
<i>7-8</i>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. District created Formative Assessments are given via Performance Matters.	Summative Assessment given at the completion of each quarter of the school year. Summative Assessments will be given via Performance Matters.
<i>9-12</i>	Combination of direct instruction via Schoology Conferences and	LEA created content	Formative Assessments given upon completion of individual learning	Summative Assessment given at the completion of each quarter of the school

	asynchronous instruction via Schoology LMS		standards. District created Formative Assessments are given via Performance Matters.	year. Summative Assessments will be given via Performance Matters.
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<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>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	n/a
<i>1-3</i>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	n/a
<i>4-6</i>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	n/a
<i>7-8</i>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	Summative Assessment given at the completion of each unit and/or quarter of the school year. Summative Assessments will be given via Schoology.

9-12	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	Summative Assessment given at the completion of each unit and/or quarter of the school year. Summative Assessments will be given via Schoology.
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<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>	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	n/a
1-3	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	n/a
4-6	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	n/a
7-8	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given	Summative Assessment given at the completion of each unit and/or quarter of the school year. Summative Assessments

			via teacher created assessments.	will be given via Schoology.
9-12	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	LEA created content	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	Summative Assessment given at the completion of each unit and /or quarter of the school year. Summative Assessments will be given via Schoology.

<b>Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12	Combination of direct instruction via Schoology Conferences and asynchronous instruction via Schoology LMS	-LEA created content -Arizona Curriculum Consortium content -Program specific 3 <sup>rd</sup> party contents	Formative Assessments given upon completion of individual learning standards. Formative Assessment will be given via teacher created assessments.	Summative Assessment given at the completion of each unit and /or quarter of the school year. Summative Assessments will be given via Schoology.

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

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### 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)Created special education guardrails	2) Kathleen MacNaboe, Michelle Wood, Cristina	1)Created over summer, released to staff on 7/28.	1)Shared google doc showing document

<p>2)Case managers will contact all families with IEPs to develop, with family input, remote learning plans to include the services and supports that will be provided</p> <p>3)Case managers will determine, with input from the IEP team including parents, which students need to be on campus in order to facilitate mastery learning towards their IEP goals.</p>	<p>Hernandez and other Special Education staff.</p> <p>2)Individual Case Managers</p> <p>3)Site Special Education Team including Site Administration</p>	<p>2)Start of school year and as adapted as individually needed.</p> <p>3)Start of school year.</p>	<p>2)Documented in Prior Written Notice and addendum to IEP if needed.</p> <p>3)Documented in Prior Written Notice and addendum to IEP if needed.</p>
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**Process for Implementing Action Step**

Special Education District Level Team meets with all sites individually to review guardrails, provide training and supports, answer questions, and provide needed resources. Then sites will work with parents and IEP teams to implement Remote Learning Plan.

*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
Providing targeted and integrated support to active English Learners.	Site level EL Coordinators.	Daily	Documentation of individual student plans.

**Process for Implementing Action Step**

Site EL Coordinators will communicate with each family to determine their individual technology needs. EL Coordinators will create a targeted support plan through programs, such as Rosetta Stone. EL Coordinators will collaborate with core content teachers to integrate EL standards and supports into remote lessons.

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

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



		Kinder	1-3	4-5	6-8	9-12
<b>Social Emotional Learning</b>	Teacher Check-in	x	x	x	x	x
	Packet of Social and Emotional Topics	x	x	x	x	x
	Online Social Emotional videos	x	x	x	x	x
	Parent Training	N/A	N/A	N/A	N/A	N/A
	Other:					

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1)Created an “Online Learning ACT statement” that shows students how we ACT (Are respectful and trustworthy, Care about each other, Take responsibility.	1)Heather Stough and the PBIS team	1)Developed in June/July and presented to sites in welcome back week.	1)We can show the document that we created.
2)Created posters that show students how to ACT in synchronous learning time/one-on-one time/small group time/break out room time, how we enter our remote learning class, and when learning asynchronously.	2)Heather Stough and the PBIS team	2) Developed over the summer and presented to sites in welcome back week.	2)Posters distributed to sites.

3) Created a 4-step plan for handling problem behavior remotely.	3)Heather Stough and the PBIS team	3) Developed over the summer and presented to sites in welcome back week.	3)Matrix of major and minor problem behavior with the 4 steps for teachers to take.
4)Created Social Emotional Learning resources on our Beyond Textbooks sites, that includes a self-assessment, multiple self-care resources, ideas and activities for connecting with students, ideas and activities for connection with families, and an SEL training for staff.	4)Heather Stough and the PBIS team	4) Developed over the summer and presented to sites in the welcome back week.	4)All resources are located on our BeyondTextbooks site.

### 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
Teachers will be providing feedback/grading of individual assignments in addition to the Formative and Summative Assessments.	Site Teachers and Administration	Teachers will be updating grade books in PowerSchool weekly. Formative and Summative Assessments described above.	Individual student gradebooks in PowerSchool.

### 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>
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	<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>	Curriculum Based Measures	Online	*September 14 - 18
<i>1-3</i>	PowerSchool and Performance Matters	Online	*September 14 - 18
<i>4-6</i>	PowerSchool and Performance Matters	Online	*September 14 - 18
<i>7-8</i>	PowerSchool and Performance Matters	Online	*September 14 - 18
<i>9-12</i>	PowerSchool and Performance Matters	Online	*September 14 - 18

**Benchmark Assessments (ELA)**

	<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>	Curriculum Based Measures	Online	*September 14 - 18
<i>1-3</i>	PowerSchool and Performance Matters	Online	*September 14 - 18
<i>4-6</i>	PowerSchool and Performance Matters	Online	*September 14 - 18
<i>7-8</i>	PowerSchool and Performance Matters	Online	*September 14 - 18
<i>9-12</i>	PowerSchool and Performance Matters	Online	*September 14 - 18

**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).**

\*or until the first six weeks after in-person classes are allowed to begin as allowed for in Executive Order 2020-44

