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	Sentinel Elementary District No. 71	School District Entity ID	4250
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Christopher Maynes, Superintendent	
		Cell 602 390-6721	
Representative Telephone Number		Office 928 323-3300	
		cmaynes@sentinelesd71.org	
Representative E-Mail Address		christophermaynes@yahoo.com	

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
Sentinel Elementary	5188	070371000

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	37	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the year	37
Please choose the option that indicates your proposed duration/plan for distance	 □1. We intend to operate distance learning for the full year for all students. □2. We intend to operate distance learning until August 31 for all students. □3. We intend to operate distance learning only until the Governor allows schools to fully reopen. 		
learning:	allows schools to fully r classroom on some day	rate distance learning and use a hybreopen. Hybrid includes distance leadys, and from home on other days (i.e he students Tues/Thurs, half of the s	rning with students learning in the . half of the students attend

☑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:

Sentinel ED 71 intends to offer synchronous distance learning until the Governing Board confirms/resets the date to fully reopen. But we realize that students and/or family members may test positive, have symptoms (but might just be a common cold) or be exposed and may have to quarantine. The students can then join into the classroom from home (if feeling well enough) on a chromebook, supplied by the district with a hotspot supplied by the district, and learn their lessons. So, this is not a hybrid by definition but is feasible and practical for our very small one-school district.

Is the school district requiring students to do distance learning?	Yes
If students are required to do distance learning, is the school district providing a physical location for students to go	Yes
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?	

*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 district will track attendance for students attending remotely by student participation in a live classroom session through Google Meets as well as communication with their teachers through digital meeting software.

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
 Synergy program is fully functional. Attendance will also be kept manually and securely placed in office. Instructional staff and office staff will verify information daily. 	 Office staff Instructional staff 	Twice a day for each home room (mornings and after lunch period).	Input attendance information into Synergy. Document information manually and secure in office

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 ensure that all households have reliable WI-FI The district will provide chromebooks to each student and assist in making sure the students (parents/guardians) are taught how to utilize the devices. 	 Classroom Teachers Office Staff 	Attendance is taken in the morning for the morning sessions and the afternoon for the afternoon sessions. If a student does not log on/respond, efforts will be made to contact the parents/guardians.	Implementation of attendance will be evidenced by Synergy and back-up documentation in the district/school office.

 The teachers will take daily attendance as done in a B&M setting and it will be inputted into Synergy. Phone calls and other contacts will be made if a student is not in attendance. 		

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
All instructional staff (teachers and teaching assistants) will trained in the use of Google Meeting/Classroom. They will have professional support at their disposal.	The superintendent/principal will organize training sessions to assist the staff and parents/students.	The staff will hold meetings/trainings 7-29-20, 7-30-20 and 8-1-20. The week of 8-3-20 is also available for additional training as needed.	 Training agendas/sign in sheets Trainer invoices Meeting notes/power point presentation

- b. Describe commitments on delivery of employee support services including but not limited to:
 - o Human resource policies and support for employees; and
 - Regular communication from the administration.

Γ	Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

The district/school will provide training to the instructional staff. On a daily basis, the district/school will ensure that distance learning technology is working/available. Assistance will be available through contracted operators, as well as networking amongst the staff. The staff will work out of the same building, with plenty of area for social distancing and PPE being utilized. Back up devices will be available.	Superintendent/Principal Office Staff	On a daily/as needed basis.	Training agendas Trainer/consultant invoices
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Professional development will be provided in-person training from contracted representatives adhering to proper social distancing and PPE protocol. Also, on-line tutorials for use of Google Meeting/Classroom will be utilized as needed.	 Superintendent/Principal Instructional Staff 	 Trainings will occur during the staff orientation period between 7-29-20 and the start of school. Staff already experienced with the platforms will assist other staff members on an as needed basis. 	 Training agendas/sign in sheets Trainer invoices Meeting notes/power point presentations

List Specific Professional Development Topics That Will Be Covered

Topics to be covered include will include the use of Google Meeting/Classroom. Zoom will also be discussed but Google Meeting/Classroom will be utilized because it is part of the chromebook platform. The instructional staff will also refamiliarize with the on-line program Study Island which is part of the curriculum. Other professional development will be to understand and follow the safety protocols required due to COVID-19. Other professional development concerning curriculum will be on an individual as needed basis.

Distance	Learning	Plan	Temp	late	2020	-2021
Distance	LCuilling	I IUII	ICITIP	acc	2020	2021

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	x	X	х
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	x	X
WIFI Hot Spot	x	х	х
Supplemental Utility Support (Internet)		x	х
Other:			
When will stakeholders have access to IT Sup	port Availability?		
Traditional School Hours			
Extended Weekday Hours	х	х	х
24/7 Support			
Other:	x		

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	 Instruction via Google Meets/Classroom Phone/text communication as needed 	Go Math/Houghton Mifflin Harcourt	 Placement Assessment (Start of Year) Publisher/district made cumulative assessments (as needed) Intervention assessments as needed per individual student Pop quizzes 	 Benchmark assessments (quarterly) End-of-course comprehensive assessment State testing on- line
1-3	 Instruction via Google Meets/Classroom Phone/text communication as needed 	Go Math/Houghton Mifflin Harcourt Saxon/Harcourt Achieve, Common Core Mathematics/Triumph Learning, Study Island/Edmentum	 Placement Assessment (Start of Year) Publisher/District made cumulative assessments (as needed) Intervention assessments per individual students Pop quizzes 	 Benchmark assessments (quarterly) End-of-course comprehensive assessment State testing on-line
4-6	 Instruction via Google Meets/Classroom Phone/text communications as needed 	Saxon/Harcourt Achieve, Common Core Coach Mathematics/Triumph Learning, Study Island/Edmentum	 Placement Assessment (Start of Year) Publisher/district made cumulative assessments 	 Benchmark assessments (quarterly) End-of-course comprehensive assessment State testing on-line

			 Intervention assessments per individual students Pop quizzes 	
7-8	 Instruction via Google Meets/Classroom Phone/text communication as needed 	Saxon/Harcourt Achieve, Common Core Coach Mathematics/Triumph Learning, Study Island/Edmentum	 Placement Assessment (Start of Year) Publisher/district made cumulative assessments Intervention assessments per individual students Pop quizzes 	 Benchmark assessments (quarterly) End-of-course comprehensive assessment State testing on-line
9-12	NA	NA	NA	NA

	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	 Instruction via Google Meets/Classroom Phone/text communication as needed 	Open Court Reading/SRA McGraw-Hill, Imagine It/SRA McGraw-Hill, Everyday Spelling/Scott Foresman	The students will be assessed frequently in a variety of ways (ex. paper/pencil, orally, demonstration) over recent topics learned. Assessments over lessons will be appraised approximately every two weeks to monitor progress. The teacher will use publisher/district made assessments.	 Benchmark assessments (quarterly) End-of-course assessment 		

1-3	 Instruction via Google Meets/Classroom Phone/text communication as needed 	Open Court Reading/SRA McGraw-Hill, Imagine It/SRA McGraw-Hill, Open Court Reading and Writing, Building Vocabulary Skills/SRA McGraw-Hill, Folk and Fairy Tales/Scholastic, Common Core Support Coach Reading Comprehension/Triumph Learning, Common Core English Language Arts/Triumph Learning, Language Arts Today/McMillan McGraw- Hill, Everyday Spelling/Scott Foresman, Study Island/Edmentum	 Placement assessments Publisher/district made assessments as needed at the end of chapters/units Intervention assessments per individual students Pop quizzes 	 Benchmark assessments End-of-course assessment State testing on-line
4-6	Instruction via Google Meets/Classroom Phone/text communication as needed	Language Arts Today/McMillan McGraw- Hill, Common Core English Language Arts/Triumph Learning, Common Core Support Reading Comprehension/Triumph Learning, Open Court Reading and Writing/SRA McGraw-Hill, Everyday Spelling/Scott Foresman, Study Island/Edmentum	 Placement assessments Publisher/district made assessments at the end of chapter/units Intervention assessments per individual students Pop quizzes 	 Benchmark assessments End-of-course assessment State testing on-line
7-8	Instruction via Google Meets/Classroom	Literature, Glencoe McGraw- Hill, Common Core Clinics Writing and Language, Reading Literature, Reading	 Placement assessments Publisher/district made assessments 	 Benchmark assessments End-of-course assessments

	Phone/text communication as needed	Informational Texts/Triumph Learning, Daybook of Critical Reading and Writing/Houghton Mifflin, Test Smart Common Core Close Reading-Literary & Informational Texts/ECS Learning Systems, Study Island/Edmentum	and the end of chapters/units Intervention per individual students Pop quizzes	State testing on-line
9-12	NA	NA	NA	NA

			nitoring Student Learning (Science	
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	 Instruction via Google Meets/Classroom Phone/text communication as needed 	SRA Real Science SRA McGraw-Hill	The students will be assessed frequently in a variety of methods (ex. paper/pencil, orally, demonstration) over recent topics learned. Assessments over lessons will be appraised approximately every two weeks to monitor progress. The teacher will use publisher/district made assessments.	 Benchmark assessments (quarterly) End-of-course assessment
1-3	 Instruction via Google Meets/Classroom Phone/text communication as needed 	 SRA Real Science/SRA McGraw-Hill Buckle Down Science/Triumph Learning Buckle Down Haights Cross 	 Placement/Beginning- of-course assessment Publisher/district made assessments Intervention assessments per individual student Pop quizzes 	 Benchmark assessments End-of-course assessment State testing on-line

4-6	Instruction via Google Meets/Classroom Phone/text communication as needed	 Focus On Science/Steck Vaughn Science Workout/Great Source Study Island/Edmentum Buckle Down Science/Triumph Learning Focus on Science/Steck Vaughn Life, Physical, Earth Science/Scott Foresman Study Island/Edmentum 	 Placement/Beginning- of-course assessment Publisher/district made assessments Intervention assessments per individual student Pop quizzes 	Benchmark assessments End-of-course assessment State testing on-line
7-8	 Instruction via Google Meets/Classroom Phone/text communication as needed 	 Life, Physical, Earth Science/Scott Foresman Buckle Down Science/Triumph Learning Buckle Down Haights Cross Study Island/Edmentum 	 Placement/Beginning- of-course assessment Publisher/district made assessments Intervention assessments per individual student Pop quizzes 	 Benchmark assessments End-of-year assessments State testing on-line
9-12	NA NA	NA	NA NA	NA

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)					
	Educational Delivery	Content Provider/Program	Formative Assessment	Summative Assessment	
	Methodologies	Used	Strategies and Frequency	Strategies and Frequency	

Kindergarten	 Instruction via Google Meeting/Classroom Phone/text communication as needed 	 Maps, Globes, Graphs/Steck Vaughn Social Studies-Our World, Now and Long Ago/Harcourt 	The students will be assessed frequently in a variety of methods (ex. paper/pencil, orally, demonstration) over recent topics learned. Assessments over lessons will be appraised approximately every two weeks to monitor progress. The teacher will use publisher/teacher made assessments.	 Benchmark assessments End-of-the unit assessment
1-3	 Instruction vis Google Meeting/Classroom Phone/text communication as needed 	 Maps, Globes, Graphs/Steck Vaughn Social Studies-A Child's View-People We Know-Our Communities/Harcourt 	 Beginning-of-year assessments Publisher/district made assessments Intervention assessments per individual student Pop quizzes 	 Benchmark assessments End-of-unit assessments
4-6	 Instruction via Google Meeting/Classroom Phone/text communication as needed 	 Maps, Globes, Graphs/Steck Vaughn Social Studies-Arizona- The United States: Making a New Nation/Harcourt World History: Ancient Civilizations/McDougal Littell 	 Beginning-of-year assessments Publisher/district made assessments Intervention assessments per individual student Pop quizzes 	 Benchmark assessments End-of-year assessments
7-8	 Instruction via Google Meeting/Classroom Phone/text communication as needed 	 American History/McDougal Littell The Constitution/Scott Foresman Addison Wesley 	 Beginning -of-year assessment Publisher/district made assessments 	 Benchmark assessments End-of-year assessments

			•	Intervention	
				assessments per	
				individual student	
			•	Pop quizzes	
9-12	NA	NA	NA		NA

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

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

Sentinel Elementary, the only school in the Sentinel Elementary District No. 71, is very small but has used this time to help each of the households with technology that was not available before to many of them. We will guide them to educational apps/websites that can have a major impact on the child's learning to introduce, reference and discover new and exciting topics. When in-person school is resumed the students will still have access to the technology with the understanding that symptoms, that may or may not be due to COVID-19, will occur and will be handled diligently until the student is allowed to return to school, but the student will continue to have access to the classroom teaching/learning process.

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
All staff members will review the Special Education Policies and Practices	 Administration Special Education director/teacher Parents/Guardians 	This is an ongoing process and will be assessed daily for the very few ESS students in the very small school.	Notes and documentation will be kept regarding all decisions and actions taken concerning meeting the needs of

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The Special Education director		students with disabilities. IEP's will be
will be available for		followed.
consultation		
At-risk students will have the		
opportunity for on-site		
learning options and support		
services utilizing proper social		
distancing and PPE protocol.		

Process for Implementing Action Step

All staff members will meet prior to the start of the school year and be informed and discuss the practices and policies regarding Special Education. Individual instructional staff will meet with the Special Education director and administrator to discuss individual IEPs and student goals. It will be decided at this time who will be eligible for on-site learning and support services.

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
The instructional staff and will meet prior to the start of the school year and analyze the AZELLA testing scores. (Note: Sentinel E.D. 71 does not receive ELL funding but does have a few students who are not proficient on the AZELLA). The instructional staff will then discuss any modifications for individual students and determine students in need of onsite learning and support services, yet adhere to the confidentiality which must be maintained.	 Instructional staff Administration Parents/Guardians 	This is an ongoing process and will be assessed daily to best assist these few students.	Notes and documentation will be kept regarding all decisions and actions taken concerning English learners.

Process for Implementing Action Step

The instructional staff will compare prior years AZELLA scores to the current scores to monitor the progress and develop a plan of action for each individual student. The staff will discuss this information with the parents/guardians, translated if needed, to receive their input and approval. If students require on-site learning and support services transportation options will be discussed and finalized.

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
Teacher Check-in						
	Packet of Social and Emotional Topics					
Social Emotional	Online Social Emotional videos					
Learning	Parent Training					
	Other:	x	Х	х	x	NA

		Kinder	1-3	4-5	6-8	9-12
	In-Person	x	х	х	x	NA
	Phone					
Counseling Services	Webcast					
	Email/IM					
	Other:	x	х	х	х	х

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
In conjunction with parents/guardians, school officials will meet to find the most appropriate method to provide social and emotional learning and counseling services to support students. At this	 Administration Governmental agencies Private agencies and consultants Parents/Guardians 	This would occur on an as needed basis.	Documentation will be taken concerning any provision for social and emotional learning support and counseling services.

time, we have not had these services		
requested or needed but understand		
that during these unprecedented times		
assistance may be required. Sentinel ED		
71 would be willing to use any resources		
available to help our students and		
families.		

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
Students will take placement and baseline tests to help find the best initial placement and analyze strengths and weaknesses. Tests will be given throughout the academic year (publisher/district made) to monitor student progress on the various lessons/chapters. Benchmark tests are quarterly tests (commonly) that will be administered to the students and an end-of-the-course tests will be given.	 Instructional Staff Classroom teachers Instructional assistance Superintendent/Principal 	The instructional staff will meet prior to the start of the academic year and devise a calendar to set the timing of assessments, but it will be very similar to how it is accomplished when the students are in-person schooling.	The teachers will have student portfolios documenting the testing and progress.

Benchmark Assessments (1.a.vii)

In the tables below, <u>list</u> 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	at testing center, etc.)			
Provider/Creator)				

Kindergarten	Go Math/Houghton Mifflin Harcourt	The testing will be in paper-pencil and will work from home while in distance learning.	The assessments will be August 11 (Beginning of the Year Test), January 7 (Middle of the Year Test), May 26 (End of the Year Test). There will be 12 chapter tests throughout the year.
1-3	Grades 1 and 2) Go Math/Houghton Mifflin Harcourt (Grade 3) Saxon Math/Harcourt Achieve Placement Test Baseline Test Cumulative Tests Benchmark Tests End-of-Course Exam	The testing will be in paper-pencil and will do it from home while in distance learning.	Grades 1 and 2 assessments will be August 11 (Beginning of the Year Test), January 7 (Middle of the Year Tests), May 26 (End of the Year Tests). Grade 1 will have 12 chapter tests throughout the year and grade 2 will have eleven. Saxon Placement and Baseline Tests-Week of August 10, 2020 Cumulative tests are given throughout the academic year as review and diagnostic value for the teachers/students. Grades 3-5 have 21 cumulative tests. The targeted dates for 3 rd grade benchmark assessments are 9-11-20, 10-27-20, 12-7- 20, 1-26-21, 3-3-21. The End-of -the-course exam is 4-23-21.
4-6	Saxon Math/Harcourt Achieve Placement Test Baseline Test	The testing will be in paper-pencil and will work from home while in distance learning.	Saxon Placement and Baseline Tests-Week of August 10, 2020.
	Cumulative TestsBenchmark TestsEnd-of-Course Exam		 Cumulative tests are given throughout the year as review and diagnostic value for the

			teachers/students. Grade 6 has 23 cumulative tests. • The End-of-the-course exam is 4-23-21.
7-8	Saxon Math/Harcourt Achieve Placement Test Baseline Test Cumulative Tests End-of-Course Exam	The testing will be paper-pencil and will work from home while in distance learning.	 Saxon Placement and Baseline Tests-Week of August 10, 2020. Cumulative tests are given throughout the year as review and diagnostic value for the teachers/students. Grades 7-8 have 23 cumulative tests. The End-of-the-course exam is 4-23-21.
9-12	NA	NA	NA

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	SRA Imagine It/SRA McGraw-Hill	This will be paper-pencil and will work from home while in distance learning.	The dates are: September 22, November 10, January 8, February 19, April 9, May 21 Note: There are weekl assessments given for the various lessons.		
1-3	The 1 st and 2 nd grade assessments will be SRA Imagine It/SRA McGraw-Hill. The 3 rd grade assessments will be from Study Island/Edmentum. This curriculum is used in alignment with the other ELA curriculum	The 1 st and 2nd grade will be paper- pencil and will work from home while in distance learning. The 3 rd grade assessments will be on- line.	Dates for grades 1 and 2: September 22, November 10, January 8, February 19, April 9, May 21 Note: There are weekly assessments given for the various lessons. Dates for grade 3: October 16, January 8, March 19, May 21, May 24 (Comprehensive assessment).		

4-6	Study Island/Edmentum This curriculum is used in alignment with the other ELA curriculum.	These assessments will be on-line.	Dates for grades 4-6: October 16, January 8, March 19, May 21, May 24 (Comprehensive assessment).
7-8	Study Island/Edmentum This curriculum is used in alignment with the other ELA curriculum.	These assessments will be on-line.	
9-12	NA	NA	NA

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).

Intervention studies/assessments will be available for the students in need.		

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.

Sentinel District 71 (Sentinel Elementary) looks forward and will strive to give the best education and experience to the students. We understand that during cold and flu season many students and staff will have to stay home until COVID-19 can be dismissed. Synchronous distance learning at this time will be a valuable tool to keep continuity in the teaching/learning process, especially in a situation like ours having only 37 students. As stated earlier, the technology we have provided to the families will also afford them an opportunity to utilize educational apps/websites.