



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.*

Altar Valley School District	10105 S. Sasabe Rd Tucson, AZ 85736	4418
Dr. Dave Dumon, Superintendent		100351000
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ddumon@avsd.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
Robles Elementary	84336	100351100
Altar Valley Middle School	5859	100351103

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

AVSD Distance Learning Plan 2020-2021

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	565	Start Date for Distance Learning	August 6, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	500	Estimated Number of Students Participating in Distance Learning for a Portion of the year	565
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 checked="" 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. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		

<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>Altar Valley will operate a Remote Learning model based off feedback from the community. Students will interact daily with their regularly assigned teacher either in an AVSD school or online. Teachers will take attendance and provide interactive lessons. Lessons will include opportunities for practice and feedback. Intervention services will be provided for eligible students; these services include support for students who participate in special education and English Language Learners.</p> <p>Hybrid learning will:</p> <ul style="list-style-type: none"> • Be delivered Monday through Friday • Be provided by AVSD teachers with AVSD curriculum • Expect students to attend class sessions with their teachers in person or electronically (online or by phone), in addition to completing learning tasks off-line • Provide Chromebooks, as necessary, to families who have reliable internet / internet capable devices will be provided also as needed • Provide accommodations and supports based on student needs • Provide a place for students not participating in face to face instruction as needed
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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
Communication with their teachers via telephone, Google Meets, in person.	Teacher	Daily	Communication log, attendance in school master
Student participation in a virtual meeting or classroom session on Google Meets or phone	Teacher	Daily	Student participation
Attendance taken daily	Teacher	Daily	Communication log, attendance in school master
Daily assignments completed and submitted	Teacher	As assigned	Completed assignment
Physical check-in/drive up meeting	Support staff	As needed	Communication log
A parent attestation or documentation of time spent on educational activities	Support staff/ Teacher	As needed	Communication log

AVSD Distance Learning Plan 2020-2021

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
Create / follow daily schedule	Teacher	Daily	Communication log, attendance logged in school master
Time built in schedule for follow up	Teacher / Support staff	As needed	Communication log
Attendance will be taken the 1 st check in of the day.	Teacher	Daily	Communication log, attendance in school master
Students not in attendance for 1 st meeting of the day will be contacted by support staff.	Teacher / Support staff	As needed	Communication log, attendance logged in school master
Class Dojo, auto dialer will be utilized to contact families as needed.	Teacher/Support staff/Admin	Daily / Weekly	Communication log, attendance logged in school master

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
Will follow daily school schedule	School Staff / Principal	Daily	Schedule
Complete all duties and responsibilities as outlined in contract/work agreement	School Staff / Principal	Daily	Task completed
Other duties as assigned	School Staff / Principal	Daily	Task completed

AVSD Distance Learning Plan 2020-2021

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Human resources support for all employees will continue	HR Staff	As needed	Utilization
Employee Assistance Plan, Teladoc etc...	HR Staff	As needed	Utilization
Meeting as needed with school staff	Principal	As needed	Agenda

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Provide professional development to all staff prior to the start of school on: <ol style="list-style-type: none"> 1. Virtual teaching and learning 2. Reopening and hybrid learning plans 	Principal, District	As needed	Agenda
Provide before school starts and ongoing professional development on district online curriculum	Principal, District	As needed	Implementation of curriculum
Provide weekly professional development during our early release Fridays.	Principal, District	Fridays as needed	
Weekly virtual staff meetings to problem solve virtual teaching and learning struggles	Principal, District	As needed	Agenda

AVSD Distance Learning Plan 2020-2021

Weekly Professional Learning Community meetings focusing on the 4 Dufour questions	Principal, District	As needed	Agenda
Provide weekly virtual coaching and feedback to guide our teaching and learning	Principal, District	As needed	Agenda

List Specific Professional Development Topics That Will Be Covered

Google Classroom, Google Meets, Razzy, Beyond Textbooks, IXL, HMH, School Master, Mystery Science,
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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
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	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.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<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>	<i>Google Meet</i>	<i>Beyond Textbooks (BT)</i>	<i>Galileo / BT Every 5 – 10 days</i>	
<i>1-3</i>	<i>Google Meet</i>	<i>Beyond Textbooks</i>	<i>Galileo / BT Every 5 – 10 days</i>	<i>Galileo Quarterly Benchmark</i>
<i>4-6</i>	<i>Google Meet</i>		<i>Galileo / BT Every 5 – 10 days</i>	<i>Galileo Quarterly Benchmark</i>
<i>7-8</i>	<i>Google Meet</i>		<i>Galileo Every 5 – 10 days</i>	<i>Galileo Quarterly Benchmark</i>
<i>9-12</i>				

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<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>	<i>Google Meet</i>	<i>Journeys</i>	<i>Journeys Every 5 days</i>	
<i>1-3</i>	<i>Google Meet</i>	<i>Journeys</i>	<i>Journeys Every 5 days</i>	<i>Galileo Quarterly Benchmark</i>
<i>4-6</i>	<i>Google Meet</i>	<i>Journeys / Houghton Mifflin</i>	<i>Every 5 days</i>	<i>Galileo Quarterly Benchmark</i>
<i>7-8</i>	<i>Google Meet</i>	<i>Houghton Mifflin</i>	<i>Every 5 days</i>	<i>Galileo Quarterly Benchmark</i>
<i>9-12</i>				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<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>	<i>Google Meet</i>	<i>Beyond Textbooks, Mystery Science, Rozzy</i>	<i>Galileo / BT Every 5 – 10 days, Other</i>	
<i>1-3</i>	<i>Google Meet</i>	<i>Beyond Textbooks, Mystery Science, Rozzy</i>	<i>Galileo / BT Every 5 – 10 days, Other</i>	<i>Galileo Quarterly Benchmark</i>
<i>4-6</i>	<i>Google Meet</i>	<i>Beyond Textbooks, Mystery Science, Rozzy</i>	<i>Galileo / BT Every 5 – 10 days, Other</i>	<i>Galileo Quarterly Benchmark</i>

7-8	Google Meet	Beyond Textbooks, Amplify Science	Galileo Every 5 – 10 days, Other	Galileo Quarterly Benchmark

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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
Create and follow daily / weekly schedule to meet needs of IEP	Teacher, Special Education Teacher	Daily / weekly schedule	Implementation of schedule

Process for Implementing Action Step

Weekly to Monthly Professional Development and planning time to meet students needs.
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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
Create and follow daily / weekly schedule to meet needs of student	Teacher	Daily / weekly schedule	Implementation of schedule

Process for Implementing Action Step

Weekly to Monthly Professional Development and planning time to meet students needs.

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

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

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast	X	X	X	X	
	Email/IM					

Other:				
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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
Schedule time to check in with classes	Teacher , counselor, principal	Bi -Weekly	Implementation of schedule
Needs assessment of classes/students	Teacher , counselor, principal		Needs assessment

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
Pass Fail Grades to be issued 2 per subject per week	Teacher, principal	Weekly	Grade
Ticket out the door checks	Teacher, principal	Per class	Ticket out the door
Synchronous Lessons	Teacher	Time frames will vary, according to grade level/subject matter	

Benchmark Assessments (1.a.vii)

*In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.*

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			

AVSD Distance Learning Plan 2020-2021

1-3	Math CBM/ District Benchmark (ATI)	Testing Center / Online	September 2020
4-6	Math CBM/ District Benchmark (ATI)	Testing Center / Online	September 2020
7-8	Math CBM/ District Benchmark (ATI)	Testing Center / Online	September 2020

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>
Kindergarten	DIBELS	Testing Center / Online	September 2020
1-3	DIBELS / District Benchmark (ATI)	Testing Center / Online	September 2020
4-6	DIBELS / District Benchmark (ATI)	Testing Center / Online	September 2020
7-8	District Benchmark (ATI)	Testing Center / Online	September 2020

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