

Page Unified School District #8

Continuous Learning Plan



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Introduction

The Page Continuous Learning Plan goal is to develop guidelines for Page Unified School District #8 to meet the needs of supporting learning inside and outside of our normal practice. How can we best meet the needs of all of our learners?

The Continuous Learning Plan is based on the following common themes:

1. Definition of Teacher and Student Expectations
2. Identification of Delivery Platforms
 - a. Use of school devices at home
 - b. Student safety
 - c. IT Support
3. Communication with Internal and External Stakeholders
4. Ensuring Professional Development/Teacher Competency
 - a. Teacher Professional Development
 - b. Educator Safety
 - c. Learning Platforms
5. Define and Ensure Student Access
6. When will we resume school?

**Themes and questions in document adapted from: Iowa Department of Education Template for Continuous Learning and Arizona's Department of Education Roadmap for Returning to School*

Guiding Principles

Directors, principals, and teacher leaders volunteered to share their expertise and experience to create this guiding document. We met in small groups with all day meetings scheduled for June 1, 2, and 3. The names of the participants are as follows:

Team Leaders:

Anne Martin	Nancy Warner	Brian Osterink	Mary Stahl
Steven Law	Brian Henderson	Rich Van Nostrand	Shannon Garrison
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Define Teacher and Student Expectations

What is our plan for delivering the curriculum? *Consider:*

- Standard B (pages 11-13) of the [National Standards for Online Teaching](#)

Do Now:	Before the start of the school year:	Throughout the School Year:
<p>~Audit what we have for Social Emotional curriculum planning:</p> <ul style="list-style-type: none"> - LVP: Sanford Harmony (preK-2) - PMS: Sanford Harmony (G6); Character Strong (6-8); Common Sense Media; AVID CRT - PHS: Student Advisory Curriculum (AVID CRT) <p>~Determine which site counselors can work to plan restorative supports within each scenario</p> <ul style="list-style-type: none"> • Identify student needs <p>~Determine which teachers can work to update lesson planning and assessment (Pages 4-9 Considerations of Students in Reopening Schools)</p> <p>~Develop district-wide training for SEL and CRE</p> <p>~Develop a plan for assessing students' learning needs</p> <p>~ Reference Page 7 Considerations for Teachers in Reopening Schools</p>	<ul style="list-style-type: none"> - Looking at new updates from currently used software/curriculum resources (Beyond Textbooks, Renaissance, Benchmark Advance, SEL) of academic interventions and SE supports - Calendar additional workdays to update pacing and curriculum throughout the year - Plan for training regarding differentiation and multi-modal opportunities - Training on how to balance screen time - How to do small groups virtually? - Within google hangouts, educators can schedule small group sessions and invite individual students. 	<ul style="list-style-type: none"> -Use current curriculum materials and pacing -Devoting time to update pacing while moving within different scenarios -Develop and give surveys

- **Review material as needed:**
 - Reference page 4 & 6 of [Considerations of Students in Reopening Schools](#)
 - Questions:
 - If new material is printed and delivered, are answer keys provided as well?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Spiral review first 9 weeks New material	Spiral review first 9 weeks New material	Spiral review first 9 weeks New material	Spiral review New material (consider time per lesson is diminished due to online learning)

- **Board adopted text and materials or supplemental materials**
 - Questions:
 - Can we adopt an SEL curriculum?
 - LVP & DVI - K-5, Elementary Math Resource Adoption Process will occur in the 2020-2021 school year.
 - For specials/elective teachers, could this be an opportunity to look at curriculum and new resources (that also includes an online component)?
 - Do our current resources have an online platform?
 - How do we service students who have an IEP/ or are ELLs who require additional material support?
- **If it will require live virtual attendance (“synchronous”), or if students can log in when they would like (“asynchronous”)**
 - Reference page 7 of [Considerations of Students in Reopening Schools](#)
 - The table below is contingent on all students receiving technology and access to the internet.
 - Questions:
 - Schedule?
 - Same across district or site decisions?
 - Consider technology needs for both teachers and students
 - Can teachers go to students via chapter houses, open meeting areas, etc. to deliver instruction?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Access to asynchronous learning	Include both synchronous and asynchronous	All considerations in scenario 2.	All considerations in scenario 3.

- How much time should students spend on work each week? Each day?

- Questions:
 - Tracking for grading purposes?

Instructional Minutes

It's important to acknowledge that learning at home is not the same as learning at school! The time spent learning at home is one of those differences. Each time range is inclusive of all tasks, including learning time, practice, application, etc. for all content areas. It is important to know that these numbers are approximate!

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

From Remote Learning Recommendations, Illinois Department of Education

- To what extent will a student need an adult or other facilitator to be present in the room with them in order to access or complete the work?

- Questions:
 - In scenario 3, if the distance learning is via print material, how would we organize our human resources to provide a facilitator?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
- Each student will be assigned a class with appropriate ratio	- Teachers will facilitate distance learning	- Will be an adult facilitator	- Will be an adult facilitator

What is your plan for assessment and feedback of student work, including those that are not participating? *Consider:*

- Standard G (pages 24-27) of the [National Standards for Online Teaching](#)

Do Now:	Before the start of the school year:	Throughout the School Year:
~Determine which site counselors can work to plan restorative supports within each scenario - Identify student needs ~Determine which teachers can work to update curriculum planning and assessment (Pages 4-9 of Considerations of Students in Reopening Schools)	- Special populations? - Training on grading/feedback - For what purpose, are we using it? - Utilizing district grading policy, each site determine what their grading practices and protocols are and how those will be communicated with stakeholders	- Page 9 of Considerations of Students in Reopening Schools

- How often do teachers need to assess and provide feedback for student tasks?

**Note that in a voluntary program, student work cannot be graded. However, feedback is still vital to the learning process.*

- Provide continuous and ongoing feedback.
- Consider gaps from previous year when grading mastery learning.
- Consider breaking up grade levels into teams to help personalize and customize learning.
- Questions:
 - Differences in online format vs. paper packets?
 - Could we create a menu for mastery (student choice) keeping in mind equitable education?
 - How do we give feedback? Online, paper pencil, etc.

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
<p>CFA's each week based on essential standards</p> <p>Feedback</p> <ul style="list-style-type: none"> - Immediate - in class - 1-3 days 	<p>CFA's each week based on essential standards</p> <p>Feedback dependent on structure of scenario 2. Ideas:</p> <ul style="list-style-type: none"> - 1-3 days - Before next face-to-face - Online vs. packet 	All considerations from scenario 2.	<p>Consider access to content learning.</p> <p>Provide students opportunities to discuss their own understandings.</p>

How will teachers be collaborating with other teachers? *Consider:*

- Standard A (pages 8-11) of the [National Standards for Online Teaching](#)

Do Now:	Before the start of the school year:	Throughout the School Year:
	<p>Provide training for virtual meetings.</p> <p>Clearly define communication processes & sources across districts and sites.</p>	Survey communication with parents?

- How/how often will collaborative teams meet?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Friday collaboration time One other team meeting throughout the week according to	Wednesday- no students, teacher collaboration time NOT CLEANING	Friday collaboration time One other team meeting throughout the week according to	Friday collaboration time One other team meeting throughout the week according to

the teams' schedule		the teams' schedule	the teams' schedule
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- How will administration and coaches contact and support teachers?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Site-leaders communicate a weekly newsletter via email	<p>Superintendent address the district weekly via various communication platforms</p> <p>Site leaders and directors address the site needs weekly</p> <p>Open communication on movement between scenarios and triggers/expectations</p> <p>Same/similar communication to staff, parents, and students</p>	All considerations from scenario 2	All considerations from scenario 2

How/how often will teachers be communicating with students and parents? Individual students? *Consider:*

- Standard A (pages 8-11),, C & D (pages 13-19) of the [National Standards for Online Teaching](#)

Do Now:	Before the start of the school year:	Throughout the School Year:
Technology completes an audit of needs when working from home if mandated for staff	<ul style="list-style-type: none"> - Ask parents/give parents training in methods of communication from the district- Remind.com - Does every teacher have technology/internet access? 	

	- Are we requiring teachers to use their personal technology for school business? If not, what is the plan?	
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- **Requiring a frequency of connection (e.g., short announcement/email or video),**
 - Refer to prior sections on office hours, feedback, and parental communication. Contingent on scenario, schedules, and technology availability.
 - Questions:
 - Tribal organizations? Alternative forms? Central Office?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
District calendared Parent-Teacher conferences (following CDC guidelines) Conference upon parent request	District calendared Parent-Teacher conferences (following CDC guidelines) Conference upon parent request -option for phone or virtual conference	District calendared Parent-Teacher conferences (following CDC guidelines) Conference upon parent request -option for phone or virtual conference	Conference upon parent request -option for phone or virtual conference

- **Expectations for feedback or outreach to individual students,**
 - See office hours, feedback, and parental communication grid. Contingent on scenario, schedules, and technology availability.
 - Questions:
 - IEP/ELL considerations?
 - Differentiate between academic and social “checking in” and communication?
 - Can we get training for students and staff on the platforms used/approved?
 - How will we keep from overwhelming students and families with communication?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Frequent and consistent 2-way communication through district approved platforms	Frequent and consistent 2-way communication through district approved platforms	Frequent and consistent 2-way communication through district approved platforms	Frequent and consistent 2-way communication through district approved platforms

- **Expectations for students to communicate or participate in class activities**

- Questions:

- What about families who don't feel safe sending their student(s) to school?
- Grades are standards and mastery based. How do we provide feedback on participation?
- Do students have the option to bounce back and forth between virtual and in class?
- Arizona online parameters?
- Are students expected to work on Wednesday if we go to a 4-day week?
- PBIS
- Do our current district attendance policies work now or do they need to be revised?
- What are the new state truancy guidelines? Are they changing?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Attendance expectations Expectations: -completed work - show up to class - communication with teacher/district if prior expectations can't be met - PBIS	*See state/district guidelines		

- Expectations around “office hours,” or when teachers will be available to students for live chat or video conferencing:

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Contracted time	Contracted time	Set daily office hours considering defined schedule-Contracted time	Set daily office hours considering defined schedule-Contracted time

- The legal and ethical aspects of student-teacher communication:

- Train staff that email and the google platform is the communication method of our district.
- Questions:
 - Training on how to formalize texting or other modes of communication with students?
 - Training with students on formal communication?
 - List appropriate platforms for communication between teachers and students?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
See district/school handbooks	All considerations from scenario 1.	All considerations from scenario 1.	All considerations from scenario 1.

- District requirements for specific technology tools to use when communicating with students-see section 2.

How/how often will teachers be providing chunks of learning opportunities? *Consider:*

- Standard B (pages 11-13) & H (pages 27-29) of the [National Standards for Online Teaching](#)
- Questions/Thoughts::
 - Dependent on site/district schedules
 - A “chunk of learning opportunities” can be defined as content that is either teacher generated or curated in a multi-modal fashion.
 - What is the time frame?
 - Ensure equitable learning.
 - Chromebooks have different software needs/resources and break frequently.

Do Now:	Before the start of the school year:	Throughout the School Year:
Determine scenario and create site schedules for teaching and learning	Determine scenario and create site schedules for teaching and learning	

- Does the content need to be teacher-generated (e.g. video lessons), or can teachers simply curate from web resources?
 - Questions:
 - Is the district going to require use of specific sites/resources?
 - Adhere to copyright agreements for materials/resources- Provide communication and teacher training in privacy/copyright infringement.

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Use district provided curriculum resources.	Use district provided curriculum resources.	Use district provided curriculum resources.	Use district provided curriculum resources.

- How to prioritize essential learning, including appropriate instructional workload matched to student level:
 - Questions:
 - Special populations?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Pacing guides/calendars			

- What constitutes essential learning for students, and what might be resources for further student exploration?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Use district provided curriculum resources.	Use district provided curriculum resources.	Use district provided curriculum resources.	Use district provided curriculum resources.

- What material should we use when building lessons?
 - Enrichment and extension
 - Questions:
 - Google sites for enrichment & intervention? (training)

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
-all grade level standards - page 5 of Considerations of Students in Reopening Schools	-In person instruction students - all grade level standards -virtual students - critical standards	-critical standards	-critical standards

How will you manage the **tight/loose expectations for staff**? Consider:

Do Now:	Before the start of the school year:	Throughout the School Year:
Clearly identify tight/loose expectations	Clearly communicate tight/loose expectations	Clearly communicate tight/loose expectations

- Teacher flexibility in day-to-day decisions and where there is an expectation of consistency, and
 - Questions:
 - Expectations of consistency defined through district and site expectations.
 - Dependent on scenario and school day schedule.

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Feedback loops Tight/Loose Expectations (starting at slide 10) -PHS Example Notes from slides: -intentional lesson planning to meet the needs of all students	Feedback loops Current chunks of learning updated on google classrooms in a regular schedule and routine-purposeful, timely	Office hours Feedback loops Current chunks of learning updated on google classrooms in a regular schedule and routine-	Office hours Feedback loops Current chunks of learning updated on google classrooms in a regular schedule and routine-

<ul style="list-style-type: none"> - Incorporate WICOR - Incorporate organizational tools -whiteboard configuration (teacher clarity i.e.daily learning targets, schedules, etc.) - actively participate in teams 		purposeful, timely	purposeful, timely
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- Student flexibility in their learning, and where expectations are set by teachers.

**Note that typically online learning relies on higher student agency over learning than face-to-face learning does.*

- Must be deadlines in order to provide timely feedback so students can take ownership and fully participate within the lesson.
- Deadlines cannot affect grades.
- Questions:
 - Do we allow students to work at their own pace or do we set strict schedules that need to be kept?
 - Do students have the option to choose “print” or online even if they have access to online?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
<p>Daily schedule with clear assignment/project due dates and rubrics</p> <p>Teaching students expectations for technology/online learning (student agency)</p>	<p>Daily schedule with clear assignment/project due dates and rubrics</p> <p>Real world connections</p>	<p>Daily schedule with clear assignment/project due dates and rubrics</p>	<p>Daily schedule with clear assignment/project due dates and rubrics</p>

How will teachers and school staff handle behavior concerns like inappropriate behavior online? (Review school policy on appropriate tech use)
Consider:

- Standard C (pages 13-15) E (pages 19-21) of the [National Standards for Online Teaching](#)

Do Now:	Before the start of the school year:	Throughout the School Year:
<p>Extend current computer use policy for all schools to our use of on-line computers.</p> <p>Find distance learning PBIS training</p>	<p>Create a policy for computer use, involving taking home the chromebooks and determine what will be done when damage occurs to the computer.</p> <p>PBIS Matrices for blended and distance learning</p>	<p>Have the student and parents sign off on computer use policy. To include misuse, damage and costs of repairing the computers assigned to them throughout the year.</p>

- What policies are needed for appropriate technology use?
 - Review current District technology use policy and school procedures to ensure they address online learning.
 - Questions:
 - Review of the HS technology handbook and online learning inventory, applicable for the district?
 - Make technology only have certain websites available?
 - District owned technology should be used for educational and professional use only.
 - Chromebooks-What are the problems with access/privacy and passwords?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Mandatory reporting is the same REGARDLESS of platform.	If a teacher suspects or has a concern....they should...	If a teacher suspects or has a concern... they should	If a teacher suspects or has a concern....they should...

- If there are consequences for behavioral concerns, are there accommodations to be applied that don't take away a student's access to learning?
 - Questions:
 - What do ODR's look like in a virtual format? What are the consequences and recording process?
 - Positive consequences are implemented through the PBIS rewards system.

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
		<p>Incorporate screen names</p> <p>Violating school norms from home when meeting virtually with the class</p> <p>Activity in background of screen that is inappropriate</p>	

- Teacher requests for apps, add-ons, and providing permissible sites to the Ed Services staff for the district internet filtering.
 - Team 2
 - Questions:
 - Should we allow teachers to add/use whichever sites and apps they want throughout the year? Consider clear direction on use of apps, process for requesting an app, and supplemental materials for instruction.

How will you promote well-being in an online environment? *Consider:*

- Consider Standards D (pages 16-19) & F (pages 21-23) of the [National Standards for Online Teaching](#)
- Reference page 17-18 of [Considerations of Students in Reopening Schools](#)
 - Parent coaching

Do Now:	Before the start of the school year:	Throughout the School Year:
<p>Clear communication with families (relationships)</p> <p>Needs assessment (students and staff)</p> <p>-Define social-emotional goals at each site</p>	<ul style="list-style-type: none"> - Mental health? Trainings and strategies - Clear communication with families (relationships) - Teachers develop methods to identify and communicate students strengths (islands of competence) - Counselors have time to compile 	<p>Clear communication with families (relationships)</p> <p>Regular check in with school counselors</p> <p>Teacher develops small group for academic and social learning</p> <p>Needs assessment throughout the</p>

	reminders to train staff on best practices	year
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- How to incorporate physical activity and movement into learning:

- Questions:
 - Virtual alignment/online curriculum with PE teachers?

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
	-PBL -"brain breaks"	-PBL -"brain breaks"	

- How to add elements of socialization:

- Questions:
 - Outside meetings?
 - Online group work.

Scenario 1: All Students in physical buildings	Scenario 2: Some students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
	- Provide opportunities both virtual and paper-pencil (possibly face-to-face) for students to communicate with peers		

- Limits to screen time and how to move online activities into an offline environment:

- Questions:

- How can we give kids materials and opportunities to show us what they are doing without holding an hour long meeting and having students listen to *all* peers?

Instructional Minutes

It's important to acknowledge that learning at home is not the same as learning at school! The time spent learning at home is one of those differences. Each time range is inclusive of all tasks, including learning time, practice, application, etc. for all content areas. It is important to know that these numbers are approximate!

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

From Remote Learning Recommendations, Illinois Department of Education

Identify Delivery Platforms

1. What platform for learning will you be using and will it vary by grade level?

Consider:

It is the recommendation of this committee that the Google platform be a suite of products (E.g. Google Classroom, Google Docs, etc...) as the core suite of products. As an extension of this, the primary learning management system (LMS) will be Google Classroom for all educators and students with the exception of Lakeview. Lakeview will utilize Seesaw as this platform is more user friendly for younger students which will contribute to a higher level of student engagement and usage. This committee recognizes that each subject and content has specialized programs and resource needs unique to the content area that may need to be licensed (Envisions, Mystery Science). The committee will defer to department and grade level leads on those specific programs.

It is also highly recommended that teachers pursue methods of authentic assessment and efficient methods of quick communication. To facilitate those activities, this committee recommends the following:

- District communications - Remind (Free)
 - Remind basic account is free and provides adequate features but it is recommended to upgrade to a district level license as it provides more features for mass communication and administrator oversight of communications. These include:
 - Powerschool SIS integration
 - Ability to make phone calls/send text messages from personal devices and have number masked
 - All contacts timestamped and logged which can help serve as accountability pieces for communication logs.
 - Documents concerning quotes and features
 - [Quote/Features](#) - \$7,800, optional \$1,300 for more advanced features
 - [Remind W-9](#)
- Video submissions - Flipgrid (Free)
- Video streaming/Broad video distribution - Youtube (Free)
- Audio submissions - Anchor.fm (Free)
- Graphic organizers - Mindmup (Free)
- Discussion forum application - Questions feature in Google Classroom
- Website - Google Sites and District Website
- Credit Recapture and Online Learning - Edgenuity

- Social emotional - Offered through multiple platforms

If the activity fits into the categories above, educators will utilize the specified programs. In order to effectively implement these types of programs, the district desires to reduce the learning curve. By limiting the number of applications, students will become more comfortable with the applications which will lead to more success. **It should be noted that assistive and adaptive technology are provided through NAU labs for students with special needs and qualify/supported through the technologies.** If the activity does not fit within the specified categories, it will be the educator's discretion to confer with grade level team, site principal, and IT. This may include, but not limited to:

- Kahoot
- Quizlet
- Quizizz
- Prodigy
- Khan Academy

In order to effectively implement programs and applications, the committee recommends that all educators participate in regular, mandatory training on specific applications and best practices for technology integration in general. Given the scale and scope of implementation, the district will have at least one technical representative per site to provide support on how to use the applications and how to implement those programs effectively into the curriculum. Furthermore, if distance learning (or elements of distance learning are required as part of a blended model), all educators should receive professional development on best practices concerning distance learning.

With regards to our student information system (SIS), Powerschool has the ability to communicate with Google Classroom but the district has not purchased and utilized this feature. **All grading will be conducted through Powerschool, Google Classroom rosters will be integrated from Powerschool.** To remedy this, the district will purchase this feature to develop a more holistic and synergetic linkage between Google and Powerschool.

The amount of technical support needed for different platforms	Regular, required professional development training for all teachers on using platforms and integrating learning.
Cost of maintaining the platform	\$7800.00, with optional \$1300 for more enhanced features
Ways to create socialization within the platform	Keeping Students Engaged in Digital Learning (video on ways to engage students) https://www.blog.google/outreach-initiatives/education/distancelea

	ring-covid19 (ways of engaging students online) Using synchronous and asynchronous participation utilizing programs such as Google Hangouts and discussion questions.
How your student information system (SIS) will interact with your learning platform	Powerschool has the capabilities to communicate with Google Classroom and share scores.
Paper distribution instead of online as a possible platform	Google classroom activities need to have a corresponding physical component that can be distributed to students.

Table of examined applications available at:

https://docs.google.com/spreadsheets/d/1DHR2-LiN0UsK5UuaVhHOHbilwIWFGtfS8LQwG_my_Ew/edit?usp=sharing

Arizona Department of Education: Virtual Resource Hub:

https://docs.google.com/spreadsheets/d/1jSYo9IJ6jTU8866xNyrjSj8Sf3A3k0AJFWjw_M4lj0o/edit#gid=0

**Note that while a learning management system like Google Classroom or Seesaw provides more learning interaction opportunities, a common site (e.g., Google Sites) with a schedule and links may also suffice.*

2. What district curriculum will need to be licensed or transferred online? Consider:

This committee recognizes that each subject and content has specialized programs and resource needs unique to the content area that may need to be licensed (Envisions, Mystery Science). The district already has purchased resources for several grade levels and content areas. What resources are available online or what would we need to do to move it online?

If the ability for students to check out textbooks is available then the need for placing the resource online may not be necessary as lessons could be scanned and implemented through Google classroom.

Current online resources breakdown:

School	Math	ELA	Science	History	Technology	Assessment	AVID	Specials(PE/Music/Art/Counseling)
K-5	-BT Curriculum -Freckle -Engage NY -Mobi Max -Fact Monster -xtra math	-BT Curriculum -Benchmark Advance -Raz Kids k-2 -Read Works -Mobi Max -Fact Monster	-BT Curriculum -Mystery Science -Discovery Ed -NewsELA -NASA Kids -Life in the Nerddom https://www.mhschool.com/instructional_materials/ca/fo.html -Fact Monster	-BT Curriculum -Discovery Ed -Mystery Science	-BT Curriculum -Nasa Kids Club -Teach Engineering.org	-BT Curriculum -CFA's -Star -NWEA	-BT Curriculum -MyAvid/WAGS http://fmsavid.weebly.com/wicor.html (online downloadable wicor printables and resources) https://www.avid.org/resources (k-5 resources for parents and teachers)	-BT Curriculum -GoogleClassroom (Art Portfolios) -Google Sites - Music Play (Music) -OPENPhysEd (PE - Free) -Calm SEL App (Counseling)
PMS	-BT Curriculum -Pearson enVision -Edgenuity	-BT Curriculum-Edgenuity -Achieve 3000 -Read Works	-BT Curriculum -NewsEla -Achieve 3000	-BT Curriculum -Ramsey -Education -Achieve 3000	-BT Curriculum -Code.org -Achieve 3000 -Typing.com	-BT Curriculum -MAP (Science, Math, ELA) -A3000 LEVEL SET -Benchmark -AdvancEd -Pearson -Envision -Edgenuity	-MyAvid -Google Hangouts (tutorials/CSG's) -Google Docs (tutorial reflection forms, Close notes) -Google Drive/Classroom (Digital binders/portfolios) -SAT Prep (Khan Academy)	-BT Curriculum -Flipgrid (Band/Strings) -Musictheory.net (Band/Choir/Strings) - Google Docs (Logs/Written Assignments) -GoogleClassroom (Art Portfolios) -Youtube (Video distribution) -Ramsey Education (Finance) 8 -Calm SEL App (Counseling)
PHS	-BT Curriculum -Pearson Envision -Edgenuity	-BT Curriculum Common Lit Read Works Read 180 Edgenuity -Turnitin	-BT Curriculum	-BT Curriculum	-BT Curriculum	-BT Curriculum -MAP (English, math Science)	-MyAvid -Google Docs (tutorial reflection forms, Close notes) -Google Docs (tutorial reflection forms) -Google Drive/Classroom	-BT Curriculum -Smartmusic

							(Digital binders/portfolios)	
MMH	Edgenuity	Edgenuity Achieve 3000	Edgenuity	Edgenuity				
Sped PMS	-BT Curriculum -TouchMath -Number sense through Pre-Algebra	-BT Curriculum -Read Works -A3000	-BT Curriculum -A3000	-BT Curriculum -A3000	-BT Curriculum	-BT Curriculum	-BT Curriculum	-BT Curriculum
Sped PHS	-BT Curriculum -Touchmath -Number sense through Pre-Algebra	-BT Curriculum -Read 180 -Read Works	-BT Curriculum	-BT Curriculum	-BT Curriculum	-BT Curriculum	-BT Curriculum	-BT Curriculum
ELL	-BT Curriculum -Benchmark Advance -Achieve the Core -Common Lit -Everything ESL	-BT Curriculum -Achieve the Core -EI Education -Everything ESL	-BT Curriculum -Achieve the Core -EI Education -Everything ESL	-BT Curriculum	-BT Curriculum	-BT Curriculum -BA -Achieve the Core -Everything ESL	-BT Curriculum	-BT Curriculum
CTE	-BT Curriculum -CDX -S/P2 -GW Publishing -CareerSafe, -LCC -ASE -All Data -Adobe Suite	-BT Curriculum -Praxis/Para Pro Exam -TestoutPC Pro/Network Pro -Certiport -Autodesk/AutoCAD -REVIT -Cisco						

		Academy -CompTIA-IT Fundamental s						
Medically Fragile Students	Boardmaker individual C/Ds							

- Special programs, like Defined STEM, that have their own resources:
 - <https://www.nasa.gov/stem> (k-4 resources)
 - <https://www.avid.org/STEM> (k-2 resources)
- How a move online affects specialized programs which have their own requirements:
 1. CTE - Concepts can be taught, but students will lose the hands-on portion of learning with online only learning. Also, technology requirements for different programs cannot be done on chromebooks.
 2. Special Services including English Language Learners, SPED, Transition to Work, Medically Fragile Students
bullets taken from: [REMOTE LEARNING RECOMMENDATIONS](#) (Illinois recommendations)
 - i. Create and share inventories of what technology is available to students/families.
 - ii. Identify what technology platforms will best serve the various needs.
 3. AVID - Teachers will adapt Google applications to meet AVID requirements
 4. Specials
 - a. Elementary
 - i. Prescheduled times in Google Hangouts with all students and educators join.
 - ii. Send home activity instructions for students to complete with family.
 - b. Middle/High School (General guidance, for more
 - i. Posting of practice/activity guidelines. Have students complete digital (or physical activity logs) with self reflection.
 5. Music
 - a. Performing classes
 - i. **For returning students with personal instruments:** Posting of practice guidelines. Assessment and feedback occurs when student video/audio learning.
 - ii. **Beginning students:** Will depend on the method of start-up. If time exists at the beginning of the

year for instrument placements, we would follow a plan for returning students. If no time exists at the beginning of the year, instruction will/activities will focus on music reading fundamentals and concepts. This will be facilitated through musictheory.net

- iii. **For students who have no instruments who/non-performing ensemble students:** Creation of general music/music appreciation curriculum with materials published on Google Site/District site and/or Google Classroom. Through this, educators will utilize Youtube for audio examples and Google Suite for the creation of documents.

6. Physical Education

- a. Send home activity instructions for students to complete with family. Students then submit activity logs and/or videos of the activity.
- b. Keep any electronic platforms the same or similar as to what is currently in place at school.

7. Art

- a. Publish tutorial videos with the desired skills. Educators will then send home available/necessary medium materials/art supplies and instructions for how to complete activities. Students will then take pictures of completed assignments and submit through Google Classroom. As part of this, art educators will examine what activities are feasible under these recommendations.

8. Dual Enrollment - Guidance from Coconino Community College - students will need a device.

9. AP - Guidance from the College Board

10. Preschool -Preschool Guidance

- If your licensing agreement allows you to digitize textbooks. Many textbooks are not digitized.

3. What district safety measures need to be developed for the increase in online learning? Consider:

- Procedures for devices to go home, including how many devices are necessary in one home

Before check out, student(s) and parents have to sign a device agreement and pay a \$25.00 device fee. Parents and students must sign and return a Device Agreement document before a device can be issued to their child. This document confirms that students and parents understand the Device Procedures handbook. (Agreements and handbooks may need to be updated or developed).

- Firewall should not be an issue.
- How will we respond to technical problems

Chain of command:

1. Teacher(s)
2. Tech Rep(s)

3. IT Department

- Internet filtering

Filtering software may be installed - Smooth Wall/Keystroke Monitoring

- How devices will be retrieved and maintained.

-Devices will be retrieved at the end of the year. If a student transfers then the device needs to be returned. Should a student lose/damage a device/equipment, then they will have to pay a fine. Fines will vary on each device (this will be replicated on the device agreements).

Example: Chromebook \$ 250, Chromebook Power Adapter \$ 40

**Note, the IT team will be consulted regarding these operational considerations*

4. What additional technology needs to be supported? Consider:

- Technology for video recording and virtual conferencing (e.g., Zoom, Google Hangouts, screencasting, etc.)
- Wifi hotspots (Can we partner/piggyback off of the medical facilities internet across our school district area?) Inscription house currently has no service.

5. What accommodations or modifications will be provided for those without reliable internet access? Consider:

Send home thumb drives for each student to send home school work or instructional videos to aid the student in learning new material for students who may not have online access.

Using Paper Materials--

When available, send textbooks home for students to use. Teacher teams will create packets for each course/class.

Teachers and students will exchange paper materials using folders. When folders are returned, they will be placed in a hanging file system and placed under quarantine for three days.

Offline Activities--

The IT team will enable Google Suite to work offline, however, students will have to connect to the internet to transmit work or to download new content on their Google Classroom. Students can do this when they come to school or they can go to various sites in the community that have wifi access. Any activities or materials that may be large in size, can be put onto a thumb drive for students to access at home. Educators will adapt all digital activities to a physical format (as they align with best practices and content area standards) in order to provide as equitable and engaging educational experience as possible.

Tele-teaching--

Students have the ability to call into virtual meetings using a cell phone. Each virtual meeting has a unique phone number and that phone number will be communicated to the parents and student prior to the virtual meeting.

- Reaching out to local internet and cellular providers for additional access opportunities
 - South Central Communications has been contacted and provides internet services in the City of Page Only with no intentions to expand into Arizona and the Navajo Nation
 - NTUA Choice Wireless has been contacted and services all of our communities except Lechee (max capacity), Inscription House, hotspots and plans are available for purchase by the school for families and or individuals. Student Discounts ≈ 29.00 plus tax
 - Cellular One has been contacted and they can provide hotspot services to all communities except Bitter Springs
 - Verizon has been contacted and can provide services to Bitter Springs via hotspot devices
 - Viasat also provides satellite internet to the Inscription House Area

Communicate with Internal and External Stakeholders

https://docs.google.com/document/d/1Enrku0D_5KeZoFyrKECGVrItP7s_F3HvNlcTpM68cMM/edit



Communications

Effective and ongoing communications is a critical component before, during, and after any school crisis. Implementing specific communication procedures and protocols will allow staff, students, families, and the community to safely re-engage in the education process.

- Develop an Effective Communications Procedure
 - o Who: Identify who, or which department, will issue information to key audiences. A central point of contact is vital to assuring key messages are accurate and consistent.
 - o What: Determine central and supporting messages. The central message must always be tied to student safety.
 - o When: Determine when information will be shared. Prior to the schedule for releasing information is determined, all school employees will be notified.
 - o How: Determine which communication tools will be the most effective in reaching primary audiences.
 - o Understand that individuals receive and react to information in a variety of ways.

- o It is recommended that all vital information be shared at one time to reduce confusion, misunderstanding, and anxiety.
- o Keep all information in a central clearinghouse/website.
- o Work with community agencies, local government, Chamber of Commerce, health-related groups, and higher education to provide consistent and factual messaging.
- o Use multiple modalities for message dissemination to ensure that communities without internet access receive all communication.
- o Prepare Communications for Parents/Guardians:
 - o Information notifying of start date.
 - o Information on the health and safety measures the LEA is taking to ensure students can return to school.
- o Health Protocols: The LEA will work closely with the local health department to develop appropriate safety protocols for students and others entering school facilities.
- o The expectations of parents and students if Emergency Distance Learning is implemented.
 - o Basic information on COVID-19 and measures families can take to stay safe when not at school (DHS fact sheet).
 - o Clear direction in the student handbooks on when to keep a student home and the process for notifying the school.
- o The importance of mandatory immunizations and locations where they can be obtained.
- o Information on trauma informed practices
- o Information on helping children cope with stress and tragedies (Helping Children Cope with Changes Resulting from COVID-19)
- o Partner with Tribal Nations and additional community groups to ensure that communication is culturally sensitive and appropriate
- o Prepare Communications to Students:
 - o Put up posters in all buildings and provide other messaging on hand washing and covering coughs and sneezes.
- o Ensure consistent messaging across schools in an LEA.
- o Provide Communications to the Public:
 - o Post reminders at entryways not to enter the school if experiencing signs of illness.
- o Be sure to consider families for whom English is not the primary language spoken at home.

What initial communication do families need? *Consider:*

- Surveying families about their readiness for online learning in the natural language of the parent,
 - Link to family survey here: <https://www.surveymonkey.com/r/N6TQ3ML>
 - Family survey will open Thursday, June 4th- Thursday, June 11th
 - Alternate methods of delivery: School Messenger; PUSD Facebook page; pageud.org (under District Links: COVID 19); distribution during meal delivery

- When online learning is used, inform all families regarding how courses will operate, and how students and families will be supported.
 - Survey results will drive decisions teams are making
- Create a frequently-asked-questions page for families and community members (including how-to guides and tutorials).
 - Delivery platforms:
 - Updated PUSD website will include a FAQ page

What information or decision-making does our Board need?
Further guidance to be provided by the Superintendent.

Message sent out to stakeholders on Monday June 1st:

Good Afternoon Parents...

Page Unified School District has received guidance from the Arizona Department of Education regarding the opening of schools this August.

Teams across the District are meeting. We are putting together a survey based on these guidelines.

Please watch for further messages via School Messenger, email, the Page Schools Website and social Media.

- CLP Plan going to the board study session in June and for approval in July
- Who should parents contact with issues or concerns?
 - As the CLP is developing, conversations will need continue regarding development of a Strategic Communication Plan
 - <https://www.nspra.org/files/docs/Sample%20Communication%20Plan.pdf>

What are acceptable ways for students to contact teachers? Through a predetermined app and or school phone number: To Be Determined dependent on Scenario decisions, survey results, and need

What ongoing communication will be sent out from the building or district level?

- Consider social media policy and procedures.

How do we communicate with the community? What are effective ways to ensure transparency?

Communication tools are important in this arena! We suggest emails, social media, and websites; keep the communication clear, consistent, and constant. Provide critical communication in languages representative of student and family/caregiver populations. This may include designating a point person for each ESOL family/caregiver to access over the phone interpreting and/or designating specific personnel who can provide interpretation services. We recommend that administrative/leadership teams confer frequently at times when important information needs to be shared to the public and to school staff. Having consistent messaging and clarity of the school's plan is critical. *It is HIGHLY recommended building administrators do a weekly group check-in with all staff using Zoom. (Kansas)*

The big four communication content hubs

At the highest level, there are four major content hubs that you should include in your communications plan, each one requiring its own set of objectives and specific goals:

1. Crisis communications

Fail-safe preparedness and response for school emergencies, lock-downs, cancellations and postponements, bullying initiatives.

2. Internal communications

Perhaps your most important audience: your students, instructors and non-teaching staff. They help you live up to the school mission.

3. Media and community relations

Being proactive with good news, being available with clear, consistent messaging. Using all the media – print, digital, social – to reach your audiences.

4. Parent Communication

What key messages do you want staff to reinforce? *Consider:*

- The importance of empathy and care during unsettled times of an emergency,
 - Considerations need to be made for: students, teachers, leaders, families, and all stakeholders (including self care).

- Deliberate communication around what is required vs. what is optional, and why optional activities are beneficial to learning, and Teacher script for parent communication
 - Need for creation of “templates” to be used during “crisis”
 - Creation of key points creates consistent messaging that builds trust during uncertain times even if the messaging is: “we are awaiting critical information”
- Reinforcing that online learning is a temporary effort, and that there will be adjustments as time goes on
 - Teachers will need to be sensitive to issues and conversations while online teaching learning is happening.

Ensure Professional Development/Teacher Competency

What formal professional development offerings will be available and/or required? *Consider:*

Required PD:

*2020-2021 Professional Development Plan

*New Teacher Induction Training

*Back to School PD Schedule (Back to School Training for Continuous Learning Plan)

*District PD Days-October 9 and February 12 (Suicide Prevention-State Law-Required PD (6-12), UDL, AVID *Additional Training Support for Digital Learning or current circumstances)

Back to School Training for Continuous Learning Plan:

Continuous Learning Plan Overview

Google Classroom-National Standards for online teaching, Expectations (Academic and Behavioral)-On-line classroom expectations/protocols--refer to PBIS Rewards and coordinating with parents/families, Building Relationships-Collaboration and Community Building, Routines/Procedures, Instruction (How to integrate technology into instruction), Online Instruction-Best Practices-Engagement-Check for understanding-Effective Instructional Strategies, Assessment (Beyond Textbooks, Authentic assessment practices/project based learning methods through technology integration), Google Classroom and Meet-Tools (add-ons) SeeSaw (Available K-5-<https://web.seesaw.me>)

How to document/motivate students to utilize their “keyboard time” and training our teachers on how to support students in this endeavor--possibly tie into PBIS.

COVID-19 and Sanitization Training (see details below)

What informal support will be available? Consider:

Available PD:

Professional Learning Handbook (Fall, Winter, Spring Courses): District Staff lead Professional Learning:

◆ **Add local training or online training for the following topics:**

- In preparing for School Year 2020-2021, LEAs will need to consider support for students based on the scenario being implemented. The list below outlines these considerations. The Considerations for Students document found on ADE's Covid-19 Guidance and Suggestions web page details each and provides multiple additional resources.

◆ **Other topics for consideration include:**

- **Student Learning:** Identifying Gaps in Mastery and Learning, Identifying Critical Standards, Data and Assessment, Planning and Delivery, Student Agency, Interventions, Grading, Communication with Parents, Communication with Students, Technology Training for Students, Medically Fragile Students, Students with Disabilities, English Learners, Equity and implicit bias, inclusion and appropriate use of digital/online learning tools/systems
 - **Trauma-Sensitive Teaching:** Covid-19 and Trauma, Strategies, Identifying Students in Need, Classroom Routines and Procedures, Addressing Specific Needs, Communication with School and LEA, Resources for Educators, Students, and Families
 - **Social Emotional Learning:** Strategies at the School Level, Strategies for Students, Identifying Students in Need, General Resources, Resources for Teachers, Resources for Parents
- **Local professional development trainings (e.g., tech integration coaches):**
 - Frontline: Courses available online
 - Courses available live or pre-recorded and can be accessed in Google Drive or Google
 - ◆ Video modules-Pre-recorded PD to access-Place in a shared Google Drive or Google Classroom.
 - Coaching-Student Achievement Teachers
- **Other Trainings:**
 - **Covid-19 Trainings:**
 - ◆ Information from ADE Road Map
 - p.15-Train all employees on health and safety protocols
 - p.19-Educate staff and families about when they/their child(ren) should stay home and when they can return to school.
 - p.19-Teach and reinforce handwashing with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff.
 - p.19-Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students), as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

- p.19- Provide families with instructions on how to wear, sanitize, and properly maintain cloth face coverings.
- p.24-Staff Training
 - Train staff on all safety protocols.
 - Conduct training virtually or ensure that physical distancing is maintained during training.

Seesaw Platform (possibly K-5)

Seesaw is a platform for student engagement that inspires students of all ages to do their best, and saves teachers time! Students use creative tools to take pictures, draw, record videos and more to capture learning in a portfolio. Teachers find or create activities to share with students.

Seesaw is a digital portfolio tool which allows pupils to store their work in an online space and gain feedback from their teacher. It can be used on a computer (PC) or tablet. It effectively enables teachers to set tasks or assignments and include instructions or templates for students to use at home. The Seesaw Class and Family apps are available on iOS, Android, and Kindle Fire devices. You can also use Seesaw on the web using a computer or Chromebook via a Chrome, Firefox, or Edge browser. Using SeeSaw to post Home Learning Assignments | For Teachers tutorial via youTube:

<https://www.youtube.com/watch?v=XfVYTiqSVIE>

How to use the platform SeeSaw, youtube tutorial: <https://www.youtube.com/watch?v=-YXpbHfh9qM>

Resources: <https://help.seesaw.me/hc/en-us/articles/115003713306-What-is-Seesaw-app.seesaw.me>

<https://web.seesaw.me/seesaw-for-schools>

<https://web.seesaw.me/why-seesaw>

Seesaw vs. Google:

<https://www.common sense.org/education/articles/seesaw-vs-google-classroom-whats-the-best-management-app-for-your-classroom>

- **Google Suite Trainings: Streamline communication throughout the district.**
 - **Google Suite Trainings for Educators**
 - ◆ **[Teacher Center for Google Suite Trainings](#)**
 - Any certified training costs money.
 - Level 1 \$10 Testing Fee
 - Level 2 \$25 Testing Fee
 - Courses available to become a **[“Certified Trainer”](#)**
 - Unable to find cost.

- **Google Classroom:**
 - ◆ **Training:**
 - The Basics:
 - [Google Classroom 101-Getting Started w/Classroom](#)
 - Teacher's Lounge:
 - [Classwork page in Google Classroom](#)
 - [How to Create a New Class in Google Classroom](#)
 - [Create an Assignment and Add a Topic in Google Classroom](#)
 - [How to Add Students and Guardians in Classroom?](#)
 - [How to Create a Quiz from Classroom?](#)
 - [How to Use the Grading Tool in Classroom?](#)
 - [How to Use the Stream Page?](#)
 - [How to Add Materials?](#)
 - [How to Create Different Assignments in Classroom?](#)
 - [How to Copy a Course?](#)
 - [Originality Reports](#)
 - All classroom teachers need to know how to navigate and utilize google classroom
 - Training will be available live and recorded video.
 - David will be available during the school year to help troubleshoot if necessary
 - **Classroom training is two pronged:**
 - ◆ Teachers navigate classroom as a student would
 - ◆ Teachers are guided how to set up their classroom
- **Google Calendar:**
 - **Training:**
 - ◆ The Basics:
 - [Google Calendar training and help](#)
 - ◆ Getting Started:
 - ◆ Teacher's Lounge:
 - Create Events, Invite Colleagues, Google Meet

- **Google Email:**
 - **Training:**
 - ◆ The Basics:
 - [Gmail training and help](#)
 - ◆ Getting Started:
 - ◆ Teacher's Lounge:
 - Creating Groups, Signatures, Hangouts, Google Meet, etc.
- **Google Meet:**
 - **Training:**
 - ◆ The Basics:
 - Innovate with Google Meet
 - ◆ Getting Started:
 - [Adding Chat and Meet to your Google classroom](#)
 - [Enabling Distance Learning using Google Meet](#)
 - ◆ Teacher's Lounge:
 - [Setting Up Digital Office Hours for Distance Learning](#)
 - [Adding Google Meet chat or Meet to Google Classroom](#)
 - [Setting up a Google Meet](#)
 - [Facilitating a Google Meet](#)
 - [Using Google Meet Chat in Gmail](#)
 - [How to Share Your Screen in Google Meet](#)
 - [New adaptive meeting layouts & live captions in Google Meet](#)
 - Usage, Proper Etiquette, etc.
 - Additional Extensions to Consider:
 - ◆ [Google Meet Plus Version 0.30 Release](#)
 - ◆ [Google Meet Break Out Sessions/Small Groups](#)
- **Google Forms:**
 - **Training:**
 - ◆ The Basics:
 - [Get Set Up](#)
 - [Add Questions](#)

- ◆ Getting Started:
 - [Organize student data with forms and sheets](#)
 - [File Upload Question Types](#)
 - [Bloom's Taxonomy Question Frames](#)
- ◆ Teacher's Lounge:
 - [Set up locked mode in quizzes](#)
 - [New Ways to Customize Google Forms](#)
 - [Inserting Images in Google Forms](#)
 - [Custom Form Confirmation Messages](#)
 - [Feedback to Responses in Quizzes](#)
 - [Response Validation in Google Forms](#)
 - [Linking Google Forms to Sheets](#)
 - [Password Protect a Google Form](#)
 - [Send Certificates to Students](#)
 - [Using Google Forms for Quizzes](#)
- Navigate, Create, In class/Google Classroom uses, etc.
- Common Assessments turned into google forms
- **Google Drive:**
 - **Training:**
 - ◆ The Basics:
 - [Google Drive Training and Help](#)
 - ◆ Getting Started:
 - [Learn how businesses use Google Drive](#)
 - [Learn how to upload files to Google Drive](#)
 - ◆ Teacher's Lounge:
 - [Digital File Organization for Teachers | EDTech Made Easy - ORGANIZING YOUR GOOGLE DRIVE](#)
 - Create, organize, share files.
 - Uses for the drive (Google Classroom Folder, Shared Drive Access,
- **Google Docs:**
 - **Training:**
 - ◆ The Basics:

- [EDU in 90: Explore in Google Docs](#)
- ◆ Getting Started:
 - [Giving Students a Voice with Voice Typing](#)
 - [Table of Content](#)
- ◆ Teacher's Lounge:
 - [How your students can use Google Docs](#)
 - [Narrative feedback in Docs using Keep](#)
 - [Translating in Google Docs.](#)
 - [Review comments and contributions](#)
 - [Create fillable lines in Docs](#)
 - [Make a timeline using Docs](#)
 - [Move and overlap images in a Google Doc](#)
- Navigate tool bars, features, etc.
- Uses within google classroom
- Compare to word (Pros/Cons)
- Migrating data from Word files
- **Google Sheets:**
 - **Training:**
 - ◆ The Basics:
 - [Getting Started with Google Sheets](#)
 - ◆ Teacher's Lounge:
 - [Sheets: Data Validation](#)
 - [Google Sheets Pivot Tables](#)
 - [Google Sheets freeze rows and columns](#)
 - [Simple Google Sheets Functions](#)
 - [Google Sheets Conditional formatting](#)
 - Navigate Features
 - Record Data (BT)
 - Uses of the different formulas
 - Compare to Excel (Pros/Cons), Migrating data from Excel sheets
- **Google Slides:**

- **Training:**
 - ◆ The Basics:
 - [EDU in 90: Innovate with Google Slides](#)
 - ◆ Getting Started:
 - [Slicks Slides Tips and Tricks](#)
 - [Creating a Personalized Glossary of Terms in Google Slides](#)
 - ◆ Teacher's Lounge:
 - [Add Audio in Google Slides](#)
 - [Linking a Slide presentation within Google Slides](#)
 - [Automatically Present Google Slides](#)
 - [Animate with Google Slides](#)
 - [Closed Captions with Google Slides](#)
 - [Add Transitions in Google Slides](#)
 - ◆ **Training Topics:**
 - Features
 - Google Classroom Uses
 - Compare to Powerpoint
- **Google Sites:**
 - ◆ **Training:**
 - The Basics:
 - [Innovate with Google Sites](#)
 - Getting Started:
 - [A Step by Step Guide to Google Sites](#)
 - Teacher's Lounge:
 - [Create amazing buttons in Google Sites](#)
 - [How to Create Page in a Google Site](#)
 - [How to Create a Subpage in Google Sites](#)
 - [Google Sites Updates \(Feb 2020\)](#)
 - [Insert collapsible text boxes into new Google Sites](#)
 - [Inserting an Image Carousel in Google Sites](#)
 - [Add favicon - new Google Sites](#)

- ◆ **Training Points:**
 - Features
 - Uses
- ◆ Consider: trainers for this class may need guidelines on the district and school expectations of how “sites” will be used and/or why creating a “site” is needed
- ◆ Consider: expectations of the format of the “sites” so that there is a consistency in format and content to make it easier for parent/student use as they move grade levels.
- **Other considerations:**
 - ◆ How to create common assessment all teachers in dept can use
 - ◆ Connect Beyond Textbooks Activities, Resources, and Assessments to Google Classroom
 - ◆ How to help teachers provide physical copies of google classroom assignments for students who do not have access to technology
 - ◆ - How to utilize google meet with google classroom
 - ◆ -Setting district wise expectations for student and teacher interactions during meet classes (raising hands, check for understanding)
 - ◆ Establish a person at each building who can help with Google Troubleshooting
 - ◆ Training Administrators/Evaluators to evaluate a digital classroom (Danielson Rubric)
- **Technology considerations:**
 - Looking into and testing advanced use of short throw projectors in a digital setting. (work with Brian O?)
 - Use of Edgenuity
 - ◆ Does our technology use agreement cover online learning platforms in line with FERPA Regulations?
 - **Scheduled Support:**

A team of trainers to go to the various chapter houses and offer training for parents on google classroom / power school/ other technology
 - Considerations:
 - Who should go?
 - What kind of training do parents need?
 - What should it look like?
 - How feasible / safe is this?

Trauma Sensitive Teaching/Social Emotional Learning

Beginning of the year

- Ensure staff are educated on the signs and symptoms of anxiety and depression.
- Ensure staff are familiar with resources.
- Identifying staff and families with health conditions, encouraging healthy habits, and setting expectations for all.
 - Begin the year with a reminder of what the SEL expectations are for the year? What are they? Who sets those expectations? Are they district wide or school level? What is our vision? Providing a reminder of what is SEL and Trauma Informed Care, who provides support and resources available in and outside the district , providing a framework of what will be available throughout the year.
 - Providing scripts for teachers to use in the beginning of the school year to ensure communication is consistent.
 - How are we being safe and providing routine? Communicating with the community to calm fears at home. Using chapter houses, facebook, email, phone calls to get the information out. Clearly communicating reentry, short-term recovery and long-term recovery plans with parents, families and other relevant community stakeholders.

Moving forward

- Develop SEL lessons.
- Creating a SEL team (could it be combined with PBIS?) for continued support and training throughout the year.
- Districts and schools will need to adapt their PBIS system to include common behavior expectations specific to physical and social distancing.
- For children that are already receiving mental health services, they may have adjusted to telehealth services or they may have experienced a disruption to those services during COVID-19 and need to be reconnected. (Training for social workers and counselors

specific)

- SEL Team- Committed administrator, teachers, paras, counselors, psychologists, social workers, nurses, deans, other support staff (front office, cafeteria, transportation) , outside providers, students and families working towards maintaining SEL learning happening throughout the year.

➤ **Resources**

- <https://www.nasponline.org/x55419.xml>- Reentry guidelines
- <https://storage.trailstowellness.org/trails-2/covid-19-resources/tips-for-supporting-student-wellness-during-covid-19-with-mi-and-national-resources.pdf> Doc on how to talk to kids about COVID 19
- <https://casel.org/covid-resources/> webinars/resources
- https://www.frontlineeducation.com/webinars/social-emotional-behavioral-support/?type=On-Demand®istration-hash=5bca24f2&form=2344&event_date=&status=attended- Frontline webinars
- <https://us.corwin.com/en-us/nam/free-resources>
- <https://learningsolutionsmag.com/>
- <https://emergency.cdc.gov/coping/index.asp>- CDC resources
- <https://www.samhsa.gov/sites/default/files/training-and-technical-assistance-covid19.pdf>- Resources for mental health
- Free videos and paid options- www.lessonsforSEL.com
- Handouts-<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/family-and-educator-resources>
- Sanford Harmony <https://www.sanfordharmony.org/teachers/>- Lakeview and middle school (6th) has used
- Belonging and Becoming book study at middle school
- Community circles--restorative practices
- Using PBIS Rewards for boosting our PBIS programs
- Playworks for K-5
- *Belonging and Becoming* (there is one for middle and one for high school).
- Communicate to Students, Parents, Staff, Etc.-do not see this school closure as an “extended break”. Adults need to acknowledge that the students in their lives will watch their reactions. This is an opportunity to teach them SEL competencies such as grit,

teamwork, and problem solving.

- Provide parents with lists of outside mental health resources • Ask staff members to make a list of their “most vulnerable” students. Who are the kids that you were “keeping an eye on?” That list should be shared with the district’s mental health team
- Identify resources schools were providing students and their families, and work to maintain that support.
- Conduct regular check ins with students o This could be done through a Google Form, phone call, home visit, etc. o Just like in the school setting, if a teacher/staff member feels like a student needs well to help support the teachers and students.
- Encourage students to identify/name how they are feeling. What do they need? etc. o Respond appropriately (i.e. talk to parents or trusted family member(s), contact school, participate in a self-care activity, etc.)
- What informal support will be available? *Consider:*
 - ◆ Technology tutorials, guidance and overall support, Google and social emotional addressed by another group

STANDARD B: DIGITAL PEDAGOGY (*Essential Standards for online teaching) The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.

- B1 The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction **FRAMEWORK** (Standard B1 in online standards document)
- i. Rationale: In order to provide PD geared to the needs and priorities of our schools, we begin with a list of expectations of what teachers need to know first; the next step would be to create and provide PD opportunities that teacher gaps in ability to meet those expectations, then to ask teachers what they need more training in.
- ii. We could apply the same Clarity process we use for academic standards to unpack the essential standard for online teaching through step four, success criteria, and we would use that success criteria for the following steps.
 1. Tech scaffolded training based on a list of expectations and how comfortable they feel with those expectations, teachers would take PD modules..
 2. Communication Expectations
 - a. Facility with email, announcements, Hangouts, Calendar, Reminders

- b. Facility with School Messenger
 - 3. Productivity Expectations
 - a. Facility with Google Classroom: establishing clear assignments, collecting and returning assignments, giving feedback, grading
 - 4. Collaboration Expectations
 - a. Facility with Google Meets, Hangouts, setting up smaller groups within Google Classroom
 - 5. Analysis (Assessment) Expectations
 - a. Checks for understanding: Facility with chats, electronic exit tickets, electronic reactions (thumbs up, etc.) to check for understanding
 - b. FAs, SAs: Facility with Google forms, textbook online assessment platforms as available in content areas
 - 6. Presentation (including I do modeling and think aloud) Expectations
 - a. Facility with Google Slides, docs, sheets, presentation in Google Meets, embedding and showing video clips
 - 7. Research Expectations
 - a. Facility with Google Chrome, including advanced searches with limiters
 - b. Facility with Google Drive, including all elements (docs, sheets, etc.)
 - 8. Interaction (Engagement) Expectations
 - a. See Collaboration Expectations
 - b. Facility with online best practices for engagement, gradual release of responsibility (I do, we do, you do together, you do independently)
- **Professional learning modules in online pedagogy, and:**
 - **Tools within google to increase Feedback and Engagement:**
 - <https://www.edtechteam.com/blog/2020/01/4-amazing-google-tools-to-help-you-engage-your-students/> How to use google forms, drawing, slides and sites to increase engagement Sample drawing strategy: <https://docs.google.com/drawings/d/1dnwqFf3ecfZzwhhhEwIRFyFD3ulqvIBY-1TWSorN5x0/edit>
 - Engaging with google slides Q&A addon: <https://support.google.com/docs/answer/6386827?co=GENIE.Platform%3DDesktop&hl=en>
 - **Self-assess and reflect on learning**
 - **Google Forms** – students can use these for *polls & surveys* or teachers can utilize them for gathering assessment data, such as with *exit tickets*
 - *Exit tickets* can also be created and modified using creative tools such as **Google Jamboard** and **Google Drawings**
- **Access to other teachers' work for idea generation.**

- Facility with Google Drive and all components (docs, sheets, etc.)
- <https://www.commonsense.org/education/top-picks/best-professional-development-websites-and-plns-for-teachers>
PLNs for teachers (professional learning network) (twitter specifically for PLNs)
- *Exit tickets* can also be created and modified using creative tools such as **Google Jamboard** and **Google Drawings**
- **Access to other teachers' work for idea generation.**
- Facility with Google Drive and all components (docs, sheets, etc.)
- <https://www.commonsense.org/education/top-picks/best-professional-development-websites-and-plns-for-teachers>
PLNs for teachers (professional learning network) (twitter specifically for PLNs)
- **What special assistance will teachers need? Consider:**
 - *Many of the following have classes available in Safe Schools*
 - Ensuring that Americans with Disabilities Act (ADA), 508 compliance is followed for websites;
 - Reinforcing and monitoring of ethics and safety in the online environment;
 - Reviewing what being mandatory reporters might look like in an online environment;
 - Strategies related to building social presence and the sense of community in a digital space;
 - FERPA or privacy compliance issues;
 - G Suite for Education and Chromebooks support compliance with rigorous standards:
 - FERPA (Family Educational Rights and Privacy Act)
 - The Software & Information Industry Association
 - COPPA (Children's Online Privacy Protection Act of 1998)
 - Student Privacy Pledge introduced by the Future of Privacy Forum (FPF)
 - ISO/IEC 27018:2014 (Data standards)
 - Copyright training or guidance; and
 - Resources
 - Geteducated.com
 - Classcentral.com (this one looks very good; it has a webinar called "People and Pedagogy" that is exactly what we want.
 - AVID livecasts Open Access
 - Solution Tree
 - Archived webinars: <https://www.solutiontree.com/webinars.html>

- Corwin
 - Archived webinars:
 - https://us.corwin.com/en-us/nam/resources?f%5B0%5D=field_resource_type%3A2023498
 - How will your non-classroom teachers be used to support the work of teachers? *Consider:*

What are the expectations of non-classroom teachers?

The expectation of non classroom teachers could be done in several ways:

1. Non classroom teachers could be checking in regularly with students using google classroom, zoom.
2. Non classroom teachers could also join in with you on a live session with the students
3. Non classroom teachers could make videos for students like life skills videos or peer modeling videos.
4. Search for videos on student learning that is assigned by the teachers.
5. Check assignments that are turned in virtually from the students.
6. Non classroom teachers could also make copies of materials that could go home for the students that don't have the internet or are not good on the virtual thing.
7. Assisting students in completing directions given by the teacher.
8. Facilitating interactions between students, adapting lessons under the teacher's guidance.
9. Leading small group instruction and possibly finding materials to address the needs of the students that they are going to have for the small group instruction.
10. Collaborative support during a lesson
11. One-on-one assistance
12. Prepare materials
13. Proximity support for appropriate discipline
14. Sitting between two students to keep them focused
15. Prepare bulletin boards
16. Provide points, stickers, happy faces, etc.
17. Keep class supplies/materials organized
18. Assist students with writing/reading/math
19. Conduct daily classroom routine
20. Restroom assistance
21. Order supplies and materials

22. Provide supervision during lunch, recess, breaks, etc.
23. Other duties as assigned by the teacher or other school administration
24. Work with the students that have a severe gap in instruction due to the COVID experience
25. Create “project packs” to be picked up for students in need of supplies (paper, pencils, consumable manipulatives or supplies)
26. Projects, prompt lists or choice boards can be distributed to give a broad “menu” of options using little to no home equipment

How will your non-classroom teachers be used to support the work of teachers? Consider:

What does the potential new typical work-day include?

Brick and Mortar:

Para(1 on 1 or assigned to area):

- Helping to screen for student entry
 - Monitoring hallways to model & enforce CDC guidelines--social distancing, PPE, disinfecting, etc.
 - Working with small group instruction, SEL, PBIS
 - Working 1 on 1
 - Monitor restroom usage--CDC guidelines
27. Put up new guidelines in building (hallways, classrooms, bathrooms, cafeteria, office).
 28. Promote and support cross-curricular and cross-grade level tasks or activities
 29. Record personal messages/demonstrations from home teacher(s)
 30. Prioritize what “needs” (essential items) to be done to receive credit or provide enrichment vs what is usually taught in class. (80% of competencies need to be met)

On-line or hybrid:

Para(1 on 1 or assigned to area):

- Learning alternatives, creating learning packets
- Distributing and receiving student work

- Working with a team or group during a breakout session
- Assist with videoing for on-line learning
- Check on student progress, learning, questions, support needed
- Work with teacher to support learning
- Be online with students in learning and work
- Contact students who aren't showing up
- Covering the chat feature for the teacher
- Monitoring the students in the virtual room--are they working, keyboard usage and work completion.
- Monitor absenteeism
- Monitor student activity and engagement
- Cross train staff
- Create a roster of trained back-up staff
- Make kits with hands on materials to have families pick up/be delivered (weekly or bi-weekly)
- Help families create predictable routines for learning - share recommendations for minutes of each activity that families can easily accomplish
- Establish a timeline to complete work with caregivers (Examples: weekly check-ins with each family, open-ended discussion with the child, have parents take pictures of work and submit through
- Provide prompt questions/video sources for families to use during play and reading that encourage critical thinking. (Examples: "Tell me about what you are drawing." "What made you think of that?" "How could you...")
- Promote and support cross-curricular and cross-grade level tasks or activities
- Record personal messages/demonstrations from home teacher(s)

The work of Student Achievement Teachers:

- Create a coaching hub, it can serve as a virtual "office," and is a place to continue to communicate with staff. Teachers will know where they can contact you, and it creates a central location for all of the resources you have shared
- Support the effective implementation of Beyond Textbooks
- Gather and vet resources for teachers that enhance their instructional capacity
- Be a continued system of support through the use of meeting platforms

- Set up virtual walkthrough schedule of google classrooms and regular classrooms
- Sounding board
- SEL support for staff
- Figure out how to establish app/email, weekly or daily “challenges” to showcase learning, etc.
- Beyond Textbooks SAT Training, Teacher Clarity, and Google certification
- Train the trainer model, i.e. building leads or technology master teachers
- Develop on-line tutorials for teachers/staff
- Develop and share with staff, on-line effective teaching strategies for: engagement, checking for understanding, protocols/expectations, breakout sessions
- Record personal messages/demonstrations from teacher(s)
- Create a list of projects/skills/online certifications that can be completed to meet required competencies or certifications
- Provide lessons that include: daily instruction/practice, screen tutorials (daily/weekly), YouTube videos, and/or podcasts
- Provide links to projects online (video demonstrations, project resources shared through a content management platform, etc.). Be sure to consider copyright restrictions
- Proficient in all platforms used in one’s building
- Support integration of technology with problem based or project based learning

Technology staff:

- Cleaning protocols of technology
- Distribution of technology
- Establish a student help desk where students can contact directly for tech assistance
- Wifi access for all students
- Repair plan for technology
- Exchange plan for technology
- 1 to 1 devices
- Use of USB storage for all devices
- Coordinate with internet company to provide service to all students
- Set up remote learning stations with internet access for students and families
- Use of all extensions for Google and other platforms to maximize student learning and engagement

Administrators:

- Training/orientation
- Ongoing training--Professional Learning Plan and Handbook
- Daily cleaning protocols
- Instructional gaps
- Modified schedule to accommodate alternative schedules and learning platforms
- Monitor google classroom with virtual observations
- Review and update grading policy to fit new platforms
- Receiving and returning work procedure
- Packet creation and distribution
- Safety of students, staff and visitors
- Employee screening and protocols
- Health protocol
- Continuously support mental health and resiliency of staff and students
- Participate in training for how to prevent, respond to, and avoid cyber bullying in digital environments
- Develop a comprehensive communication plan
- Updated phone tree
- Provide ways to be consistently “visible” to families and students in a virtual setting (i.e., weekly “Principal Talk” session or “mailbox” video, or weekly newsletter to respond to questions or concerns) and train staff too.
- Consider other school spirit “events” such as spirit days and friendly competitions that can happen remotely
- Identify how teacher observations and coaching sessions will be conducted to provide feedback and support for teachers in a virtual setting
- Provide or expand intervention time within the school day to help fill learning gaps for individual students
- Determine staff who fall into health-risk categories and consider implications
- Determine options for training and supporting substitute teachers when regular teachers are out ill or or unable to support teaching from a remote setting.
- Review buildings, space options, and reconfigure layouts to consider the following Department of

Health guidelines that may include:

- Students sitting six feet apart
- All students facing one direction
- Gathering places marked off and/or reconfigured for social distancing • -No equipment/supplies sharing (i.e., books, art supplies, sports equipment, musical instruments)
 - Plan for daily student schedules that limit and/or monitor student movement, including:
 - Meals in classrooms, lunchroom rotations to support social distancing guidelines
 - Halls and restrooms monitored to limit occupancy
 - Teachers rotate to classes and students stay in small groups
 - Movement in hallways in one direction
 - Support protocols for any medically fragile students
 - Recess or outside activity protocols and rules
 - All fine arts, career and technical education, sports, and student activity programming, and how social distancing measures will be implemented
 - Procedures for assessing students' health, and need for possible quarantine placement for evaluation
- Consider transportation safety and social distancing measures on buses and bus routes (may require additional buses and routes)
- Establish "office hours" for communication with families - this will be a consistent time you are available to answer questions and provide guidance. Family communication is critical to your students' success.
- Utilize work based learning skills/projects that can count as credit. (follow school & health department guidelines)
- Provide opportunities to job shadow/work based activities(as allowed by health department guidelines)
- Promote and support cross-curricular and cross-grade level tasks or activities

Nurses:

- Development of health protocols via a plan
- Guidance if someone is exposed
- Employee, students, visitors health screening
- Train all staff on the plan

- Ample supply of preventive materials
- Nurses isolation room
- COVID19 case form

Counselors:

- Guiding students and staff through the COVID experience and possibly child abuse case that might have happened.
- Be understanding of the trauma that staff and students have faced during the time
- Training on how to write and develop support plans for students and staff
- Provide parents with lists of outside mental health resources
- Ask staff members to make a list of their “most vulnerable” students. Who are the kids that you were “keeping an eye on?” That list should be shared with the district’s mental health team
- Identify resources schools were providing students and their families, and work to maintain that support
- Conduct regular check ins with students ○ This could be done through a Google Form, phone call, home visit, etc. ○ Just like in the school setting, if a teacher/staff member feels like a student needs counseling services, the school counselor, or mental health team member should be contacted ○ Keep the ratio as small
- Provide mental health/counseling services both on campus and remotely (follow health department guidelines) ○ Include brief training about trauma and stress for teachers to be aware of how children and families might respond during their continuous learning
- Establish routines at home for mental health check-in with self and certified staff.

Define and Ensure Student Access

How will you ensure that students have access to the internet? *Consider:*

- All buildings will implement and follow the same District plan.
 - Student access to home internet, or if there are alternatives that can be provided (e.g., wifi access from buses, school parking lots);
 - Work with ADE e-rate (Does PUSD already participate/use this?)
 - Talk to the county about increasing wifi spots.
 - Park a bus at chapter houses that have a beefy mobile hotspot
 - Intown folks can park in district parking lots to access the net
 - NO Internet / NO Chance - Tele Teach or Small Learning Groups (Bus in / out)
- Reaching out to local internet and cellular providers for additional access opportunities.
 - Work with Navajo Nation Education Department, NTUA, and BIE, talk to the county, Cellular One, T-Mobile, Verizon

All Students in Physical Buildings:	Some Students in Physical Building and Some Distance Learning:	All Students Distance Learning:
All students have device/access to Specialized hardware	All students issued device <ul style="list-style-type: none"> - Specialized classes that are above Chromebook/Ipad (limited checkout) 	All students issued device - Specialized classes that are above Chromebook/Ipad (limited checkout)

Questions we need get answers by families to:

Do you have the internet at the house? Paper survey as well.

How many “school level” devices do you have? Goal of 1 per student.

How will you consider the needs of all students to be successful in the selected platform? *Consider:*

- To what extent can the student work independently? What is developmentally appropriate for the student's age and grade level? How will the needs of those students with executive function and self-regulation challenges be met?

All students in physical building	Some students in physical buildings and some distance learning	All students distance learning
<p>Students meet in classrooms</p> <p>PD for Teachers on all approved platforms</p> <p>Train all students on technology</p>	<p>K-3 If possible need to meet with a teacher in person or in groups.</p> <p>6-12 can meet in groups in zoom etc with teacher monitoring.</p> <p>Must have software that logs time and tracks students participation</p>	<p>Previous groups</p> <p>All platforms must be available on Chromebooks or Android/Apple Phones. If not do not use</p> <p>Paperwork to chapter houses</p> <p>Close parent contact</p>

- Create "test run/practice" learning tasks through google classroom if/when in-person school resumes.
- Gifted students can thrive working independently (Motivated to move beyond peers, feel constricted in a school setting) - [LINK](#)
- Poorer families lack technology or support from home, even though supportive engaged families can counter the technology gap in learning - [LINK](#)
- Educational packet distribution will continue in order to meet these needs. Each school should formulate a team to plan, create and compile packets if needed.
- Young children need active participatory learning which can be provided through live lessons on google meets - [LINK](#)
- Middle School children need positive role models, small learning community, personal adult relationships, emotionally meaningful curriculum, health and wellness focus and student roles in decision making - [LINK](#)
- Human Development Charts [#1](#)

	Social-Emotional	Thinking and Learning	Motivation and Beliefs
Early Childhood (6-8 years)	<ul style="list-style-type: none"> <input type="checkbox"/> Forms fulfilling friendships with peers.^f <input type="checkbox"/> Understands right from wrong.^b <input type="checkbox"/> Relies on adults for a sense of security.^a 	<ul style="list-style-type: none"> <input type="checkbox"/> Likes puzzles, codes, and memorization.^f <input type="checkbox"/> Enjoys repetition tasks.^f <input type="checkbox"/> Needs to verbally review learning.^f 	<ul style="list-style-type: none"> <input type="checkbox"/> Can focus attention to a task for at least 15 minutes.^o <input type="checkbox"/> Can follow a series of three commands in a row.^o <input type="checkbox"/> Enjoys discovery and inquiry.^f
Middle Childhood (9-11 years)	<ul style="list-style-type: none"> <input type="checkbox"/> Tends to form same-sex friendships.^f <input type="checkbox"/> Works well with a partner of their choice; may focus too much time on rules and directions in class peer groups.^f <input type="checkbox"/> Develops a conscience based on values.^f <input type="checkbox"/> Balances relationships between peers and parents.^c 	<ul style="list-style-type: none"> <input type="checkbox"/> Learns information through reading (as opposed to learning to read).^f <input type="checkbox"/> Enjoys more complex problems and puzzles.^f 	<ul style="list-style-type: none"> <input type="checkbox"/> Can focus attention to a task for at least 1 hour.^o <input type="checkbox"/> Can follow a series of five commands in a row.^o <input type="checkbox"/> Recognizes that different viewpoints exist but favors their own.^a
Young Teens (12-14 years)	<ul style="list-style-type: none"> <input type="checkbox"/> Forms friendships with peers of the opposite sex.^c <input type="checkbox"/> Recognizes the importance of following rules and norms for the greater good of society.^b <input type="checkbox"/> Enjoys interacting with peers and adults but values peer opinions more than parents.^f 	<ul style="list-style-type: none"> <input type="checkbox"/> Interested in history, current events, and pop culture.^f <input type="checkbox"/> More able to organize thoughts, ideas, and work.^f <input type="checkbox"/> May be hesitant to take academic risks.^f 	<ul style="list-style-type: none"> <input type="checkbox"/> Able to think more abstractly.^o <input type="checkbox"/> Can incorporate new information into existing schemas.^f <input type="checkbox"/> Looks at other points of view and recognizes they can have more than one viewpoint.^a <input type="checkbox"/> Begins exploring careers related to their interests.^f
Teenagers (15-17 years)	<ul style="list-style-type: none"> <input type="checkbox"/> Begins to establish intimate relationships.^c <input type="checkbox"/> Recognizes that rules may not always be morally right; identifies what is right or wrong based on personal values.^c <input type="checkbox"/> Emotionally independent from parents.^a <input type="checkbox"/> Can engage in group discussions but also pursues interests outside of peer groups.^f <input type="checkbox"/> Interested in social media.^f 	<ul style="list-style-type: none"> <input type="checkbox"/> Enjoys solving multi-faceted problems that do not have a single or apparent answer.^f <input type="checkbox"/> Solves problems systematically and logically.^f <input type="checkbox"/> Demonstrates metacognition (i.e., thinking about their thinking).^c 	<ul style="list-style-type: none"> <input type="checkbox"/> Able to focus on extended tasks.^o <input type="checkbox"/> Values and seeks to understand differing viewpoints.^f <input type="checkbox"/> Demonstrates empathy.^a <input type="checkbox"/> Are able to modify their actions and behaviors based on new information.^o <input type="checkbox"/> Begins exploring careers and their role in society.^f

,#2

	Social-Emotional Development	Cognition	Approach to learning
Early Childhood (6-8 years)	<ul style="list-style-type: none"> ❑ Allow students to work with a partner or in same-sex peer groups. ❑ Frequently switch up groups or seating assignments to let students work with different peers. ❑ Publicly recognize student achievements (e.g., with a bulletin board, a prize jar, a weekly award, etc.). 	<ul style="list-style-type: none"> ❑ Incorporate the use of puzzles and games into activities. ❑ Verbally check in with students. ❑ Structure in the opportunity to verbally review learning with a peer. ❑ Differentiate reading time by age; partner reading is ideal for 6; independent reading for 7; and reading groups by reading level and interest at 8. 	<ul style="list-style-type: none"> ❑ Break up tasks into 15 minute blocks. ❑ Break up directions into 1-3 commands. ❑ Structure activities so they are inquiry-based.
Middle Childhood (9-11 years)	<ul style="list-style-type: none"> ❑ Allow students to work with a partner of their choice. ❑ List out objective rules and directions during group activities and frequently check in with students during group work. ❑ Assign roles (both in whole-class and in groups.). 	<ul style="list-style-type: none"> ❑ Incorporate more reading tasks to present new information. ❑ Use subject-matter brain teasers. ❑ Differentiate reading time by age; reading groups by reading level and interest at 9; independent reading with more books and fewer reports at 10; more non-fiction and week-long reading assignments at 11. 	<ul style="list-style-type: none"> ❑ Break up tasks into 30-minute to one-hour blocks. ❑ Break up directions into 3-5 commands. ❑ Have students present their work to other students.
Young Teens (12-14 years)	<ul style="list-style-type: none"> ❑ Have students work in mixed-sex peer groups. ❑ Have students engage in cooperative learning groups (<8 students) or small group discussions (8-10 students). 	<ul style="list-style-type: none"> ❑ Encourage students to take risks on intellectual tasks. ❑ Incorporate real-world topics into lessons and assignments. ❑ Give students free response questions that require them to show and organize their work. ❑ Provide or have students create graphic organizers to organize their ideas. 	<ul style="list-style-type: none"> ❑ Have students explore career interests. ❑ Require students to identify and evaluate opposing viewpoints.
Teenagers (15-17 years)	<ul style="list-style-type: none"> ❑ Differentiate based on student interest and allow students to work independently. ❑ Have students participate in Socratic Seminars. ❑ Have students create social media pages for historical figures or book characters. 	<ul style="list-style-type: none"> ❑ Have students propose systematic and organized solutions to problems. ❑ Incorporate technology tools. 	<ul style="list-style-type: none"> ❑ Create assignments that require students to modify solutions, act to solve a problem, or question current rules or norms. ❑ Have students carry out long-term, extended projects. ❑ Incorporate community-based learning opportunities.

- Are there assistive technologies any student may need?

All students in physical building	Some students in physical buildings and some distance learning	All students distance learning
<p>Chromebooks Google Classroom</p> <p>Training how to use them</p> <p>Services that track usage</p>	<p>All from previous group with an emphasis on usage tracking.</p> <p>Apps Available for Students and Teachers:</p> <p>Screencastify (Making videos and instructions for Google Classroom)</p> <p>Random Student Generator (Randomly assigning things and questions to students)</p> <p>RAZ Kids - K-5 (Reading Assisting Program)</p> <p>CK-12 (STEM/Social Studies Study Program)</p> <p>Edulastic (Standards Tracking Tool)</p> <p>Newsela (Lexile based reading)</p> <p>Kaizena (Audio/Text Feedback plugin for Google Docs)</p> <p>Prodigy (Math game for Grades 1-8 - full account is \$5 a month per student free otherwise)</p>	<p>Usage tracking apps are very important.</p>

- Middle and High, Google Classroom is a MUST with the ability to send a message via google chats/meets to the teacher to get aid (voice mail perhaps?)
- Groups are needed in those same classrooms with interactivity via google meets etc to discuss together.
- Younger grades also need groups to support relationships and social learning skills.
- What supports are needed to establish a learning space in the home environment (e.g., desk or quiet space)? How will they be provided?

All students in physical building	Some students in physical buildings and some distance learning	All students distance learning
Lesson on home study and work area	<p>Give an example what a home work space looks like, perhaps kids can while in school figure out a spot at home where they could make it work and report on it</p> <ul style="list-style-type: none"> - If no desk Walmart has a work station for under \$25 WORK STATION 	<p>Use said space</p> <ul style="list-style-type: none"> - Purchase student work spaces for those who need it.

- Give an example for learning space. Draw out how much is needed etc
- CREATE A SCHEDULE and have it followed - [LINK](#)
- What is the digital text level the student can access?

All students in physical building	Some students in physical buildings and some distance learning	All students distance learning
Standard in classroom procedures and building assignments	<p>Google Classroom Read 180 Edgenuity Achieve 3000 (At these set at their own level)</p>	See previous groups

	<p>Books Available</p> <p>http://www.gutenberg.org</p> <p>https://openlibrary.org</p> <p>https://bookboon.com</p> <p>https://manybooks.net</p> <p>While in Class ALL teachers need to make sure needed plugins to enhance learning are added to Chromebooks together as a CLASS,</p>	
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- In the Middle School there is Achieve 3000 which they have access to, which is set to lexile levels and they grow with it.
- Elementary grades can access Reading A-Z and Benchmark advanced materials online as well as various other online resources as determined by grade level teams.
- Teachers can assign Newsela articles to lexile (that also comes with quizzes)
- Free Book Sites
 - <http://www.gutenberg.org>
 - <https://openlibrary.org>
 - <https://bookboon.com>
 - <https://manybooks.net>

Question 3: How will you ensure students with disabilities are able to access the curriculum?

All Students in Physical Buildings	Some Students in Physical Buildings and Some Distance Learning	All Students Distance Learning
<p>Collaboration among all IEP team members and encouraged parental involvement</p> <p>Placement along the continuum with services and supports as determined by the IEP team</p>	<p>Collaboration among all IEP team members and encouraged parental involvement</p> <p>Placement along the continuum with services and supports as determined by the IEP team</p>	<p>Collaboration among all IEP team members and encouraged parental involvement</p> <p>Placement along the continuum with services and supports as determined by the IEP team</p>

<p>Continued collaboration among teachers and staff members to consistently provide appropriate accommodations and modifications.</p> <p>UDL for all students</p> <p>An IEP that reflects the student's present level of educational performance and addresses their needs appropriately, modified as needed</p> <p>Scaffold the teaching of new standards and provide multiple and multi-modal opportunities to demonstrate student mastery</p> <p>Provide students with manipulatives and differentiated materials and strategies for current learning standards in person and virtually (https://mathgeekmama.com/free-online-math-manipulatives/)</p> <p>Specialized classrooms to provide instruction in a safe environment (smaller class size, sterilized, same grouping of students, alternating days for differing groups of students, grouping students by region)</p>	<p>Continued collaboration among teachers and staff members to consistently provide appropriate accommodations and modifications</p> <p>UDL for all students</p> <p>An IEP that reflects the student's present level of educational performance and addresses their needs appropriately, modified as needed</p> <p>Scaffold the teaching of new standards and provide multiple and multi-modal opportunities to demonstrate student mastery</p> <p>Provide students with manipulatives and differentiated materials and strategies for current learning standards in person and virtually (https://mathgeekmama.com/free-online-math-manipulatives/)</p> <p>Specialized classrooms to provide instruction in a safe environment (smaller class size, sterilized, same grouping of students, alternating days for differing groups of students, grouping students by region)</p> <p>Paper packets (would require step by step, explicit instructions with lots of examples)</p> <p>Home-based services (possibly at Chapter Houses)</p>	<p>Continued collaboration among teachers and staff members to consistently provide appropriate accommodations and modifications</p> <p>UDL for all students</p> <p>An IEP that reflects the student's present level of educational performance and addresses their needs appropriately, modified as needed</p> <p>Scaffold the teaching of new standards and provide multiple and multi-modal opportunities to demonstrate student mastery</p> <p>Provide students with manipulatives and differentiated materials and strategies for current learning standards in person and virtually (https://mathgeekmama.com/free-online-math-manipulatives/)</p> <p>Paper packets (would require step by step, explicit instructions with lots of examples)</p> <p>Home-based services (possibly at Chapter Houses)</p> <p>Help parents develop a flexible learning schedule when at home, and a dedicated space for schoolwork.</p>
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	<p>Help parents develop a flexible learning schedule when at home, and a dedicated space for schoolwork.</p> <p>Google Classroom with assistance at home (Teach caregivers)</p> <p>Establish how parents or other household members are provided instructions to support students to access, participate, and progress in the curriculum.</p> <p>Related service providers use tele-therapy as feasible, in person as needed</p> <p>Provision of iPads & apps/ curriculum individualized to student</p> <p>Provision of tablets & apps/ curriculum individualized to student</p> <p>Live lessons taught via online platform (Google Meets, Zoom)</p> <p>Lessons pre-recorded and presented via online platform (Google Classroom)</p> <p>Prepare to spend time teaching the online formats to both students and caregivers to ensure student success</p>	<p>Google Classroom with assistance at home (Teach caregivers)</p> <p>Establish how parents or other household members are provided instructions to support students to access, participate, and progress in the curriculum. Teach them</p> <p>Related service providers use tele-therapy as feasible, in person as needed</p> <p>Provision of iPads & apps/ curriculum individualized to student</p> <p>Provision of tablets & apps/ curriculum individualized to student</p> <p>Live lessons taught via online platform (Google Meets, Zoom)</p> <p>Lessons pre-recorded and presented via online platform (Google Classroom)</p> <p>Prepare to spend time teaching the online formats to both students and caregivers to ensure student success</p>
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CLP - Plan for students with high needs in re-opening the schools

There are many students with significant health needs (medically fragile) in the district. In order to protect the health of these students, and the staff, we will be providing a separate class for the students, with dedicated staff. Students are separated by regional groups to avoid cross contamination. This will be only during the time of the COVID 19, and the need to follow CDC guidelines.

Classroom make up will be a multi-age grouping, also separated by geographic location. Meals will be provided in the classroom. Students will be bused to the new classroom location. Possibly, these students will not be on the bus with other students. The bus has a driver & an aide. PPE will be provided.

FLS Classrooms at the school sites

Students who have disabilities requiring more specialized teaching, but are not medically fragile.

Maintain current classroom sites at LV, PMS, PHS.

Students will attend according to the bussing schedule as determined in the CLP.

All services will be provided in accordance with CDC Guidelines.

Consider:

- **ADA/504 compliance, and the availability of assistive technology.**
 - As determined by the team, what is used in the classroom will be used in all formats online or in person.

Definitions of acronyms/Notes:

- **General education classroom** - A general education classroom is composed primarily of typically achieving students that utilizes the general education curriculum and is taught by an appropriately certified instructor.
- **LEA** - Local educational agency
- **LRE** - Least Restrictive Environment (LRE) is part of the Individuals with Disabilities Education Act (IDEA). IDEA says that children who receive special education should learn in the least restrictive environment appropriate to their needs, as determined by the IEP team. This means they should spend the maximum extent of time that is appropriate with peers who do not receive special education services, along a continuum of services.

*** A child may only be removed from the regular educational setting if the nature or severity of the disability is such that the child cannot be educated in the general education classroom, even with the use of supplementary aids and services, as determined by the team.

- **How does the LEA definition of general education classroom affect LRE?**

- To the maximum extent appropriate, opportunities for the least restrictive environment, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student's condition, with supplementary aids and services, make such regular class education unsatisfactory in accordance with 34 C.F.R. 300.114 – 300.117 of the IDEA regulations.

Edutopia.com:

Schools are Opening Worldwide, Providing a Model for the U.S.

Using Universal Design to Create Better Assessments

Teaching Young Students How to use Multiple Sources

6 Ways to Transition IEP Goals to Remote Learning

*Also consider students with more significant needs may need to participate in brick & mortar only in order to receive FAPE.

Prepare for requests from parents of students with IEPs wanting full time distance learning.

What are your plans for exceptional learners? *Consider:*

Plans for Exceptional Learners

All Students in Physical Buildings:	Some Students in Physical Building and Some Distance Learning:	All Students Distance Learning:
<p>English Language Learners:</p> <ol style="list-style-type: none"> 1. All students have access to ELL with pull out for ELL kids 2. ELL para for support and access for all ELL students 3. New ELL students need to be assessed using AZELLA 4. Guardian contact information and distribution is conducive to language needs of families 5. Regulations and rules clearly 	<p>English Language Learners:</p> <ol style="list-style-type: none"> 1. All ELL standards must still be met. Time constraints will be a factor during online access 2. Phone calls to practice listening and speaking 3. Connecting home culture to school learning 4. Scaffolded linguistic support 5. Identify new learning versus independent practice and what can be 	<p>English Language Learners:</p> <ol style="list-style-type: none"> 1. All considerations from column 1 and 2 2. Frequent phone, text, and or email communication with students and families 3. Provide effective and timely feedback on assignments and materials 4. Tracking progress on virtual resources 5. Use of logs crucial to ensure ELL regulations are met 6. Video, phone, and virtual collaboration,

<p>explained, presented, and laid out for ELL students</p> <p>Student Plans (504):</p> <ol style="list-style-type: none"> 1. Students with Section 504 plans must be provided equitable access to the general curriculum, and free appropriate public education (FAPE) in accordance with these plans. 2. Contact with the school district RN is needed before entrance of school to consider health needs of students with the 504 plan around CDC guidelines, and consider any voluntarily provided physician documentation for individual needs. 3. PPE may be needed/provided for students with significant health concerns to safely re-enter the physical campus. 4. Revise the 504 plan if needed to 	<p>done at home or at school</p> <ol style="list-style-type: none"> 6. Extended and provide intervention learning opportunities as independent practice 7. Identify student work materials that can be distributed to take home to practice language skills 8. Platforms to present speaking practice with feedback 9. Student driven feedback 10. Device distribution 11. One on one conferencing 12. ELL Paraprofessionals requirements for online meetings, small groups <p>Student Plans (504):</p> <ol style="list-style-type: none"> 1. All consideration in column 1 2. Staff training is needed for google classrooms that promote and provide equity and access to learning in conformity with the 504 plans, medical needs, and how those platforms will be provided to be utilized by the student in either the home or virtual setting. 3. Staff training around students that cannot access a remote learning platform that does not include: 1 to 1, small group access to a live instructor with consideration of the 504 plan and address additional staff training with additional resources. 4. Revisions to the 504 plan will provide accommodations with 	<p>possibly vertically</p> <p>Student Plans (504):</p> <ol style="list-style-type: none"> 1. All considerations in column 1 & 2. 2. Based on the 504 plan for individual students, they will access the instruction through the technology check out process, be supported using many models such as, phone calls, class dojo, email, google classroom, zoom meetings, and parent requests along with accommodations, adapted or modified to fit needs. 3. All 504 meetings and plans reviewed will take place remotely using phone calls, google meets, zoom or parent requests.
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<p>consider additional training regarding additional health and safety measures needed for students who may have significant health concerns. Add the additional accommodations or services. As with all students, address student-specific needs arising from the transition back into school buildings. Determine staffing and resources available to provide access to small groups, intervention, and other supports needed.</p> <p>5. If students' physical and health needs determine a return to school is not advised, they may access services with distance learning.</p> <p>Gifted Learners:</p> <p>1. These students might be not as heavily considered because of higher academic ability. These students</p>	<p>in-person/google classroom around presentation, response, setting, and timing and schedules.</p> <p>5. SEE checkouts of technology for all students to have access to curriculum in person/google classrooms, be supported with instruction, have access to accommodations, adaptations and modification to fit needs.</p> <p>6. 504 students will take the same assessments to determine regression of skills and/or lack of progress as all students.</p> <p>7. Parent communication will be considered through multiple venues such as phone, email, class dojo, facebook messenger, in-person, or parent requested support to provide instructions to support students to access, participate, and progress in the curriculum.</p> <p>8. 504 meetings may be held in a variety of models. In-person, phone, google meets, zoom meetings or parent requested support.</p> <p>Gifted Learners:</p> <p>Reference considerations in column 1.</p> <p>1. Identify opt out students</p>	
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<p>learning needs must still be evaluated and assessed</p> <ol style="list-style-type: none"> 2. Pre-assessment will be necessary to evaluate learning loss or gaps. 3. Review of projects and tasks done over summer. Enrichment and continuation on those projects. 4. Social-emotional checks with classroom teacher and school counselor. 5. Gifted teacher pull out <ol style="list-style-type: none"> a. More frequent? b. One on one checks? c. On google hangouts? 6. Challenges will arise in cooperation and collaboration that comes with gifted students. More individualized projects will be necessary. 7. Collaboration over technology with other gifted students (google softwares). Training and scaffolding will be necessary. Possible vertical collaboration 8. Identification should be ongoing. 9. Differentiated work essential to meet students at their level. 10. Gifted student motivation could come as a challenge. Ongoing motivation and incentives to keep gifted kids focused and engaged. 11. Google hangouts could be a perfect platform to collaborate in a safe way. 12. Extension activities whenever 	<ol style="list-style-type: none"> 2. Evaluate gifted students' loss of learning. Extended pre-assessment based on gifted expectations 3. Higher percentage of gifted students might select to opt out of in person schooling 4. Risk of losing these students if the right procedures aren't set in place to teach them at their level 5. Communication with parents/guardians will be key 6. Collaboration with other gifted students using Google software. 7. Training and frequent practice will be necessary. 8. Distribution of technology to opt out students. 9. Semi-weekly discussions and or video calls with out of school students 10. Academic as well as social-emotional discussions and projects 11. Gifted students created projects and materials to be used alongside classroom material. 12. Should not be tedious to create material for gifted students whether they are in school or online. 13. Differentiation should be created with the same goal in mind, online or in school 14. UDL menus for student choice and for students to show what they know should be ongoing. 	<p>Gifted Learners:</p> <p>See considerations on previous column</p> <ol style="list-style-type: none"> 1. Progress monitoring on all assignments 2. Constant feedback both virtually and on video/phone 3. Identification and testing might be a challenge 4. Training on all online resources to support and differentiate effectively for gifted learners. 5. Use of logs to track progress on non-formative type assessments and practice 6. UDL menus created for essential standards that can be done online 7. Packets distributed to kids without connection. Project based
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<p>possible</p> <ol style="list-style-type: none"> 13. UDL design of assignments to stimulate choice and accessibility 14. Encouragement of engaging with higher level DOK questions should be ongoing 15. Curriculum compacting 16. Students access and work on other grade level content. 17. Parent communication and feedback on projects. What will work best for them? 18. Possible choice to opt out of a day of school to work on at home materials. 19. How many of these kids need to be in the building? <p>https://www.nagc.org/resources-publications/resources</p>	<ol style="list-style-type: none"> 15. Creation of logs to track progress on independent practice. 16. Possible weekly visits to school to touch base with classroom teacher and gifted teacher. 17. Gifted students might struggle being themselves, participating, engaging, and focusing on a video call. 18. Maintain a high level of questioning even digitally. Learning curve will take place for teachers and students 19. Online students will need training on using google resources. 20. Continued use of other online resources for online students. 21. Monitoring student progress and data tracking. <p>https://www.nagc.org/resources-publications/resources</p>	<ol style="list-style-type: none"> 8. Weekly/daily meetings online in groups with gifted kids 9. Ensure home is a safe and stable environment for online access and productivity 10. Training students on using email or another quick way to communicate. 11. Continue to challenge and create rigorous material for students 12. Focus could be placed on other students if schools aren't opened at all 13. Possible loss of these students to fully online schools. Need to be prepared for this with material differentiated at their level. 14. Student led learning <p>https://www.nagc.org/resources-publications/resources</p>
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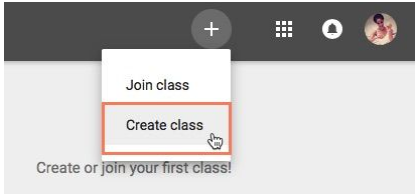
What technical support will be provided for students and parents? *Consider:*

<p><u>All Students in Physical Buildings:</u></p> <p>Have to provide tech support in person and over the phone (school/district)</p> <p>Chromebooks need to be accounted for</p> <p>Staff / student misconceptions and assumptions about technology</p> <p>Point of contact for tech issues</p> <p>How to Guide of ALL Tech and Products</p> <p>New Student/Parent Tech 101</p> <p>Identify range of tech issues and who to contact for what issues</p> <p>Sequence of problem solving</p> <p><u>Classwork/Homework Help</u></p> <p>Grade Level or School Office Hours/Weekend?</p> <p>Chat/Email/Phone</p> <p>What happens if not getting at all?</p>	<p><u>Some Students in Physical Building and Some Distance Learning:</u></p> <p>All of Column 1</p> <p>Tech issues not PUSD/How do we help (adobe flash)</p> <p>Dedicated Rep with consistent hours School/Grade level/District</p> <p>Cycle through the same lesson multiple times for kids that missed it due to tech issues</p> <p>How to not let tech issues derail lesson</p> <p>Ensuring all software is on the computer that will be needed (Adobe Flash)</p> <p>All external is unblocked when necessary</p> <p>Training for students and how will that look</p> <p>Simple but effective</p>	<p><u>All Students Distance Learning:</u></p> <p>All of Column 1 and 2</p> <p>Training for Students/Parents/Staff- Helping them help</p> <p>Convey confidence to parents/guardians to aid students in learning process</p> <p>What if it's not possible</p>
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Sample Step by Step Guide - Join 3rd Grade Google Classroom

This page will help you and your student get on Google Classroom, as well as, join our new 3rd grade class and the 3rd grade specials class. Some teachers use this in their classroom frequently. We will not post material to our individual classes anymore. The 3rd grade teachers will all post material, assignments, projects, and useful links on the same shared 3rd grade Google Classroom.

Google Classroom Help Sheet	
Logging in to Your Google Account:	
Directions	What to Look For
1. Double click the “Google Chrome” icon. This will work on any browser, as long as you go to google.	
2. Click the “array” in the top right corner.	
3. Click the blue “Account” button.	 Account
4. Click the blue “Sign In” button in the top right corner.	
4. Type in your email address.	2029firstnamelastname@pageud.org

The students all know how to do this	
5. Type in your password Your student should absolutely know this, if not, let your teacher know.	Lunch number
Joining our new 3rd grade Google Classroom`	
1. Log-in to Google. (see steps above)	
2. Click the “array” in the top right corner.	
3. Click the “Classroom” icon. This also works by searching google classroom in the search bar	
4. Click on the “+” button in the top right corner of the page. You might see your students other class they are a part of, remember they will need to join the new class for the new material.	
5. Click on “Join Class” in the drop down menu	
6. It will then ask for a “Class Code” The 3rd grade class code is cpjmimr They can also join the 3rd grade specials	

class classroom. The class code is jyie4cc	
7. Once they type in the class codes they will be a part of our new 3rd Grade Google Classroom!	

Once again we understand that not all of our students will be able to have access to this. If you can, this Google Classroom will have a ton of great extra practice and resources for your 3rd graders. This is also a place for you to share what all you and your students are creating and working on at home. Please share pictures, videos, or writings of anything you are working on at home. We are eager to see! You can also access Google Docs and Google Slides through this, which is a great place for the kids to write and create material. See the next page of this packet for help accessing Google Docs and Google Slides. If you need help accessing this let us know! All of the 3rd grade teachers will be posting and sharing all kinds of things on our new Google Classroom so please check it out! And of course, if you need any help let us know!

What student supports (i.e. counseling) will be provided for students? *Consider*

- How supports for SEL and well-being can be incorporated beyond just the classroom space:

All students in physical buildings	Some students in physical buildings and some distance learning	All students distance learning
<ul style="list-style-type: none"> - All teachers and paraprofessionals need to be trained in SEL/well-being awareness and instruction. - Provide families with information and tools to support SEL thru newsletters and other platforms. - Younger grades- define at least one adult to check-in with each student regularly. - Continue learning in class. Middle School does so in Skills Development, counselors 	<ul style="list-style-type: none"> - Connect with distance learner families regularly. - Younger grades- define at least one adult to check-in with each student regularly. - Check-ins also maybe zoom classes for parents and Q&A sessions to discuss and teach how to help students at home. 	<ul style="list-style-type: none"> - Connect with all families to check-in and assess needs regularly. - Younger grades- define at least one adult to check-in with each student regularly. - There are apps and programs like GoNOODLE which can be incorporated into google classroom. Also BrainPop,

MUST go to classrooms and do lessons in person.		<p>Newsela etc</p> <ul style="list-style-type: none"> - Zoom Classes QA learning with students and parents - Each School Counseling Dept gets a google voice number so they don't have to give out their personal number, each call is logged by google and they can respond to them. - Calm SEL App for kids 1st -8th
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- Continuing career planning and how support will be provided:

All students in physical buildings	Some students in physical buildings and some distance learning	All students distance learning
Continue in person lessons with counselors and teachers (Grades 7-12) Support for Career Planning-TBD	Do smaller career lessons in person with take home assignments (Grades 7-12) Support for Career Planning-TBD	Take home monthly lessons that are uploaded online. (Grades 7-12) Support for Career Planning-TBD

*Currently awaiting ADE instruction. In previous years we used AZCIS which includes tests, quizzes, and exploration of jobs etc. We started at 7th grade and went through senior year, did ECAPS etc. But May 2020, ADE decided to not renew the website and has promised resources on their website to continue. These have not been given yet.

- How counselors can interact with students:

All students in physical buildings	Some students in physical buildings and some distance learning	All students distance learning
As per ASCA standards, schedule 80% of time with students (2 students per hour typically), spend time in classrooms, check in with students and staff etc.	Interact with students whenever in building. Be VERY visible. Schedule students 80% of time. In classroom lessons and or take home SEL lessons.	<p>-Set up google voice for students to be able to contact counselors wherever they are.</p> <p>- Utilize apps and services to provide</p>

	- Set up Google Voice for people to contact counselors wherever they are.	SEL and Career lessons with students, printout lessons to send home. Involve parents.
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Question 5: Student requirements around group work.

- No matter which scenario is settled on common device management software for all devices will be key to successful implementation.
- Focused and ongoing professional development (not in house) for all instructors on successfully implementing 1:1 device classrooms as well as remote learning is essential.
- To ensure effective PLC and collaborative efforts implementing platform and software continuity needs to be ensured across grade levels and between buildings.

All Students in Physical Buildings	Some Students in Physical Building and Some Distance Learning	All Students Distance Learning
<p>Primary: Students will be required to conduct group work in person based on expectations, procedures and processes set by the teacher for the age and content. May include but not limited to:</p> <ul style="list-style-type: none"> • Be specific and clear about the task. • Make Production the outcome (not just to discuss). • Monitor process, time and noise. • Model transitions and interactions. • Use community builders and develop respect for each other. <p>Collaboration using AVID grouping and KAGAN grouping strategies.</p> <p>Intermediate, Middle, and High School:</p> <ul style="list-style-type: none"> • AVID grouping strategies as designed or as social distancing allows, 	<p>Primary: K-2 Communicate with others as a whole class using digital tools.</p> <p>1-3 Identify and demonstrate safe and appropriate behavior when using digital environments. Same as column 1.</p> <ul style="list-style-type: none"> • Online in google classroom • Benchmark Advance assignments and readings for practice • Reading A to Z (RAZ Kids) • Engage New York (Look into SeeSaw for K-2)(Adoption of Math resources with online access) <p>Intermediate Middle and High School: All the above, and Explain safety and etiquette guidelines of digital environments and</p>	<p>Primary: Use of the same standards from column 2. K-not doing collaborative work online (whole class communication)</p> <p>1st-Working toward collaboration</p> <ul style="list-style-type: none"> • Collaborative retell <p>2nd and 3rd</p> <ul style="list-style-type: none"> • Age appropriate collaborative projects • Collaborative research projects <p>Intermediate Middle School and High School: Use of the same standards from column 2.</p>

<ul style="list-style-type: none"> Modified Flipped Classroom scenario (understanding that devices will not be going home). 	<p>demonstrate that knowledge while communicating with intended audience. Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources. Communicate and collaborate for the purpose of producing original works or solving problems. (ADE Technology division standards K-6) Same as column 1.</p> <ul style="list-style-type: none"> Online in google classroom Benchmark Advance assignments and readings for practice Reading A to Z Engage New York Flipped classroom strategies Online and in person collaborative work within G-Suite. AVID 	<ul style="list-style-type: none"> Any age appropriate collaborative project that can be done in the classroom can be done online. As long as PD and management software is available.
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Can Pre-K and K students log in to their Gmail account with a QR code like they can in Clever?

What technical support will be provided for students and parents? *Consider:*

What student supports (e.g., counseling) will you provide to students?

<p><u>All Students in Physical Buildings:</u></p> <p>Have to provide tech support in person and over the phone (school/district)</p> <p>Chromebooks need to be accounted for</p> <p>Staff / student misconceptions and assumptions about technology</p> <p>Point of contact for tech issues</p> <p>How to Guide of ALL Tech and Products</p> <p>New Student/Parent Tech 101</p> <p>Identify range of tech issues and who to contact for what issues</p> <p>Sequence of problem solving</p> <p><u>Classwork/Homework Help</u></p> <p>Grade Level or School Office Hours/Weekend?</p> <p>Chat/Email/Phone</p> <p>What happens if not getting at all?</p>	<p><u>Some Students in Physical Building and Some Distance Learning:</u></p> <p>All of Column 1</p> <p>Tech issues not PUSD/How do we help (adobe flash)</p> <p>Dedicated Rep with consistent hours School/Grade level/District</p> <p>Cycle through the same lesson multiple times for kids that missed it due to tech issues</p> <p>How to not let tech issues derail lesson</p> <p>Ensuring all software is on the computer that will be needed (Adobe Flash)</p> <p>All external is unblocked when necessary</p> <p>Training for students and how will that look</p> <p>Simple but effective</p>	<p><u>All Students Distance Learning:</u></p> <p>All of Column 1 and 2</p> <p>Training for Students/Parents/Staff- Helping them help</p> <p>Convey confidence to parents/guardians to aid students in learning process</p> <p>What if it's not possible</p>
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What student supports (i.e. counseling) will be provided for students? *Consider:*

- How supports for SEL and well-being can be incorporated beyond just the classroom space:

All students in physical buildings	Some students in physical buildings and some distance learning	All students distance learning
<ul style="list-style-type: none"> - All teachers and paraprofessionals need to be trained in SEL/well-being awareness and instruction. - Provide families with information and tools to support SEL thru newsletters and other platforms. - Younger grades- define at least one adult to check-in with each student regularly. - Continue learning in class. Middle School does so in Skills Development, counselors MUST go to classrooms and do lessons in person. 	<ul style="list-style-type: none"> - Connect with distance learner families regularly. - Younger grades- define at least one adult to check-in with each student regularly. - Check-ins also maybe zoom classes for parents and Q&A sessions to discuss and teach how to help students at home. 	<ul style="list-style-type: none"> - Connect with all families to check-in and assess needs regularly. - Younger grades- define at least one adult to check-in with each student regularly. - There are apps and programs like GoNOODLE which can be incorporated into google classroom. Also BrainPop, Newsela etc - Zoom Classes QA learning with students and parents - Each School Counseling Dept gets a google voice number so they don't have to give out their personal number, each call is logged by google and they can respond to them. - Calm SEL App for kids 1st -8th

- How career planning continues:

All students in physical buildings	Some students in physical buildings and some distance learning	All students distance learning
Continue in person lessons with counselors	Do smaller career lessons in person with	Take home monthly lessons that are

and teachers (Grades 7-12)	take home assignments (Grades 7-12)	uploaded online. (Grades 7-12)
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*Currently awaiting ADE instruction. In previous years we used AZCIS which includes tests, quizzes, and exploration of jobs etc. We started at 7th grade and went through senior year, did ECAPS etc. But May 2020, ADE decided to not renew the website and has promised resources on their website to continue. These have not been given yet.

- How support will be provided if career planning is continued:

All students in physical buildings	Some students in physical buildings and some distance learning	All students distance learning
TBD	TBD	TBD

- How counselors can interact with students:

All students in physical buildings	Some students in physical buildings and some distance learning	All students distance learning
As per ASCA standards, schedule 80% of time with students (2 students per hour typically), spend time in classrooms, check in with students and staff etc.	Interact with students whenever in building. Be VERY visible. Schedule students 80% of time. In classroom lessons and or take home SEL lessons. <ul style="list-style-type: none"> - Set up Google Voice for people to contact counselors wherever they are. 	-Set up google voice for students to be able to contact counselors wherever they are. - Utilize apps and services to provide SEL and Career lessons with students, printout lessons to send home. Involve parents.

When Will School Resume?

What is the Trigger for Opening?		
Yes	No	Considerations
		<div>Will reopening be consistent with applicable state and local orders?</div> <ul style="list-style-type: none">• Orders may come from the Governor’s Office, Tribal Nations, Arizona Department of Health Services, Local Health Department.

		Is the school ready to protect children and employees at higher risk for severe illness?
		<p>Are you able to screen students and employees, upon arrival, for symptoms and history of exposure?</p> <ul style="list-style-type: none"> • Per CDC guidance³, daily health checks/screenings are recommended when feasible and can include: • visual symptom checks, which may include temperature checks if temperature checks can be done safely. • verbal/written confirmation from parent that student is symptom-free <p>*Please note that temperature checks are not required, and that fever is just one of many symptoms that may be screened for.</p>
Any No Responses- Consider Not Opening Physical Buildings		
		Promote healthy hygiene practices such as hand washing and wearing a cloth face covering, as feasible
		Intensify cleaning, disinfection, and ventilation
		Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible
		Train all employees on health and safety protocols
Any No Responses- Consider Meeting Safeguards First		

Is ongoing monitoring in place?

Yes	No	Considerations
		Develop and implement procedures to check daily for signs and symptoms of students and employees upon arrival, as feasible
		Encourage anyone who is sick to stay home
		Plan for if students or employees get sick

		Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
		Monitor student and employee absences and have flexible leave policies and practices
		Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area
Any No Responses- Consider Meeting Safeguards First		
		Promote healthy hygiene practices such as hand washing and wearing a cloth face covering, as feasible
		Intensify cleaning, disinfection, and ventilation
		Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible
		Train all employees on health and safety protocols
Any No Responses- Consider Meeting Safeguards First		
CDC recommends that schools wait to reopen physical buildings until all answers in the charts above are marked yes. Implementation (of CDC guidance) should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.		

Things Needed in Order Meet The Above Requirements/Considerations			
What is Needed	Who/Where it is Needed	How Many Are Needed/Description of What is Needed	Who is Responsible for Obtaining/Training
The number of vulnerable staff (who may not be able to perform their job duties on campus)	Central	NA	Site Administrators
A Task Force on Each Site (Individuals trained for the initial	At each site	Six (minimum) staff members	Patricia St. Germain

on-site check-in/screening)			
Touchless Thermometers	At each site On each bus	Ten per site (x6 + 1 at district office) Twenty (one per bus + two extra)	Georgie M.
Masks Gloves Hand Sanitizer Disinfectant Wipes PPE Foggers no-touch trash cans no-touch doors	Each site	Will be determined by the safety team	Georgie M., Cody
Training for Staff (health and awareness)	All Staff and Admin, Central Office(Covid 19)	Covid 19, Social Emotional, Online teacher training- Zoom, Google Meets, cleaning classrooms,	Pat St. Germain- Covid 19, Coconino County Health Dept., District Office-Shannon Garrison???
Cameras; iPad; iphones			Technology
Need for additional devices			Technology
Training the Parents/Families (Possibly videos in addition to the print material or virtual announcements)	Parents/Families/Community	COVID Precautions, At Home Social Emotional	Communications Team (StuCo groups) Counselors
Signage	At each Site	Social Distancing, hand washing, etc	Communications Team
Classrooms- Physical changes- Social distance standards	At each site	Rearrange or take out furniture to meet the standard of students 6 feet apart. Extended time to set up classrooms for health guidelines.	Teachers, janitors???Georgie will inspect each room with a person from each site.
Protocols for Staff Screenings	At each Site	Beginning of the day screenings for health	Health Team
Protocols for Outside Providers and	At each Site	Check-in/Check-out	Health Team

Visitors		Screening	
Screening Questionnaire		Screen for covid-19 symptoms	Health Team
Establish a designated entrance for all students (temperature checks)	Each Site	One main entrance where all students have to enter the building	Health and Safety Team in collaboration with Staff Administration
Designated Isolation room	Each Site		Health and Safety Team in collaboration with Staff Administration

RETURN TO SCHOOL SCENARIOS

Impact Statement	Scenario 1: Consider if there are none to minimal local/community cases of COVID-19:	Scenario 2: Consider if there are minimal to moderate local/community cases of COVID-19	Scenario 3: Consider if there are minimal to substantial local/community cases of COVID-19
	Students in Physical Building (180 days) 8:00 - 3:00	Some Students in Physical Building and Some Virtual Learning	All Students in Distance Learning <i>Emergency Shutdown</i>
	Students in Physical Building (140 days) M,T, Th, Fri 7:50 - 3:53 See specific schedules below	Cleaning the building on Wednesday and Sat/Fri night.	Virtual - minimal paper packets
	Consider virtual day rotation to prepare for	Utilize chapter house wifi to then support additionally with hotspots - CARES Act Office hours should have minimal overlap so that parents and students can access various staff as their needs require.	Transition should be smooth from our Scenario 2 to all distance as students should have already had virtual experience from our plan Utilize chapter house wifi to then support additionally with hotspots - CARES Act Office hours should have minimal overlap so that parents and students can access various staff as their needs require

	possible emergency shutdown		
Instruction Begins	August 4th	<p>Staff at usual time or earlier, Staff training for online delivery and SEL and how talk about COVID 19</p> <p>Extensive training for online learning</p> <p>Students come later to allow for training - after labor day?</p> <p>Consider limiting breaks in calendar and combining those that can be to reduce back and forth</p> <p>Transition from classroom to quarantine should be seamless for students so all instruction should be accessible online and in person.</p>	<p>Staff at usual time or earlier, Staff training for online delivery and SEL and how talk about COVID 19</p> <p>Extensive training for online learning</p> <p>Students come later to allow for training - after labor day?</p> <p>Consider limiting breaks in calendar and combining those that can be to reduce back and forth</p> <p>Transition from classroom to quarantine should be seamless for students so all instruction should be accessible online and in person.</p>
Schedule	<p><u>Proposed HS Schedule</u></p> <p>1st period: 8:00-8:45</p> <p>2nd period: 8:50-9:35</p> <p>3rd period: 9:40-10:25</p> <p>4th period: 10:30-11:15</p> <p>5th period: Student Advisory: 11:20-11:50</p> <p>11th/12th Lunch : 11:50-12:30</p> <p>6th period: 12:35-1:20</p> <p>7th period: 1:25-2:10</p> <p>8th period: 2:15-3:00</p> <p>Current HS: DAILY</p> <p>Period A1/B6 8:00-9:22</p> <p>Period A2/B7 9:27-10:49</p> <p>Advisory 10:54-11:24</p> <p>Lunch 12:09-1:32</p>	<p><i>Shortened day/schedule for both options preferred, release at 12pm or 1pm with sack lunch</i></p> <p>ORIENTATION/PROCEDURES(Suggestion)</p> <p>Week One Group A (Monday-Thursday)</p> <p>Week Two Group B (Monday-Thursday)</p> <p>Three-Day Option ½ students in each group:</p> <p>Monday-Wednesday - Virtual</p> <p>Tuesday-Thursday - Face to Face</p> <p>FRIDAY-Virtual Friday (Friday--Everybody online, or rotate on and off)</p> <p>Two-Day Option ½ students in each group: same but four day week with no virtual Friday</p> <p>Monday, Wednesday - Virtual</p> <p>Tuesday, Thursday - Face - Face</p> <p>Face to face will have a virtual class facilitated</p>	Modified Schedule

	<p>Period A4/B9 12:09-1:32 Period A5/B10 1:37-3:00 FRIDAY Period A1/B6 8:00-9:08 Period A2/B7 9:13-10:24 Period A4/B9 10:29-11:37 Lunch 11:37-12:17 Period A5/B10 12:22-1:30</p> <p>Current MS: DAILY Period 1 8:00-8:51 Period 2 8:55-9:46 Period 3 9:50-10:41 Period 4 10:45-11:36 Lunch/P5 11:40-12:14/11:40-12:31 Period 5/Lunch 12:18-1:10/12:35-1:09 Period 6 1:14-2:05 Period 7 2:09-3:00 FRIDAY Period 1 8:00-8:43 Period 2 8:47-9:25 Period 3 9:29-10:07 Period 4 10:11-10:49 Lunch/P5 Period 5/Lunch Period 6 12:10-12:48 Period 7 12:52-1:30</p> <p>4day a week schedule model - Grand Canyon Middle School & High School 1st Period 7:50 - 8:52</p>	<p>by Para/team teacher during this time so the virtual day students are still engaging with their peers</p> <p>Class will also be recorded and uploaded into google classroom so students can get back to the instruction</p> <p>Bell schedule and course offerings to be determined by individual sites</p> <p>4day a week schedule model - Grand Canyon Middle School & High School 1st Period 7:50 - 8:52 2nd Period 8:56 - 9:53 3rd Period 9:57 - 10:54 4th Period 10:58 - 11:55 5th Period 11:59 - 12:27 Lunch 12:27 - 12:55 6th Period 12:59 - 1:56 7th Period 2:00 - 2:57 8th Period 3:01 - 3:58</p> <p>4 day week (7:50-3:58 schedule) would allow elementary to have a after school program built in for 21st century</p>	
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	2nd Period 8:56 - 9:53 3rd Period 9:57 - 10:54 4th Period 10:58 - 11:55 5th Period 11:59 - 12:27 Lunch 12:27 - 12:55 6th Period 12:59 - 1:56 7th Period 2:00 - 2:57 8th Period 3:01 - 3:58		
Transportation	When physical distancing is not possible, require all students to wear cloth mask	Screening at home. Train parents, prepared to refer for thermometer needs Possibly push back drop-off time due to limited staff onsite to enforce social distancing - 7:45am Students cannot leave campus following arrival Entry points clearly defined Testing prior to getting on the bus. Additional staff on bus to do screening Protocol 50% of bus capacity - when physical distancing is not possible, require all students to wear cloth mask	
		BUS STUDENTS 1. When students arrive at the bus stop they will stand in pre-marked areas waiting to be screened by a staff member <ol style="list-style-type: none"> Staff will screen the students at the bus stop with the following questions: 	i. The Arizona Department of Public Safety has received several requests to review and approve the installation of partitions or sneeze guards for school bus occupants and understands the desire of school districts to properly protect their students and drivers during these challenging times. The requests to install barriers on school buses varies widely and requires careful consideration and

		<ul style="list-style-type: none"> i. Do you have a Fever? ii. Do you have a Cough? iii. Do you have a Sore throat? iv. Do you experience Shortness of Breath? v. Have you had a close contact, or cared for someone with COVID-19? vi. Temperature check (if higher than 100.3 F) <p>2. If a student is exhibiting COVID-19 symptoms, send them to an isolation area specific to that school and follow protocol:</p> <ul style="list-style-type: none"> a. Contact parent/legal guardian b. Contact the Coconino Call center for guidance c. Students needs to be cleared before they return <p>What to do if we have someone who shows positive signs on the bus</p> <ul style="list-style-type: none"> 1. Emergency sight to offload students 2. Who to contact? <ul style="list-style-type: none"> a. Parents b. CPS c. Staff d. Others (Coconino) 3. What if they arrive at 7:15am and show symptoms? There are typically not staff there to monitor them. <ul style="list-style-type: none"> a. Close the communal areas <p>When bus students arrive to school at the bus ramp</p>	<p>review prior to making any recommendation as the safety of student passengers is a high priority. The Department has reviewed the Center for Disease Control (CDC) COVID-19 guidelines, Occupational Safety and Health Administration (OSHA) guidelines, and the Arizona Department of Education Roadmap for Reopening Schools document and various other informational resources. Additionally, we have had discussions with industry stakeholders regarding their comments and concerns as they relate to student transportation and COVID-19.</p> <ul style="list-style-type: none"> ii. iii. Consistent with the principles of safety, security and efficiency, we assessed the totality of the circumstances surrounding partitions and sneeze guards as they relate to vehicle and passenger safety requirements. Out of an abundance of caution DPS recommends districts follow the below guidelines when assessing the proper course of action that best meets their needs. iv. Prior to submitting any request to install a school bus partition or sneeze guard, DPS is requesting school districts first obtain specifications of the partition to be installed as well as documentation certifying the partition will meet all Federal Motor Vehicle Safety Standards (FMVSS) for school buses after the installation has been completed. This documentation will need to be obtained for each bus to ensure proper safety standard
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		<p>When students arrive at the bus ramp they will remain seated until a staff member enters the bus and gives instruction to the students</p> <p>Students are funneled off buses to avoid the campus arrival screening, no need for screen on and off busses</p> <ol style="list-style-type: none"> 1. If a student is exhibiting COVID-19 symptoms, send them to an isolation area specific to that school and follow protocol: <ol style="list-style-type: none"> a. Contact parent/legal guardian b. Contact the Coconino Call center for guidance c. Students needs to be cleared before they return 2. Students that are cleared will report directly to their classroom 	<p>documentation. Districts should contact their local school bus distributor or manufacturer in order to obtain the appropriate safety standard certification information. In the event documentation of FMVSS standards is unavailable, we recommend districts follow current CDC, OSHA and Arizona Department of Education transportation guidelines for the proper use of personal protective equipment (PPE), which may include the use of face masks, face shields and hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer).</p> <p>v. Please contact Student Transportation at 602-223-2646 if you have any questions.</p>
		<p>PARENT DROP OFF/PICK UP</p> <ol style="list-style-type: none"> 1. Have students remain in their car with parents until called over to be checked 2. Screen the students at pick up with the following questions <ol style="list-style-type: none"> a. Do you have a Fever b. Do you have a Cough c. Do you have a Sore throat d. Do you experience Shortness of Breath e. Have you had a close contact, or cared for someone with COVID-19 	

		<ul style="list-style-type: none"> f. Temperature check (if higher than 100.3 F) 3. Communicate/keep track of students that are not allowed to return to school without medical clearance. 4. Are students required to wear masks to school on the bus? If so do we need to purchase them? 5. Have a second adult to help monitor students and potential risk concerns with students. Will also monitor the list of students on and off the bus. 6. Develop a protocol to share the information with other staff members health issues/concerns 	
		<p>WALKERS/DRIVERS</p> <ul style="list-style-type: none"> 3. When students arrive on campus they will stand in pre-marked areas waiting to be screened by a staff member <ul style="list-style-type: none"> a. Staff will screen the students at pick up with the following questions: <ul style="list-style-type: none"> i. Do you have a Fever? ii. Do you have a Cough? iii. Do you have a Sore throat? iv. Do you experience Shortness of Breath? v. Have you had a close contact, or cared for someone with COVID-19? vi. Temperature check (if higher than 100.3 F) 	

		<p>4. If a student is exhibiting COVID-19 symptoms, send them to an isolation area specific to that school and follow protocol:</p> <ol style="list-style-type: none"> Contact parent/legal guardian Contact the Coconino Call center for guidance Students needs to be cleared before they return <p>5. Students that are cleared will report directly to their classroom</p>	
Health	Everyone would go through Georgie for supplies		
Food Service	Additional lunch times to reduce cafeteria numbers	<p>Consideration #1 K-5 go to the cafeteria and pick up and take to classroom</p> <p>6-8 hallway service or pick up and return to classroom - will message out as we move closer to start, Art is able to work many options closer to</p> <p>9-12 many variables in regards to open closed, limited capacity in cafeteria there as well due to student numbers - again move through as pick up or hallway service</p> <p>Consideration #2 K-5 in cafeteria additional lunch times `1 MS may need 3rd lunch time for social distancing</p> <p>off-campus lunch temporarily suspended....</p>	

		<p>Cafeteria, three separate times HS/MS</p> <ul style="list-style-type: none"> - put on the survey to get feedback and safety concerns - approach it as temporary -Additional areas for seating? -Additional seating? How many tables/desks will be needed for each location/school? 	
Communal Spaces		<p>remove additional room furniture to allow for maximum student attendance</p> <p>K-5 Self contained classroom - bring specials into class, provides for teacher prep during if on short days too</p> <p>minimal/staggered recess- classroom teachers take class outside with social distancing guidelines</p> <p>PMS/PHS Limit movement in communal areas Less classes per day if possible</p>	
Promoting Behaviors that Reduce Spread	<p>Staying Home when appropriate</p> <p>Hand Hygiene and Respiratory Etiquette</p> <p>Social Distancing</p> <p>Cloth Face Coverings if feasible</p> <p>Limit common area interactions</p> <p>Limited movement around school building</p> <p>Cleaning events - site based but clear outlines expectations</p>	<p>Staying Home when appropriate</p> <p>Hand Hygiene and Respiratory Etiquette, Social Distancing, Cloth Face Coverings if feasible</p> <p>Limit common area interactions</p> <p>Limited movement around school building</p> <p>Cleaning events - site based but clear outlines expectations</p> <p>Water bottles per student so drinking fountains are not used</p>	

	Water bottles per student so drinking fountains are not used		
Athletics and Activities	See attached document.		

EMPLOYMENT/LEAVE:

- A. **RIF**, education professionals who are older, immunocompromised- austerity
- B. **Sick leave** - educators staying home. What if children get sick? Family caretakers may have to isolate along with each child.
- C. **Teacher retention** in a time of a reduced number of educator candidates entering programs

DISTRICT/SCHOOL SYSTEM:

- D. What is the school system's liability if a student gets sick?
- E. Closing schools again will cause crisis in confidence, parents will pull them from Public Schools
- F. Parents are counting on us to take care of kids, if this falls apart we will have more problems
- G. Need to continue the waiver for statewide high stakes testing programs. School is uncertain for next year.
- H. Attendance-based (ADA) funding is a problem

BUDGET:

- I. Budgets - We need to demystify state budgets. We are already operating at deficits. Touchless tech will be expensive (opening doors, water fountains/refill stations, trash cans, etc) Should have already been in place to be ADA friendly.
- J. We know districts will be short staffed and short on monetary resources
- K. Schools are already at a deficit since 2008. We need to be ready for massive amounts of cuts. Predatory technology companies are waiting to take more (Gates)

OTHER THOUGHTS/CONCERNS:

- L. Republican legislators in line with president
- M. State's language sounds like we are being treated like as experiment
- N. AZ - the folks that want to open the state are fierce/energetic about it. But the concrete labor of our jobs (PE, early education, etc) will be very difficult
- O. Which families will send their kids back and which families won't? Parents who are compelled to go back to work vs. parents who can work at home. How will we deal with this?

Continuous Learning Plan-PUSD

2. Returning to Work When Appropriate: As per CDC, state/local, public health dept guidelines

If staff or student think or have been diagnosed with COVID-19, they can return to work/school when all 3 criteria are met along with a medical provider's clearance:

- > At least 3 days (72 hrs) have passed since recovery – no fever without the use of fever-reducing medications; and
- > Improved in respiratory symptoms (e.g. cough, shortness of breath etc.); and
- > At least 10 days have passed since symptoms first appeared

3. Staff Screening: All staff will be required to complete a daily self-screening which includes a temperature check and answering a set of questions related to COVID-19 symptoms. All screening information will be kept confidential by Human Resources and the school site CNA or designated COVID-19 point of contact within your school site. See screening questionnaire

4. Student Screening: Each student will be asked questions related to COVID-19 and a temperature check with a touchless thermometer. 2 ways to screen students

- > When they get off of the bus in the morning. See Transportation Protocol
- > At a designated school entrance

If a student leaves a campus, the screening process will be implemented again before entrance into the school is allow

5. Hand Hygiene and Respiratory Etiquette:

- > Implement intensified handwashing/hand sanitizer protocols as per CDC guidelines
 - > When staff and students arrive and dismiss
 - > At regular intervals during the day-a minimum of before meals, after toileting and after recess
- > Remind to avoid touching eyes, nose and mouth with unwashed hands
- > If soap is not readily available, hand sanitizer that contains at least 60% alcohol can be used until proper handwashing can be done
- > Reinforce staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately or use hand sanitizer until proper handwashing can be done
- > If tissue is not available, use the inside of your elbow

6. Social Distancing: This is an effective way to prevent potential infection. Staff, students, parents and visitors should practice staying approximately 6 feet away from others and eliminating physical contact such as handshakes, hugging, fist bumps and high fives

- > Traffic Flow: Taped lines on the floor will mark the walking direction throughout the school sites in order to maintain the social distancing requirement of 6 feet
- > Designated entry and exit doors at school sites

- > Stagger start/dismissal times, recess, meals, passing periods
- > Stagger academic days (half students in am/half in pm)
- > Limit activities when large groups of students are in close proximity
- > Keep distance from others is especially important for people who are at higher risk of getting very sick (65 & older, anyone with underlying medical conditions)

7. Cloth Face Coverings: These are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators or other personal protective equipment (PPE)

- > Face coverings should be worn by staff and students as feasible especially when physical distancing of 6 feet is difficult
- > Information will be provided to staff, students and students' families on proper use, removal and washing of cloth face coverings
- > Note: Cloth face coverings should not be placed on:
 - > Anyone who has trouble breathing or is unconscious
 - > Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
 - > Children younger than 2 years old

8. Adequate Supplies:

- > Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, disinfectant wipes/sprays, no-touch trash cans, touchless thermometers

B. Maintaining Healthy Environments:

1. Cleaning and Disinfection: The safety of our staff and students are the number one priority. Before reopening, all school sites have been deep cleaned and disinfected and we will continue to adhere to all necessary safety precautions. Upon staff and students returning, the following schedule for routine cleaning and disinfection has been developed:

GENERAL DISINFECTION MEASURES

Category

Area

Frequency

Workspaces

Classrooms, Offices

At the end of each use/day

Appliances

Refrigerators, Microwaves, Coffee Machines

Daily

Electronic Equipment

Copier machines, Shared computer monitors, TV's, Telephones, keyboards

At the end of each use/day and/or between use

General Used Objects

Handles, light switches, sinks, restrooms

At least 4 times a day

Buses

Bus seats, handles/railing, belts, window controls

At the end of each use/day

Common Areas

Cafeteria, Library, Conf rms, Gyms, Bathrooms Common Areas

At the end of each use/day; between groups

Note: Deep cleaning and disinfecting is triggered when a staff member or student is identified as positive for COVID-19 based on testing

1. Ventilation:

- a. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible (e.g. open windows/doors if feasible)

2. Modified Layouts:

- > Space seating/desks at least 6 feet apart when feasible
- > Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart
- > Create distance between children on school buses (e.g. one child per row, skip rows) if feasible

Physical Barriers and Guides:

- > Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and students remain at least 6 feet apart in lines and at other times
- > Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain 6 feet apart

5. Shared Workspace:

- > Limit access to certain workspaces to reduce exposure to risks and ensure staff safety.
- > Signage indicating disinfecting, restrictions/capacity limits will be placed in these areas

6. Shared Student Spaces:

- > Stagger times for use of playgrounds with shared playground equipment or other shared spaces if feasible
- > Limit activities when large groups of students are in close proximity
- > Clean and disinfect between uses

7. Restroom Usage:

- > Establish maximum capacity for the restroom that allows for social distancing
- > Post maximum capacity on the door
- > Clean and disinfect on a regular basis throughout the school day

8. Food Service:

- > Serve individually plated meals in the classroom using disposable food service items
- > Allow students to bring their own meals if possible

9. Nonessential Visitors at School Sites:

- > Utilize Visitor Self-Screening Form
- > Limit the presence of volunteers for classroom activities and other school activities

10. Transportation:

- > All buses/school vehicles must be disinfected at a minimum:
 - > Right before starting all routes/transport to pick up student(s)
 - > Right after completing all routes/transport
 - > Ventilation on the buses-increase fresh air to circulate

11. Review and modify emergency plans, lock-downs, evacuations, fire drills etc.:

- > Will follow CDC, state, local governments, public health department guidelines to help to decrease the spread of COVID-19

C. Maintaining Healthy Operations:

1. Regulatory Awareness:

- > Have current information on guidelines on COVID-19
- > Be aware of state/local regulatory agency policies

2. Designated COVID-19 Point of Contact Team:

- > Designate a COVID-19 team at each school site to be responsible for responding to COVID-19 concerns (e.g. school CNA, unlicensed staff members). These team members would be responsible to do tasks such as screening, enforcing rules, info etc.

- > All school site staff and families should know who these people are and how to contact them

3. Communication Systems:

- > Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as FERPA

- > Notifying staff, families and the public of school closures and any restrictions in place to limit COVID-19 exposure

4. Staff Training:

- > Train staff on all safety protocols/guidelines. Pre Opening & during school as needed

- > Conduct training virtually or ensure that social distancing is maintained, wearing of cloth face coverings during training if done in person

5. Protections for Staff and Students at Higher Risk for Severe Illness from COVID-19:

- > Offer options for staff at higher risk for severe illness that limit their exposure risk (e.g. telework, modified job responsibilities)

- > Offer options for students at higher risk of severe illness that limit their exposure (e.g. virtual learning opportunities)

- > Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions

6. Support Coping and Resilience:

- > Encourage staff and students to talk with people they trust about their concerns and how they are feeling

- > Make available mental health resources for staff and families

- > Utilize school site counselors

- > Funds for supplies such as PPE, signage, cleaning supplies, extra staff etc.

D. Preparing and Caring for Students and Staff that Become Ill at School or Arrive Sick

- > Work with school administrators at each school site to identify a separate health office space to separate (isolate) anyone who has COVID-19 symptoms or tests positive but does not show symptoms. Standard and Transmission-Based Precautions should be utilized when caring for sick people

- > Acquire Personal Protective Equipment (PPE) prior to school opening

- > Surgical Masks

- > Gowns

- > Disposable Gloves

- > Face Shields if feasible
- > Acquire additional touchless thermometers, hand sanitizer
- > Follow the “Guidelines for Triaging Sick Students/Staff for COVID-19”
- > See guidelines
- > Clean and Disinfect
- > Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting has been completed
- > Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible
- > Notify Health Officials and Close Contacts
- > In accordance with federal, state and local laws and regulations, school site CNA/designated COVID-19 team/site supervisor should notify local health officials, staff and families immediately of any case of COVID-19 while maintaining confidentiality
- > Inform those who have had close contact with a person diagnosed with COVID-19 to stay home, seek and follow medical advice and monitor health
- > Implement a tracking form to track students/staff with symptoms of COVID-19 and report to local public health department

Guidelines for Triaging Student/Staff

With Possible COVID-19 Symptoms

If a Student or Staff Member Presents with the Following Symptoms:

- > Feeling feverish or a temperature equal to or greater than 100.4 degrees Fahrenheit
- > Cough > Shortness of breath or difficulty breathing
- > Chills > Muscle Pain > Sore Throat > New Loss of Taste or Smell
- > Known close contact with a person who is lab confirmed to have COVID-19
- > Less Common Symptoms: > Nausea > Vomiting > Diarrhea

COVID-19 symptoms can range from mild to severe and appear 2-14 days after exposure to the virus that causes COVID-19

Steps to Follow:

1. Immediately isolate the sick student or staff member in the isolation health office
2. Follow Standard and Transmission Based Precautions (Respiratory Droplet Transmission) by donning a face mask and gloves and eye protection (if feasible) and a face mask on the sick person
3. Notify parent or guardian to pick up student immediately or
4. Notify staff member that they will need to leave the school site
5. Call the Coconino County Health Department Call Center at 928 679-7300 for further information and notification
6. Notify your Building Supervisor
7. Notify the District Office, Lynn Hoffman, Ext. 4117

Additional Information:

1. If the Coconino County Health Dept. Call Center representatives are on other calls and cannot talk with you immediately, leave your name and number to return your call
2. Instruct the parent/guardian of the sick student or staff member to **CALL** their medical provider immediately with their symptoms and to follow medical advice
3. If the sick person does not have access to a medical provider, give them the Coconino County Health Dept. Call Center number for further instruction and information
4. Instruct the sick person that they **cannot** return to school until the following **3 criteria are met, along with a medical provider's clearance:**
 - > At least 3 days (72 hrs.) have passed since recovery – no fever without the use of fever-reducing medications; **AND**
 - > Improved in respiratory symptoms (e.g. cough, shortness of breath etc.); **AND**
 - > At least 10 days have passed since symptoms first appeared
5. Give the parent/guardian/staff member CDC informational handouts on COVID-19
6. Contact Coconino County Health Dept. and perform contact tracing/notification in accordance with state/local/ADA/HIPAA/FERPA laws and regulations
7. Document and track student/staff with COVID-19 symptoms

When to Seek Emergency Medical Attention

If someone is showing any of these signs, **CALL 911** immediately and notify dispatch that the person is experiencing possible COVID-19 symptoms:

- > Trouble breathing
- > Persistent pain or pressure in the chest
- > New confusion
- > Inability to wake or stay awake
- > Bluish lips or face

* This list is not all possible symptoms