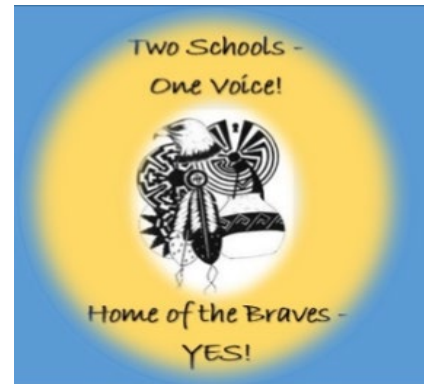# Sacaton Elementary School District #18

The current crisis is unprecedented and remains fluid. While plans will change, the planning process cannot wait.

Return to School for the 2020-2021 School Year

Two Schools - One Voice!

Home of the Braves - YES!

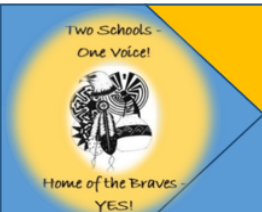## Online Learning Begins August 10th 2020

SACATON ELEMENTARY SCHOOL DISTRICT #18
STRATEGIC PLAN 2019-2024

Core Values

Empowerment- We inspire others to live to their full potential.
Compassion- We treat each other with kindness.
Respect- We treat each other with dignity.

Vision- We encourage futuristic thinking.
Community- We collaborate and value stakeholders.

Vision Statement
We take pride in personal, academic and cultural development and pursue life-long learning with excellence while advocating for our himthag.

Mission Statement
Our mission is to engage students to take ownership of their learning, embrace their culture and contribute to the world around them.

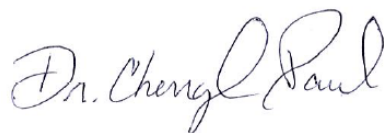| Key Strategic Priorities	Key Strategic Objectives	Key Strategic Measures
1 **Excellence in Student Learning**	• Deliver a guaranteed and viable curriculum in every classroom. • Engage students in activities that develop and nurture every student. • Provide a safe and orderly learning environment. • Engage students in equitable and challenging learning experiences that ensure achievement of learning expectations. • Students use data to monitor academic growth.	% improvement using the evaluation instrument, # of programs and services, % of student engagement, Survey Results, % growth and achievement on assessments, % Student Achievement Portfolios, % of discipline referrals, % daily student attendance
2 **Excellence in Employee Engagement**	• Implement effective hiring processes to address district needs. • Provide a competitive salary and benefits package. • Appreciate and recognize performance improvement. • Create and encourage an empowering professional environment	# of retention rates, # of applicants for each posting, # of applicants promoted within the district, competitive salary and benefits package, # of recognition opportunities, # of collaborative PD opportunities, % improvement on annual employee satisfaction survey
3 **Excellence in Organizational Improvement**	• Evaluate programs and services using multiple data sources. • Demonstrate stewardship in the deployment of resources aligned to organizational priorities. • Identify, document, deploy and monitor key processes leading to sustainability.	# of programs evaluated, # of initiatives with appropriate funding, # of documented, integrated, and deployed processes
4 **Excellence in Community Relations**	• Deploy communication strategies to exceed the needs of stakeholders. • Publicize programs and successes to increase student enrollment. • Provide opportunities to involve and engage stakeholders in key programs and initiatives.	# of communication strategies, % increased enrollment, # of engagement opportunities

Sacaton Elementary School District #18

The Sacaton Elementary School District (SESD) is preparing for the 2020-2021 school year following the closure of all Arizona schools in response to the COVID-19 global pandemic. The rising cases of COVID-19 are considered when opening school facilities and the steps the District will take to ensure the safety of staff, students, and families. COVID-19 presents challenges and requires procedural changes to ways schools have operated in the past. Continued collaboration and problem solving among the caring and committed SESD team will be critical as this situation remains fluid throughout the 2020-2021 school year. Decisions will be made in collaboration with the Governing Board and coordination with the Arizona Department of Health Services, Pinal County Health, and Executive Orders. Additionally, feedback from staff, parents, students and community members was obtained by survey in the spring and to the extent possible continued input from all stakeholders will assist to inform SESD decisions.

Prioritizing safety and quality instruction, SESD's *Return to School Plan* adheres to the CDC guidelines, ADE recommendations, and Executive Orders, in alignment with our Strategic Plan. Students will return to school on August 10, using an online format. Input gathered from stakeholders (staff, students, and families) contributed to the planning document. This plan is flexible to respond to changing health conditions. This is a living document that will continue to be updated based on current information (*Health and Safety*). Ongoing flexibility and collaboration with all stakeholders will be critical as we engage in creative problem solving to ensure quality implementation and success. A diversity of ideas, skills, experiences and opinions will result in a better plan for students.

Students will begin online learning on August 10. When In-Person learning is permissible SESD will offer two instructional models for the entire school year that prioritizes quality learning experiences for all students: Online Learning and In-Person Learning (outlined in the *Teaching and Learning Framework*). *Technology devices* are available to all SESD registered students. We have encouraged students to hold on to technology devices during summer and intersessions (holidays) to continue the learning. To schedule an appointment to check out an iPad (PreK-K), or Chromebook (1-8), contact Mr. Roman at 520-562-8600 ext. 2086

Families need to provide updated registration information to SESD as soon as possible. This information is used to determine the necessary staffing, class placement, and aligns our resources to meet the needs of students. Thank you for your patience while we navigate through executive orders, statutory requirements, and the realities of COVID-19. We look forward to seeing our Sacaton Braves online while providing quality learning opportunities beginning on August 10, 2020.

Sincerely,

Dr. Cherryl Paul
Superintendent

Sacaton Elementary School District #18

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Guiding Principles

Governor Ducey issued Executive Order- 2020-2021 School Year Prioritizing Kids and Schools During COVID-19 on June 24, 2020 which provides schools across Arizona budget stability, and enables online learning (distance learning). The Enrollment Stability Grant Program, drawing from the State's CARES Act allocation, ensures that SESD will receive a grant award that minimizes the funding impact of any enrollment declines by guaranteeing the greater of 98% of the 2019-2020 enrollment or their 40th-day ADM as enhanced by funding online learners up to the same level of in-person peer. This program mitigates any major swings in enrollment that might occur due to COVID-19. To be eligible for this grant, the key accountability measures schools must meet are as follows:

o **Student Attendance Data:** Schools will need to report their day one attendance figures in AzEDS, and continue to provide information on a monthly basis.
o **Financial Compliance:** Eligibility for any funding and flexibility options will be contingent on the school district being in compliance with all state and federal financial transparency requirements by October 1.
o **Student Achievement Monitoring:** Each school district shall conduct benchmark testing within the first six weeks of the school year for all students in kindergarten programs and grades one through twelve. This data must be submitted to the State upon request.
o **Must provide education in-person the same number of days per week that they did last school year.** For school districts that wish to offer a hybrid model with kids learning in the classroom some days, and from home on other days, they can still meet the eligibility criteria as long as they offer free onsite learning for students who need a place to go during the day. This option will need to be available for the same number of days per week and open during the same hours offered during the prior school year before the COVID-19 closure took effect.

These accountability measures may be temporarily waived if due to a COVID-19 outbreak and pursuant to A.R.S. 36-787, the Arizona Department of Health Services, in coordination with local health agencies, directs a school to close.

Continuous Communication:

SESD continues to deliver information to stakeholders in a multi-platform effort to maximum communication reach via mass communications systems and targeted outreach based on desired objectives and tactics. This plan is designed to outline these efforts.

- To address concerns brought about by the COVID-19 by providing effective and empathetic messages regarding steps the District is taking to sanitize campuses, institute social distancing, communicate safety measures on campus and accommodate concerned families.
- To address questions about educational delivery options for the 20-21 school year and layout communication about how the District may need to pivot depending on guidance from the state.
- To help staff, students, and families feel welcomed and comfortable when in-person classes resume.

The COVID-19 Return to School Plan is posted on the District website. The District will send communication to families that outlines expectations for students participating in online learning. SESD will use various social media platforms to communicate (school websites, emails, Instagram, Twitter, Facebook). Information is also shared in the following ways:

- Governing Board: weekly updates, phone calls, ongoing communication
- Staff: District #18 emails, emergency phone tree
- Families and Students: robocall, student technology devices, and social media platforms.
- Progress monitoring of academic achievement will be available through communication accessible on the ParentVue

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Student Educational Experience and Learning

Instructional Model Options: SESD families will start the 2020-2021 school year learning remotely at home due to COVID-19. Teachers will manage learning in core content areas through Google Classroom or alternative materials as needed. Students may be supported by a different teacher than their assigned In-Person Learning teacher. Students will be able to interact with classmates and staff through interactive videoconferencing. All SESD students (PreK-8) will be provided with technology devices. Internet hotspots may be available as needed.

Upon state and district approval for In-Person Learning, the following model options will be made available to best support family choice through the remainder of the 2020-2021 school year:

Choice 1: Online Learning
This option is for families who prefer for their students to continue their learning online:
- 5 days a week with instruction in core content
- Devices are provided to students
- Social-emotional support provided
- Accountable grading practices and ongoing feedback
- Students will be enrolled in grade level/course offerings
- Specials will be offered through online instruction
- The standards taught through the online option align to the in-person model to ensure consistency in case families want to change instructional models

We understand that online learning is not optimal for all students and that some families may wish to switch to In-Person learning when that option is available. Here are some considerations to take into account when deciding if you want to change instructional models.

Transitioning from Online to In-Person Instruction
Thoughts to consider for this change:
- This change requires consultation with the Building Principal
- The student would stay in the same course and grade level with the in-person instructor

Choice 2: In-Person Learning
This option is for those families who wish for their students to return to in-person learning when it is permitted. This option includes:
- Typical 5 days a week schedule in core content
- Safety measures and enhanced cleaning protocols
- Physical distancing may not always be possible but will be implemented when feasible
- Mask/face coverings are required
- Lunch, recess, and specials will happen with modified schedules
- Limited sharing of devices, supplies and curriculum materials as much as possible
- Social-emotional support provided

Transitioning from In-Person to Online Learning
Thoughts to consider for this change:
- The change can occur at any reasonable time during the school year
- Students remain in the same course except for certain electives that might not be offered through online learning
- The student may be transferred to a new class with a new online instructor and grades follow

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Curriculum, Instruction, and Assessment-Fall 2020 Enhancements:

	Online Learning Spring 2020		Online & In-Person Learning 2020-2021
Students and families	❖ School-driven	→	❖ Student and teacher-driven
Teachers	❖ New learning required to deploy online learning (Google Classrooms and instructional videos) ❖ Traditional learning approaches used (worksheets, learning packets)	→	❖ PD opportunities enabling teachers to implement blended learning effectively through a variety of platforms ❖ Collaborate as Professional Learning Communities to design instruction that empowers students to take ownership of their learning ❖ Interactive, blended learning approaches to engage students ❖ Deliver a guaranteed and viable curriculum in every classroom ❖ Reference the Teaching & Learning Framework for guidance on curriculum, instruction, and assessment

Expectations for Achievement

Participation and attendance of students is expected, and student progress will be supported with feedback and grades. Attendance for the 180-day calendar year will be documented and reported to ADE for both the online and in-person learning. Social emotional supports and accommodations and services will be provided (e.g., special education). Special education services will be determined by the IEP team. Students may participate in modified extracurricular activities offered. All students have access to digital resources and accommodations will be made for students who need support with learning gaps.

The expectations for learning will look different than the fourth quarter of the 2019-2020 school year. Attendance will be marked every day of the adopted school calendar. The same requirements for parents excusing students from school prior to 2020-2021 will continue to be in place. Student ownership of learning will be critical in this online learning environment. Navigating the possibility of working within two learning environments will require discipline and commitment. This responsibility will need to be supported by families, and teachers.

Collaboratively, district leaders generated action plans driven by the Strategic Plan. Resources, have been aligned to SESD's strategic priorities: Excellence in Student Learning, Excellence in Employee Engagement, Excellence in Organizational Improvement, and Excellence in Community Relations. SESD is committed to fulfilling its mission and vision so that all students are provided a high-quality education that prepares them for future success regardless of the instructional model. The curriculum standards for the two options are in alignment with the Arizona Department of Education state adopted standards.

The Return to School Plan 2020-2021 is based on the following commitments:
- Ensure the safety of students, staff and the community
- Effectively communicate to students, staff, and the community
- Overcome the loss of learning time (possible regression)
- Provide continuity of learning that is engaging for students
- Ensure that all students have a technology device and provide equitable student services

- Ongoing communication with staff, students and families
- Offer students and families flexibility and choice

Multi-Tiered System of Supports (MTSS)

SESD will utilize the MTSS framework model provided by the Arizona Department of Education to support learning loss, extensions, needs, and services. Each campus will act as Professional Learning Communities, analyzing student data to identify strengths, deficiencies, and areas of concern (academics and behavior) to plan appropriate interventions and supports to ensure academic success. This model focuses on the delivery of Tier I instruction on grade level through the implementation of the District's Core Curriculum and further provides deployment to students identified as requiring direct and explicit instruction for Tier II and Tier III interventions. Assessments will inform evidence-based instructional practices.
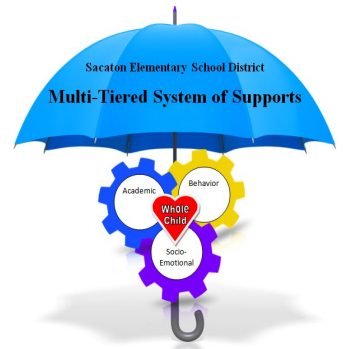
Social Emotional Health Considerations

Counseling/Social Worker: These positions will be prepared to support families with referrals to outside agencies for supports and resources. Provide resources for families in talking with their children about COVID. Provide resources to families on social-emotional learning and periodic check-ins with students and families identified at risk to ensure they are getting supports needed.

Social and emotional learning (SEL): Helps children learn and understand how to manage their emotions, set and achieve positive goals in socially appropriate ways, learn about empathy, learn how to develop positive healthy relationships with adults and children, and learn to make responsible decisions. Each school has a counselor and behavior specialist that will support the areas of social and emotional learning through resources, guidance and the implementation of Second Step.

Meeting the Needs of Unique Learners

Universal Accommodation: Accommodations available to all students: extending time on assignments, option to revise or redo work to demonstrate mastery, specific, timely, and frequent feedback and use of assistive technology: increase font size, text-to-speech program or screen reader, word processing program for the written assignment.

504 Accommodations: Identified teachers will provide support and guidance to students with 504 accommodations. Annual reviews of plans will occur with the 504 team lead by the Building Principal.

Child Find: Child Find is a component of the Individuals with Disabilities Education Act (IDEA) that requires school districts to locate, identify, and evaluate all children with disabilities. There will be a higher prevalence of academic risk in nearly all schools. Children will be arriving at the next grade level, having only received about a 75% dose of the prior year's academic instruction. To deal with this higher base rate of risk, screening procedures must account for base rates. The greater the prevalence of risk, the less accurate routine screening will be for ruling students out as not needing academic intervention. Consideration for a referral to special education may occur once base rates have improved, the student's performance level is uniquely below that of his/her peers, the student's response to targeted intervention is insufficient, and a collaborative problem solving team has concluded that difficulties may be due to a suspected disability.

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Special Education-Online Learning: Special education services will be provided according to students IEP. IEP addendum meetings may need to occur to reflect changes due to a new learning environment. Related services will need to be discussed as they may not be required when accessing the online curriculum. Online IEP/RED/MET meetings will be utilized as much as possible. IEP teams may need to meet to discuss if IEP services can be successfully implemented in an online learning environment for students with more intense needs. The Director of Exceptional Student Services and building Principal will work in conjunction with the online teacher to identify students who may be in need of a special education evaluation.

Special Education Evaluations: During online learning, the primary evaluator will work with the guardian to arrange for in-person assessments under district guidelines to protect the safety of the student and staff. If the guardian or evaluator expresses concerns that the evaluation cannot be completed safely, testing will be postponed. The evaluator will communicate with the guardian and request extensions to timelines until a date when the comprehensive evaluation can be completed with integrity.

Re-evaluations: Re-evaluations will be scheduled on a basis consistent with students' triennial review date. During online learning, the primary evaluator will work with the guardian to arrange for in-person assessment under district guidelines to protect the safety of the student and staff. If the guardian or evaluator expresses concerns that the evaluation cannot be completed safely, testing will be postponed. The evaluator will communicate with the guardian and request extensions to timelines until a date when the comprehensive evaluation can be completed with integrity.

Effective Practices to Strengthen Health and Safety Outcomes

Training and Hygiene: Prior to students returning to campus, all staff will be trained on implementation of these protocols. Training will include use of PPE and supplies; cleaning and disinfecting; and other measures. All employees are to wear face coverings and teach handwashing with soap and water for at least 20 seconds. Wall-mounted hand sanitizers have been installed in high traffic areas. Employees will receive masks and gloves upon returning to campus. To promote everyday protective measures and mitigate the spread of COVID-19 SESD will adhere to social distancing. Staff are required to clean and disinfect workspaces when they arrive at work and just before leaving work. Building administrators are responsible for checking classrooms or offices to make sure staff are following guidelines. Signage will be placed throughout the campuses. Plexiglas will be installed in all front office areas, and sanitation foggers will be utilized in high traffic areas.

Temperature Checks: A thermometer is located in every classroom and on each bus, each department, and our front offices. ***Students:*** SESD is committed to conducting student temperature checks on the bus and at school if needed. ***Staff:*** will complete an online (fillable) questionnaire including temperature check daily. Every Director and Building Principal is responsible for monitoring submission of daily employee questionnaire/temperature checks.

Visitors: Upon entering the front offices, guests will sign-in and be asked to wear masks, adhere to temperature checks and complete a questionnaire.

Students-Testing Positive: The District is bound by the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) and will honor the privacy of impacted individuals. Communications and notifications pertaining to a positive case will follow the direction of the Pinal Health and Human Services Department. SESD is joining a partnership with GRIC to participate in regular testing intervals for all employees. When notified that a student has tested positive, the Building Principal will notify Human Resources. CDC guidelines will be followed.

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Staff-Testing Positive: If a staff member tests positive**,** Human Resources will contact the County Health Department in the county in which the employee resides and proceed with their recommended guidance. Human Resources will contact the employee and ask for verification they have tested positive and will ask the employee to provide names of any professional colleagues, parents and/or student groups they had contact with during the previous 3-4 days. The employee must have a doctor's note allowing them to return to school. If staff member has been exposed while on campus– Human Resources will notify the appropriate individuals of possible exposure with a recommendation to be tested and/or to self-quarantine for 14-days.

Daily Practices

Health Needs: School nurses will continue to support student health-related needs. Additional safety precautions and district processes will assist with providing safe learning environments. A minimal number of students will be in the health room and/or front office. For students waiting to be picked up: Elementary School: Nurses office and Room 4 for overflow students and Middle School: Nurses Office and Room B2-for overflow students.

Students with a fever of 100.4 degrees or higher will rest for 30 minutes, and then have their temperature retaken. If no decrease in temperature, the student will be sent home. Students with a fever and other COVID-19 related symptoms will be isolated with supervision until the parent/guardian arrives. A student must be fever free without medication for 24 hours before returning to school. Students or staff testing positive for COVID-19 must remain out of school until they test negative and cleared by a physician. Areas of contact by a confirmed case will be fogged and disinfected. Students and staff exposed to a confirmed case will follow the district process for confirmed cases. Signs will be placed in critical areas to remind students and staff to wash their hands. Students will be taught to use handwashing techniques in all classrooms (posters displayed).

Parents are encouraged to drive their students to school each day. Upon arrival at school (by bus, car, or bike), students walk directly to their classroom, honoring social distancing guidelines.
- *Elementary School*-Student drop-off before 8:00 a.m. is directly in front of the cafeteria.
- *Middles School*-Student drop-off before 7:50 a.m. is directly in front of the school.

During pick-up/drop-off times, non-instructional staff will be stationed in designated areas (front of school and breezeways) to remind students to practice social distancing and prevent students from congregating. Students will go directly to their first period/homeroom class and follow procedures for breakfast. Students arriving after 8:00 a.m. at the elementary school and 7:50 a.m. at the middle school will check in with the attendance clerk at the table in front of the school (outside curb). Parents will stay in their car and send student(s) to the table for check-in. One student at a time will be allowed to be checked in (sidewalk marking and signage will support the process). One parent/guardian will enter the front office at a time (before 2:45 p.m.) to sign out their students. All guardians from 2:45 p.m. and end of the school day will come in the office to sign out their child(ren), then wait outside to honor social distancing.

Students are allowed to use outside areas and playground structures observing social distancing with supervision from the classroom teacher. Playground equipment will be fogged daily. Grade levels will be assigned to remain in specific areas or zones on the playground. Instructional and non-instructional staff will supervise outside activities to monitor and honor social distancing guidelines. Teachers and students will wash their hands following outdoor activity.

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Student Educational Experience and Learning

In-Person Learning:

Classrooms: Classroom supplies will be purchased to provide classrooms with substantial resources to ensure students do not share supplies. Student desks will be spaced appropriately apart and facing the same direction. Breakfast and lunch will be delivered to the classroom. Students participating in small group instruction will be separated from the teacher by a Plexiglas sneeze guard. Students will be placed in groups small enough to ensure the honoring of social distancing guidelines. Teachers will use virtual learning opportunities (such as virtual tours of museums) to enhance students' educational experiences. School-wide assemblies may not be held with students assembled in the same physical location. As an alternative (if feasible), school-wide assemblies will be held virtually, with student groups remaining in their classrooms. *Large-scale school events* such as "Back to School Night" will be reconfigured to maintain social distancing. Small-scale activities like parent-teacher conferences may take place over the phone or other electronic means. If face-to-face meetings are held masks will be required. Other extracurricular activities will be cancelled unless the activity can be conducted in compliance with district/school protocols.

Elementary School-Grade level students will use the bathroom within the classroom. If the classroom does not have a bathroom one will be designated for their use. For urgent needs, students will utilize a disposable, colored-coded pass system that identifies specific destination, grade-level, and time out of the Classroom. Restrooms will be fogged nightly.

*Middle School-*Students will take bathroom breaks as a class on a schedule that isolates them from other classes. For urgent needs, students will utilize a disposable, colored-coded pass system that identifies specific destination, grade-level, and time out of the classroom. Bathrooms will be cleaned throughout the day and fogged nightly.

Students will be provided with one a refillable water bottle provided by the school with their name adhered. Students can also bring a water bottle from home. Water bottles will be refilled in the classroom. Students will be limited in their ability to travel unaccompanied outside of the classroom.

Students (PreK-8) will be self-contained in their homeroom each day. Specialists will rotate through each classroom to deliver their instruction. Content area teachers for grades 7 and 8, will rotate into each classroom to deliver their instruction as well. Staff will disinfect student desks, chairs, headphones, supplies used during the day, and any other surface used by students. Teachers will wipe down the phone, doorknobs, and all other classroom surface areas before they leave for the day. All staff are responsible for the cleaning of high touch areas in the classroom and across campus. Lost and found items will be placed in single trash bags, sealed, and labeled with what and when found. Items will be displayed in the cafeteria daily.

Band: Students will adhere to social distancing guidelines. Communal band equipment, chairs, stands etc. will be disinfected between classes. Instruments, with mouthpieces, will be cleaned after each use, and tools will be stored to prevent exposure between use.
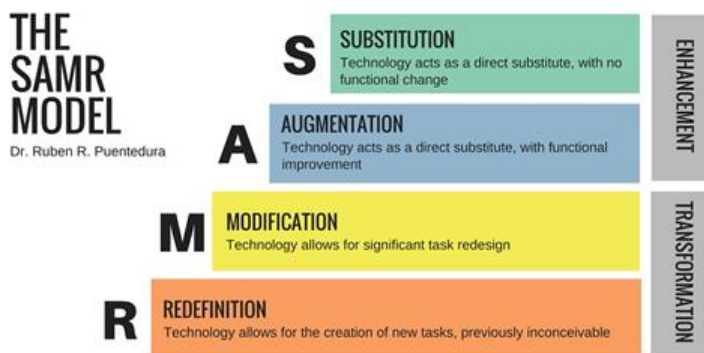
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Technology Integration:

Successful technology integration includes setting expectations. Effective technology integration changes classroom dynamics and encourages student-centered project based learning. Teachers become facilitators of the learning process providing students with guidance and help in the use of digital tools to be effective learners and collaborators. The SAMR Technology Instructional Model is the District's guide to technology integration in the classroom.

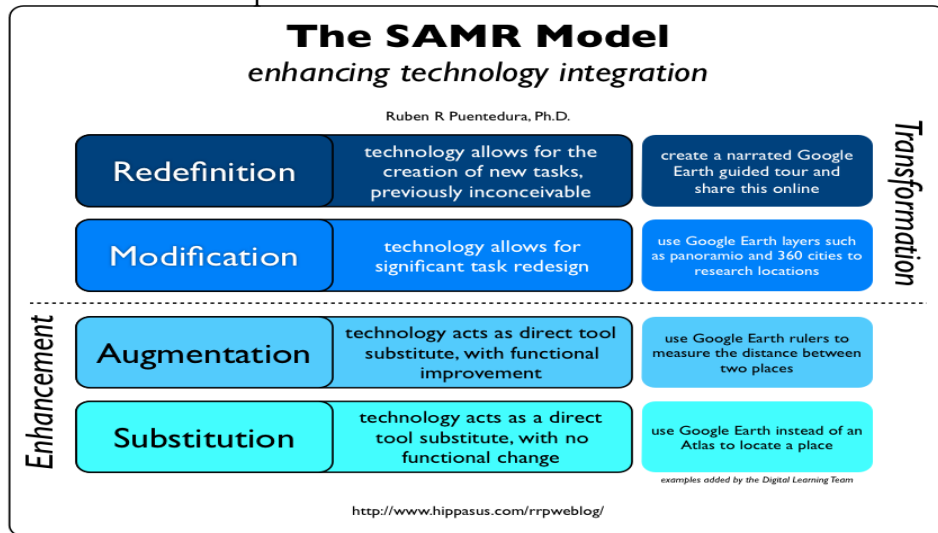| Student User Goals	Teacher User Goals
• Prepare students for similar learning platforms they will use in high school • Streamline processes to increase productivity • Increase organization, collaboration and improve communication • Reduce paper use • Increase student engagement within the learning process • Increase 21st Century Learning Skills • Increase student ownership of their learning and the learning process • Connect students to both their local and global community • Utilize district-approved digital educational material	• Streamline processes to increase productivity • Increase organization • Increase collaboration and improve communication between teacher to student and between teacher to teacher • Reduce paper use • Increase student engagement within the learning process • Increase 21st Century Learning Skills • Utilize district-approved digital educational materials

The SAMR Model:

The Sacaton Elementary School District operates a "tech rich" environment with all students being offered a Chromebook (1-8th grade) or Chrome Tablet/iPad (Preschool-Kindergarten) to use at school and home. Students have immediate access to information via their own digital device. This initiative will bring 21st Century skills to the forefront of our student learning, as well as engaging critical thinking skills, collaboration and communication skills, which are necessary for their educational success. The one-to-one technology device initiative allows students to be more actively involved in their learning. It offers the opportunity for students to extend and enrich their school day. Teachers use the SAMR technology pedagogical model to guide technology integration in the classroom.

THE SAMR MODEL
Dr. Ruben R. Puentedura

S SUBSTITUTION
Technology acts as a direct substitute, with no functional change

A AUGMENTATION
Technology acts as a direct substitute, with functional improvement

ENHANCEMENT

M MODIFICATION
Technology allows for significant task redesign

R REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

TRANSFORMATION

The SAMR Model is a framework created by Dr. Ruben Puentedura that categorizes four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification and Redefinition. The SAMR model provides a common language across multiple disciplines as teachers strives to help students visualize complex concepts. At one end of the SAMR model has technology being used as a one-to-one replacement for traditional tools (i.e. pen and paper) and on the other end of the model technology enables experiences that were previously impossible without it.

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Examples of the SAMR Model are referenced below:

The SAMR Model
enhancing technology integration

Ruben R Puentedura, Ph.D.

Redefinition	technology allows for the creation of new tasks, previously inconceivable	create a narrated Google Earth guided tour and share this online
Modification	technology allows for significant task redesign	use Google Earth layers such as panoramio and 360 cities to research locations
Augmentation	technology acts as direct tool substitute, with functional improvement	use Google Earth rulers to measure the distance between two places
Substitution	technology acts as a direct tool substitute, with no functional change	use Google Earth instead of an Atlas to locate a place

Transformation (Redefinition, Modification)

Enhancement (Augmentation, Substitution)

examples added by the Digital Learning Team

http://www.hippasus.com/rrpweblog/

Technology - Curriculum, Instruction, and Assessment Department:

Needs
- Coordinate with academics to support integrated delivery and instruction
- Communicate safeguards in place for data privacy and cybersecurity protocols
- Resolving connectivity issues (utilize bus hotspots to support distance learning)
- Purchase additional Chromebooks, tablets and laptops for students and teachers
- Upgrade Google Suite and Zoom (admin dashboard, increase licensing)

Procedures
- Follow the checkout process for the home-to-school devices that include training videos for parent/guardian and student on taking care of the device with signed agreements
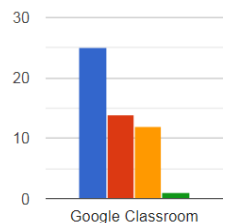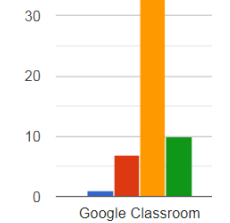- Designate and train campus-based media specialists to support technology integration

Professional Learning
- Facilitate professional development related to blended learning
- Support teachers to troubleshoot issues with student devices
- Continue coaching for both online and in-person engagement and learning (adhering to CDC recommendation including minimal group size)

Google Education: SESD partners with Google by using the district domain, sacatonschools.org for Google Education. At the heart of Google Education is Google Drive and its varied distribution tools, Google Docs, Drive, Gmail, Sheets, YouTube, Forms, Groups, Calendar and Classroom. Google Education is used in conjunction with the District's Chromebooks and Chromebook Tablets. Google Classrooms will be the primary dashboard for student learning during Online Learning. We will continue to further develop features and support students and families in accessing their education remotely.

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In conclusion of the deployment of Google Classrooms in the Spring (due to school closures) the following data points were reviewed to guide professional development opportunities in the fall.

Teacher Google Classroom Proficiency: Survey Results Collected May 2020	
Prior to School Closures March 2020 (52 responses)	As a result of Spring Online Learning May 2020 (52 responses)
Minimal: 25 teachers (48%) Limited: 14 teachers (27%) Proficient: 12 teachers (23%) Highly Proficient: 1 teacher (2%)	Minimal: 1 teacher (2%) Limited: 7 teachers (13%) Proficient: 34 teachers (65%) Highly Proficient: 10 teachers (19%)

Technology Devices: All registered SESD students have the opportunity to check-out devices. The Home to School Chromebook Initiative began in July 2019 as students were provided the opportunity to check-out a device. This initiative supported the launch of online learning during school closures. The training process will continue throughout the upcoming school year.

As of May 2020, over 70% of SESD students checked-out an iPad or Chromebook with approximately 86% identifying that they had access to Wi-Fi. Students were afforded the opportunity to continue utilizing their Chromebook for learning opportunities during the summer to gear up for their return in August. Students are encouraged to keep devices during all intersessions to have an extended opportunity to continue learning. If they don't have one already, SESD registered students may schedule an appointment to complete the training with their parent/guardian and check-out a device for the upcoming school year. To honor safety precautions, a temperature check, completion of a brief questionnaire and masks are required during the training.

Procedure to check out a Technology Device:
1. Parent and student must both be present check out a technology device.
2. Parent and student will view two videos, The Device Beginner's Guide and Taking care of your Technology Device, located online at www.sacatonschools.org/technology.aspx.
3. Parent and student will read and sign the following forms:
   - Taking Care of Your Technology Device
   - Student Rights and Responsibilities Acknowledgements and Verifications
   - Student Technology User Agreement
   - Device User Agreement
   - Technology Device Check-Out Form
4. District staff member will explain process for broken and lost/missing Chromebooks
5. District staff member will answer any additional questions and concerns
6. District staff member will present Chromebook and charger to student and thank them for their commitment to their learning.

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GoGuardian: SESD uses two of services provided by this educational company: GoGuardian Admin and GoGuardian Teacher. GoGuardian Admin is a web filtering service that works on the ChromeOS and Chrome Browser. It works hand-in-hand with the District's Barracuda web filtering service to ensure the safety of our students and what they are viewing and interacting with on the World Wide Web. The district adheres to a process supporting the safety of students as select leadership staff respond to alerts that are triggered by inappropriate computer usage. GoGuardian Teacher is a classroom management service that allows teachers and staff members to monitor, organize and focus students' actions, behavior and learning when using their Chromebooks.

Data Informed Approach to Continuous Improvement

Professional Development will provide instructional staff with best practices in the pedagogy of online learning to ensure students receive rigorous and high-level instruction in the online environment. All staff collaboration will adhere to the most current CDC, State, and County Departments of Health guidelines. Staff collaborations will occur within the appropriate environments to ensure compliance.

In collaboration with the Curriculum, Instruction, and Assessment Department, instructional pacing will follow a Plan-Do-Study-Act cycle and maintain high expectations for all. All students will be taught grade-level standards in all instructional settings throughout the school year. Teachers will design data-driven instruction utilizing data from weekly assessments to differentiate for students based on their individual academic needs. Professional Learning Communities will analyze student data during PLC collaboration time to plan instruction (groups of 4-5).
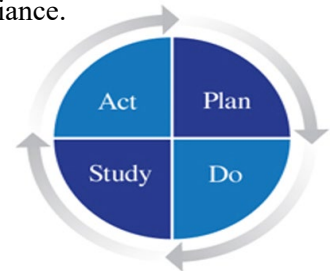
Through data-driven instruction, teachers will utilize every opportunity to remediate and extend student learning. Formative assessments will be used throughout instruction, utilizing best practices, teachers will clarify misconceptions and maintain flexible learning environments to ensure students are not left behind during daily instruction. Child Study Teams will use a Multi-Tiered System of Supports to analyze student data to identify deficiencies and areas of concern, both academics and behavioral. The MTSS framework will be used to plan appropriate interventions and supports to ensure academic success. Additional social and emotional needs will be supported by the counselor, social worker, and behavior interventionist.

Instructional infrastructure: SESD will deliver a guaranteed and viable curriculum in every classroom (whether in person or online). Strong standards-based instruction (on grade-level), data-based planning, differentiation to individualize learning, evidence-based pedagogical approaches and classroom management will support student needs through both instructional models. SESD cultivates an environment of high expectations and support for each and every students' accomplishments (MTSS framework). Each instructional minute is precious. Therefore, bell to bell instruction (and/or minutes spent virtually together) is imperative. This requires purposeful planning. Effective instruction starts with backward planning, creating valid and reliable assessments that align instruction to identified learning targets and proficiency goals. Instructional time aligns with district pacing guides and the selected priority standards. Every Student Succeeds Act (ESSA) identifies the need for all students to be exposed to the general education curriculum. To support the alignment of what is planned, communicated, taught, and assessed; teachers post daily learning objectives at DOK level 2 or above.

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Balanced Assessment System Framework: Valid and reliable assessments provide sustainable measures that identify student proficiencies. Instructional design and delivery is directly aligned to certain assessment types. Formative and summative classroom assessments reflect a majority of questions at a Depth of Knowledge (DOK) level 2-3. By providing a range of assessment types (depending on the purpose), the teacher is able to analyze assessment results *of learning* and *for learning*. The Plan-Do-Study-Act cycle provides teachers with the ability to analyze data aligned to learning goals and then act accordingly to support student needs. Assessments will be administered within the first six weeks of school and follow district procedures for testing (scripted directions and calibration trainings). Professional development in August will focus on benchmark testing using various assessments in an online format.

Assessment Types:	Screener	Diagnostic	Formative Assessment	Classroom Summative	Benchmark	End of Year Summative
Definition provided by ADE.	Focused on targeted skills that are highly predictive of the likelihood of success on meeting or exceeding curricular benchmarks.	Evidence-gathering procedures that provide a sufficiently clear indication regarding which subskills a student does or does not possess.	Common, planned, ongoing process used by students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.	Provides information of student success at an end point. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards.	Administered periodically throughout the school year to fulfill one or more of the following functions: instructional (to supply teachers with individual student data), predictive (identifying student readiness for success on high-stakes test) and /or evaluative (appraise ongoing educational programs).	Identifies level of student, school, or program success at an end point (conclusion of instruction). Results are used to identify student mastery of course goals, determine effectiveness of an educational program, and/or meet local, state, and federal accountability requirements.
SESD Assessment	DIBELS RAPID	TRE	Core Curriculum, use of Galileo if Core does not reflect a DOK 2+ aligned to learning target	Core Curriculum, Galileo (DOK 2+), Galileo Checkpoint	Galileo Pretest, Mid-Year, Posttest	AzM2 AIMS Sci MSAA

Dyslexia: During the 2020-2021 school year, the state requires all schools to be **in the process** of selecting an approved dyslexia screener to identify students who have characteristics consistent with dyslexia (to A.R.S. §15-704). SESD will begin implementing this screening process. The Universal Literacy Screener that is currently being used at SESD (DIBELS 8) meets the state requirements (A.R.S. §15-701). SESD will initiate trainings this year to further support implementation of this legislation.

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Operational Considerations:

Facilities: Installed 14 wall mounted (Purell) hand sanitizer dispensers in common areas, 4 foggers and handwashing sinks have adequate water pressure, temperature, and soap. Automatic hand dryers will replace Paper towel racks. The daily cleaning regiments will include using the fogger on all commonly touched areas daily (desks, door handles, etc.). Grounds Crew will use the fogger on Playground Equipment daily. Maintenance and or available Ground Crew will use the fogger throughout the school day in high traffic areas.

Nutrition Service: All components that make up a reimbursable meal will be placed in a hinged Styrofoam container. Each class will send a representative to pick up the meals. The food service liaison will ensure each meal has all of the components. The food service liaison will proceed to load a cart with the appropriate number of meals and load a small cooler with more than enough milk to supply the class while offering a choice of flavors and fat content. After the meals are distributed to the class, the representative will return the cart, along with the tally sheet.

The classroom representative will be given a module of the tally sheet currently in use. The modules will be condensed into our standardized form and filed per USDA/ADE regulations. We have a bid out to repair the stand alone cooler box located outside of the Middle School Kitchen. We currently have a bid in for stainless steel bussing carts (6 to 8 per school), to accommodate multiple classes receiving meals in a short period.

Transportation: Students will load the bus from back to front and sit with siblings from the same household when feasible. The bus driver or aid, will visually check each student as they load onto the bus. Students and staff will wear face coverings. We will maintain maximum bus ventilation at all times, including open windows (weather permitting), set ventilation to non-recirculating mode. Refer to DPS guidelines for the installation of Plexiglas for bus drivers as they become available.
If a student exhibits visible symptoms, the following steps will be taken:
- Take the temperature of the student. If the student has a temperature, and the parent is at the bus stop, have the student return to their parent.
- If a student has a temperature and there is no adult present, the students will be seated in the front row and provided a mask. They will go to the nurses' office on arrival at school for another check of the temperature. During this time, they will be isolated from other students and staff.
- Each bus will be sanitized upon completion of route. Both arrival and dismissal time will be staggered (Middle School/Elementary school).

Human Capital: We are working collaboratively with GRIC to gain access to testing every two weeks. The MOU is being reviewed by legal. SESD is grateful for this potential opportunity.
- District health insurance allows for employees to be tested at no cost to them.
- Employees do not need to be symptomatic in order to be tested.
- Failure to comply with established protocols and policies may result in the employee being sent home.

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Staff Travel: Non-essential business travel is not allowed until further notice. Staff should be mindful of COVID-19 travel restrictions. The District will continue to monitor traveling and travel restrictions and continue to update. Staff should verify travel restrictions in place and ensure approval by supervisor is obtained prior to scheduling.

ADA Accommodations: Staff are not required to disclose if they are in a high-risk category based upon pre-existing medical conditions. If a staff member considers themselves to be high-risk for COVID-19 based on the CDC Guidelines and has concerns regarding returning to work on-site, the staff member may voluntarily disclose this to Human Resources. Human Resources will work with staff who are requesting accommodations to their position to care for themselves, to discuss options that support a healthy and safe work environment while determining ways to complete position responsibilities. Staff may also request an accommodation not to wear a face mask due to a medical condition. These members will be provided a face shield as an accommodation request. Staff are not required to disclose if they have a family member who is in a high-risk category based upon a preexisting medical condition.

Staff Leave Process: If staff consider a family member to be high-risk for COVID-19 based on the CDC Guidelines and have concerns regarding returning to work on-site, the staff member may voluntarily disclose this to the Human Resources. HR, will work with staff to identify their options to care for a family member. All district policies will be strictly adhered to.

SESD Staff Leave and Job Assignments:

Have access to the Families First Leave allocated by the Federal Government under the Families First Coronavirus Act if they have a qualifying condition. They will also have access to their accrued sick, vacation or personal leave if they exhaust the Families First Leave.

- Have access to FMLA Expansion Act time if they have a qualifying condition. This allows for staff to access ten (10) weeks of paid leave at ⅔ their regular rate. This leave is paid for by the District and is in addition to time accrued within their leave banks. In order to qualify for FMLA Expansion Act they must have worked for the District at least 30 days prior to leave accessibility
- The FFCRA expands the eligibility under Family Medical Leave Act (FMLA). Under the FFCRA, an employee qualifies for paid sick time if the employee is unable to work (or unable to telework) due to a need for leave because the employee:
    1. Is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
    2. Has been advised by a health care provider to self-quarantine related to COVID-19;
    3. Is experiencing COVID-19 symptoms and is seeking medical diagnosis;
    4. Is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
    5. Is caring for a child whose school or place of care is closed (or child care provider) is unavailable for reasons related to COVID 19; or
    6. Is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.
- Have the right to resign or retire from their position with the District

The Human Resources Department, in coordination with building administrators, are in the process of identifying the staffing needs. The District will use all available resources to support the operational requirements. During COVID-19, it may be necessary to temporarily reassign staff from their current position to a vacant position or for staff to assume responsibilities outside of their typical duties. Staff reassignments will ensure minimum qualifications, certification and training required for the position are maintained. Human Resources will monitor if additional staffing or support is needed to support student and staff.