

Somerton School District

Remote Learning Guide

2020/2021 School Year

JULY 9, 2020



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Introduction

The Somerton School Governing Board determined the Phases of reopening based on multiple factors including the County Risk Level for COVID 19 in our area. On June 23, 2020, the Board voted to open the Somerton School District on August 3rd, 2020, with Phase 1. On June 29th Governor Ducey declared through an Executive Order that schools will delay the start of in-person classes for the school year until August 17th or until further notice, however, online learning is permissible and encouraged. **All Somerton students, school will begin on Monday, August 3rd, through online Remote Learning.**

The following is a comprehensive plan for Remote Learning developed by the SSD Opening Schools Task force using the Arizona Department of Education Remote Learning Guidance and the Arizona Risk Retention Trust Synopsis.

Adjustments to this document will occur over time as circumstances and information changes. We will follow up directly with families and staff to share the information presented and ensure families and students have what they need to be prepared to learn virtually.



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Survey Results

Parent feedback

- 57% of 1,260 parents who responded would prefer their children attend school online only.
- 96% of 1,260 parents who responded have internet access

Staff feedback

- 75% of 230 staff members who responded want training on remote learning strategies
- 58% of 230 staff members who responded want training on technology support
- 45% of 230 staff members who responded would prefer to teach remotely only
- 31% of 230 staff members who responded would prefer to teach through a hybrid option



Attendance: Attendance tracking procedures including how attendance is taken for remote learning students and how the school district will ensure all students are contacted and in communication on a regular basis

Students will be required to participate in daily instructional meetings with their teachers, complete their assigned courses and log into their adaptive learning programs through our schools LMS (Schoology) and Waterford/SuccessMaker/Reading Horizons Elevate systems.

Regularly scheduled meeting times will be determined by the teacher, daily, Monday through Friday.

The following variables will be considered:

- Multiple classes
 - Every class will take attendance
- Student limited access to devices and internet
 - Student will be provided printed material to work on and if those assignments are turned in they will be counted as present.
 - Students will be provided an iPad 1:1
 - We will seek resources for students to obtain hotspots
- Students other responsibilities
 - Parent will contact school site and discuss accommodations
 - Student will be provided printed material to work on and if those assignments are turned in they will be counted as present.
- Students Personal or family illness
 - Parent will contact school site and discuss accommodations
 - Student will be provided printed material to work on and if those assignments are turned in they will be counted as present.
 - Assignments may be modified or excused based on student or family illness

Participation in daily independent learning activities is required and will be tracked through the Somerton School District LMS (Schoology) and adaptive learning programs (SuccessMaker, Waterford, Reading Horizons Elevate). These systems provide records of time spent on any part of the lesson and online. The programs automatically log out users who have been inactive for several minutes. When a student does not participate and/or complete assignments, we will be required to report them as absent.

Attendance will be recorded and monitored and follow all Arizona compulsory attendance laws.



Teacher and Staff Expectations: Detailed expectations of teachers and other staff working virtually.

At the district level, the Superintendent or designee will coordinate all messages to students, parents, staff, and the community with any information affecting the district.

At each school or site, a site administrator or designee will coordinate all messages to students, parents, staff, and the community with any information affecting their site.

The Instructional Services Department will coordinate with sites to ensure the remote learning curriculum, expectations, and pacing is understood and provide professional development opportunities aligned to online teaching, COVID-19 loss, Unfinished learning, and Summer loss.

The Special Education Department and 504 coordinators will coordinate with site-based case managers to ensure that the needs of special education students and students with special needs are being met through remote learning.

The EL Department will coordinate with school principals and/or site coaches to ensure that the academic needs of English Language Learning students are being met. Additionally, the EL Department will monitor that state mandated minutes for both integrated and targeted ELD instruction are met through remote learning, and will administer mandated language testing of students.

The Federal Programs and Migrant Department will coordinate with site-based case managers to ensure Title I eligible and/or migratory students receive supplemental support when needed. Additionally, federally funded staff will support Title I eligible and migratory students by communicating with families to make sure they are able to have a Bi-Weekly Teacher/Parent Interaction.

The Technology Department will work with site-based managers to ensure devices are updated and assigned to all students with the appropriate programs and apps. Provide technology tutorials program updates, tips and tricks, for all teachers and staff.

The Nutrition Department will coordinate with sites to ensure that daily meals are offered to students while following CDC and social distancing guidelines.

Mr. Cano, food service Director, will work with transportation to deliver food to families in the more remote areas of our School District during the time we are fully remote as well as encourage local families to pick up meals curbside. Breakfast and lunch will be packaged for one curb side pick up a day. Families will be allowed to pick up their meals at any of the campuses.

The Maintenance Department will coordinate implementation of cleaning protocols, including ensuring that sufficient cleaning supplies are available to janitorial staff and, as appropriate, students and staff.

Our Custodial Department will arrange for daily cleaning and disinfection of all frequently touched surfaces in work areas such as door handles, sink handles, drinking fountains, desks, and learning tools. All custodial staff have received formal training in the application of the proper chemicals for cleaning.



Janitorial staff will have assigned schedules to increase the cleaning of surfaces and bathrooms throughout the day. The lead custodian will coordinate implementation of cleaning protocols, including ensuring that sufficient cleaning supplies are available to janitorial staff and, as appropriate, students and staff.

The Transportation Department During remote instruction the need to transport students will be very minimal. Our Transportation department has worked with the SPED department to bring students in to receive self-contained related services. Students are transported one or a few at a time as their needs require.

All buses will have clearly visible signage communicating to parents that students should not enter the school bus with any symptoms of illness. The driver and/or aide, wearing appropriate personal protective equipment (PPE), will visually check each student prior to the student boarding the bus. If the student exhibits visible symptoms, they will return the student to their parent. If a student has a chronic condition such as allergies or asthma, parents should inform staff of that condition. If staff has been so informed, students with symptoms of runny nose or cough should be permitted to ride the bus. Whenever physically possible all students will wear masks and be seated 6 feet apart. Some of our Special Needs students require an adult to sit with them and in that case they will both wear masks.

Our transportation department will also assist in delivering meals to outlying areas as defined by Food Service. They may deliver instructional packs or other materials as needed during remote only instruction.

School Nurses : Ensure that any employees and potentially their children coming into the school to deliver remote instruction from their classrooms or perform other essential tasks to deliver remote instruction are screened daily for symptoms of COVID-19 as described in our “Guidelines for Reopening” document under “Daily Screening”. This includes a temperature check. The School Nurse will keep close contact with the District Nurse, Ms. Rubio, to report any incidence of illness to assure proper protocols for privacy and public notice are followed. District Nurse, Emma Rubio, will be informed of any absences or respiratory-related illnesses.

The School Nurse will report to the Principal any violations in proper use of PPE.

Masks and social distancing in all areas of the campus are required at all times, except if the teacher is alone in their classroom delivering remote instruction. Any interaction between people on campus will occur 6+ feet apart and wearing a mask. No exceptions.

Do not allow employees to work onsite if they exhibit any of the following symptoms:

• fever of 100.4 degrees or higher, or chills;	• sore throat;	• vomiting;
• shortness of breath or difficulty breathing;	• headache;	• diarrhea; or
• muscle aches;	• fatigue;	• new loss of taste or smell.
• cough;	• congestion or runny nose;	



Teachers will:

- Attend SSD Professional Development. Topics will include the following.
 - Curriculum
 - AZ Standards
 - Instruction
 - Online teaching strategies
 - Synchronous vs. Asynchronous learning
 - Engagement
 - Assignments and Activities
 - Assessment
 - Technology
 - Digital Tools
 - Schoology's secure and easy-to-use email function, online discussion boards, coursework submission process, and Google Hangouts/Webinars/Meet for audio or video discussions with two or more individuals and the adaptive learning program platforms.
 - Digital Citizenship
 - Expectations
 - Set schedule and routine for educators
 - 8:00-3:40 with recommended grade level instructional time
 - Appropriate and adequate working environment
 - Professional dress attire during videos and videoconferencing
- Plan for remote learning
 - Set up their online class
 - Use SSD LMS, Schoology, to upload videos, assignments, external links, etc.
 - Plan for take-home supplies and manipulatives for each student (will follow local county health department/local health officer to implement policies and procedures, including practices for cleaning and sanitizing items prior to pick up, and health screening protocol for individuals entering a school building. This may include designating times for students to pick items up either by driving through or setting times for small groups to come to the school to pick up items).
 - Scope and Sequence-Consider COVID19 loss, Unfinished learning, and Summer Loss
 - Pacing of instruction to fit the learner and the grade level expectations.
 - Instruction
 - Instruction will focus both on both content and building/maintaining relationships between students and teachers.
 - Content: Arizona State Standards
 - SEL: 7 Mindsets for the Elementary and College and Career Competency Frameworks for the Middle School.
 - Provide instruction using the SSDs LMS System, Schoology platform across the district.
 - Leaders and Coaches will provide virtual professional learning and support on this platform to other teachers.
 - Classroom teachers will provide virtual professional learning and support on this platform to students, and parents when needed.



- Assign additional required programming based on English Language Instruction needs, Learning Disabilities or Individual Learner Needs.
- Provide Social and Emotional support to promote student and family well-being
- Bi-Weekly Teacher/Parent Interaction
- Provide Routine Feedback to students and parents
- Focus and check on student progress and learning, assignment completion and due dates.
- Hold office hours and/or video chats so that your students can interact directly with you and with each other.
- Provide time for students to just talk with each other (i.e., Spirit Day, home scavenger hunt, guided question, online recess, etc.).

If necessary, Teachers need to be able to report to campus within 48 hours. Teachers may be allowed to work from their classrooms if they follow Basic Precautions and are approved by the Principal.

Instructional Assistants will:

- Assist in monitoring attendance and make phone calls
- Provide support to students without internet access.
- Provide support to individual students or small groups for remediation

Mentor/Coaches will:

- Create a Coaching Hub
 - Virtual “office,” where you can continue to communicate with your staff by site and assigned grade-level
- Gather and Vet Resources for their assigned grade level
 - Gather resources for teachers that engage students in learning, and offer support with the resources teachers are already using
- Provide Professional Development
- Support with SSDs LMS, Schoology
- Schedule Grade Level and Individual Coaching sessions



Remote Learning Plan: A detailed plan and examples for substantive remote learning including modes of instruction, method of content delivery, a process for monitoring learning and a plan to support all students, teachers and staff with a device and internet connectivity.

Curriculum:

All students will take a prescribed curriculum at grade level, aligned to the Arizona State Standards and the Arizona English Language Proficiency Standards for ELs, while meeting the minimum course of study required by the State Board of Education and the ADE recommended total student work-time per grade-level.

Kindergarten

Teachers 8:00-3:40

Students-2 hours minimum of instruction (synchronous or asynchronous) according to ADM

Planning

Integrated ELA

Targeted ELD for EL students

Math

Adaptive Learning Program

Fine Art/Elective/SEL

Small Groups

Office Hours

1st-3rd Grade

Teachers 8:00-3:40

Students-4 hours minimum of instruction (synchronous or asynchronous) according to ADM

Planning

Integrated ELA

Targeted ELD for EL students

Math

Adaptive Learning Program

Fine Art/Elective/SEL

Small groups

Office Hours

4th-6th Grade

Teachers 8:00-3:40

Students-5 hours minimum of instruction (synchronous or asynchronous) according to ADM

Planning

Integrated ELA

Targeted ELD for EL students

Math

Science



Adaptive Learning Program

Fine Art/Elective/SEL

Small groups

Office Hours

7th-8th Grade

Teachers 8:00-3:40

Students-6 hours minimum of instruction (synchronous or asynchronous) according to ADM

Planning

Integrated ELA

Targeted ELD for EL students

Math

Science

Social Studies

Adaptive Learning Program

Electives/SEL

Small groups

Office Hours

In addition to their content courses students, will work through an adaptive program, SuccessMaker, Waterford, and/or Reading Horizons. These programs function much like a personal tutor for students. The programs have a reading and a math component. When students work in the assignments, they are working on content that is at their personal learning level, which is determined by an initial placement diagnostic. Teachers are also able to provide additional practice on a specific skill or state standard. This type of assignment could be at a higher or lower level based on the teacher's discretion. Students receive immediate feedback after every question or activity. When mastery is achieved, students move forward. When they struggle, students automatically receive remediation support in the form of a prerequisite skill, tutorial, or lower-level practice to help fill in that gap in their learning. This continuously adaptive motion ensures that students get support when they need it.

Lastly, a variety of elective classes (PE, music, art, robotics, and others) will be offered.

Please see Appendix A for sample schedules.

Modes of Instruction

Our remote learning courses will incorporate audio, video, and interactive activities with an assortment of standards- and project-based learning lessons and blended learning lessons. Units will be delivered in a variety of ways, including by live-on-site interaction or via web-conferencing, adaptive learning programs, and/or other materials available electronically.

Methods of Content delivery

Teachers and students will have the choice of myriad synchronous and asynchronous delivery methods, based on the content type, the student's preferences and particular learning traits, academic objectives, and other relevant situational factors.

Synchronous learning will be articulated through our LMS (Schoology) using the following tools:

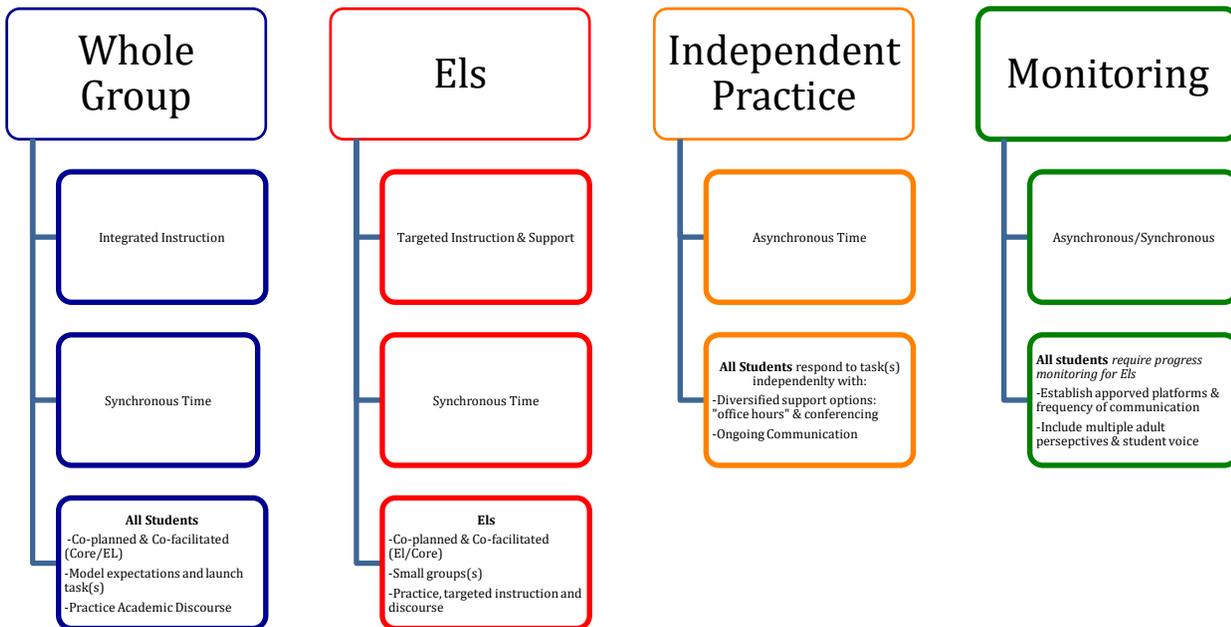
- Streaming video Platforms (e.g. GChat, Google Hangouts, Google Meet)
- Live chats, individually or course-wide

- Web conferencing tools
- Telephone availability
- Virtual office hours

Each of these tools encourages live participation and interaction, however all our teachers will also capture and upload lecture videos and chat transcripts for students who cannot log on during the scheduled time and for those that occasionally miss class.

Asynchronous learning will be articulated through our LMS's, (Schoology) courses where the following can be used:

- Email
- Online discussion forums
- Message boards
- Downloadable pre-recorded lectures
- Microsoft PowerPoint presentation with or without voice-over
- Blogs
- Podcasts
- Google Drive and similar collaborative tools
- Tools for off-hour support, like virtual resource centers
- Adaptive Learning Programs (SuccessMaker or Waterford).



Monitoring Learning

Our Learning management system and adaptive learning programs will monitor how often students are logging in, how much time they spend on each task, and how well they master the material.

Furthermore, students will be asked to take end of unit/module formative and/or summative assessments. Formats range from discussion-based assessments, requiring real-time, guided



interaction with teachers, multiple choice; short answer; synchronous and asynchronous engagement on a virtual discussion board and/or through our testing platform; and original written work. Students will have multiple opportunities to complete formative assessments with feedback before moving onto the next unit or module.

Additionally, SuccessMaker, Waterford, and Reading Horizons contain embedded formative assessments, assignments and quizzes aligned to the State Standards.

Remediation plans will be made for students who score low in specific areas.

Support for all learners

We will address various learning styles and delivery methods through a personalized plan of study along with any of ADE's models for SEI students to address ELs language needs and any accommodations and learning needs for Special Ed students to meet their IEP Goals. Each student will begin with a pre-assessment in order to create a course specifically designed for the needs of a learner, which is especially important for students' motivation and engagement while mastering skills. Each adaptable, custom plan will maximize all available technologies and approaches for connecting the student to the content, the program support system, and to other students.

Learners will have immediate access to instructors and qualified personnel to help them with any work at any time during office hours. Their emails and phone calls are addressed immediately, with careful attention given to students who has a need.

The teacher-student relationship is critical to student success. Teachers will be trained intensively to monitor students; their attentiveness may provoke them to offer supplemental learning material or activities to students needing additional support or to foster apparent enthusiasm for a particular topic.

Teachers and staff with a device and internet connectivity

Teachers and staff are provided laptops. Teachers and staff may work from school if they need Wifi.

Remote Learning courses will be managed through our secure LMS, Schoology, and through private URLs to login to our adaptive learning programs, SuccessMaker, Waterford, and Reading Horizons.

A mandatory online orientation will also be scheduled prior to beginning courses.

All program stakeholders will have individual, password-protected accounts appropriate to their role (i.e. student, teacher, administrator, or observer [best for parent/guardians]) for accessing relevant technological platforms (Schoology and PowerSchool). Virtually all communication among students and staff will be conducted through the SIS and LMS, which foster the program's capacity to carefully monitor student academic progress and behavior, and evaluate the quality of staff feedback.

External links and resources are required, as part of the course and content delivery, and teachers



will carefully select resources that are safe and content-relevant. Resources include those from online educational sources from state and nationally recognized professional organizations. These links and resources are screened upon initial use, as well as monitored and updated regularly to ensure their accuracy and appropriateness. The links are tested through our Web Filtering system.

Only if a site or a resource is deemed appropriate for instruction and is aligned to the state standards is that link included in the course content. The instructors will receive ongoing support and training on selecting external content.



Supporting Special Populations: A detailed plan and examples of how to ensure English language learners and children with disabilities are engaged through remote learning;

English Learners:

Based on the Home Language Survey completed by parent/guardian upon enrollment, students will be administered the state language test (AZELLA) to determine language needs. EL students are eligible based on their performance in AZELLA. Students will exit the program upon testing English Language proficient in AZELLA.

EL teachers will be trained to use the SIOP Model to design lesson plans that integrate English language proficiency level and standards with content area standards and expectations, and includes differentiated instruction for students with different levels of ELP. This program helps teachers create lessons that provide real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in EL. The Migrant Education Program services are also identified upon enrollment. Migratory students are eligible for three years and are re-interviewed annually for eligibility.

SSD will implement ADE's SEI Pull-Out Model five principles to address ELs language and content area needs. The Remote learning plan will meet the minimum required time for each grade level respectively as outlined in state law.

Teachers will provide language instruction within the integrated setting that is driven by Arizona's ELA content standards and supported with Arizona's ELP standards through the Targeted ELD daily schedule time.

All eligible EL students will have access to the grade level curriculum via the Integrated ELA course and they will receive language support via the Targeted ELD course. Each site will determine the EL additional support need and offer extended day options as well as specific support.

Asynchronous learning delivered via district purchased programs such as SuccessMaker, Waterford, and Reading Horizons Elevate. EL students will receive additional support through Reading Horizons Elevate Program, which is a web-based program that uses a research-based approach to break the basics of the English language into a step-by-step process which shows EL students exactly what they need to do in order to learn to read, write, and communicate. The program teaches phonics in an explicit, systematic, and multi-sensory fashion. As students build these foundational skills, Reading Horizons layers in activities that promote pronunciation, vocabulary, grammar, and comprehension development. Because the program provides a thorough explanation of the rules and structure of the English language, ESL students are empowered with strategies that dramatically decrease their reading, spelling, and pronunciation errors. A Reading Horizons Trainer will provide the initial onsite training to demonstrate how to use the program for whole group instruction as well as the implementation of the individualized web-based program.

In terms of content delivery, teachers will follow all the expectations of ADE's SEI Pull-Out Model Principle Two, which states the following:

Teachers will provide language instruction within the integrated setting that is driven by Arizona's ELA content standards and supported with Arizona's ELP standards.



In terms of content delivery, teachers will follow all the expectations of ADE's SEI Pull-Out Model Principle Three, which states the following:

Teachers will provide language instruction that focuses on English language proficiency level and standards and connects to content area standards.

All ELD teachers will be trained to use the SIOP Model to design lesson plans that integrates English language proficiency level and standards with content area standards and expectations, and includes differentiated instruction for students with different levels of ELP. This program helps teachers create lessons that provide real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in EL.

EL students will also receive the 7Mindsets curriculum to support their social emotional needs.

Special Education:

The services offered to our developmentally disabled students will be the same offered to our traditional school students. Personnel dedicated to these services include an Exceptional Services Director, EL Director, a school psychologist, special education teachers and aides. Students will be serviced based on their identified disabilities and needs, which vary depending on their qualified services.

The content will be modified based on the modifications and accommodations outlined in each student plan, which is developed by a team prior to implementing services.

Furthermore, providing proper support to students with disabilities and close attention to sound instructional strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice can help maximize student success. Because IEP teams play such an integral role in the educational experience of students with disabilities it is important to be specific in the student's Individualized Educational Plan (IEP) based on online learning. Additional planning may need to occur so students can be supported with additional programs and services determined by the student's IEP. Students might need to receive onsite/in-person support when the need is identified (e.g.: related services, tutoring, testing accommodations, etc.)



Social Emotional Support: A detailed plan and examples of social and emotional learning support including counseling.

Students will continue to receive the support of their amazing teachers, principals, counselors, nurses, psychologists, social workers, community and parent liaisons and all SSD staff.

- We will continue with our PBIS Supports and Capturing Kids Hearts Curriculum with an added component for COVID-19, school closure, trauma, and isolation resources.
- In partnership with the Regional Center of Boarder Health, we will continue to have support from the Walk-In Clinic, Family Behavioral Integrated Health Services, and Center for Children with Special Needs
- Parenting Support, as well as School Resource Officers and Youth Specialists at our middle school.
- The School Bell Foundation, along with other generous partners, will continue to provide support with basic needs, clothing and food.
- The 7 Mindset Program will Support all teachers with Professional Development and Instruction in SEL delivery
- Use Mindset Kit
- Project for Education Research that Scales (PERTS) College & Career Competency Framework (7-8th grades)
- <http://www.mindsetkit.org>
- A set of free online courses, lessons, and practices for educators and parents who want to foster adaptive mindsets in young people. Currently, most modules focus on growth mindset, though there are also resources designed to promote belonging, and purpose and relevance.



Standards and Grade Level Mastery: A detailed plan and examples of how students will be required to demonstrate mastery and ongoing competency of grade level or advanced grade level content.

Students will be required to demonstrate mastery over the material by a similarly variegated array of ways, including discussion-based assessment with the course facilitator, written responses, voice activities, and presenting an analysis or summation of related research. Courses may also involve students in experiential learning opportunities, including virtual and “real” laboratory experiments, field trips, and other activities that encourage investigation beyond the courseware or even computer.

Students will regularly receive objectives-based curricular assessment throughout each course. Each unit/module will have formative assessments at its end, plus quarterly summative assessments and at the end of each course. Formats range from discussion-based assessments, requiring real-time, guided interaction with teachers, multiple choice; short answer; synchronous and asynchronous engagement on a virtual discussion board and/or through our testing platform; and original written work. Students will also take the required standardized tests at the appropriate grade level in accordance with the letter and sentiment of A.R.S 15-808 (H).

In addition, formative assessments are provided with immediate feedback and may be retaken as needed. Students can track their progress through units both in terms of course completion and in terms of percentile score. Students must score a 60% or better on each standard to be considered meeting and/or exceeding the standard.

Remediation plans will be made for students who score low in specific areas.

Grading

Class Work: Students will be graded in much the same way they are graded in the classroom. They will be participating during the lesson, completing assignments often with the teacher online answering questions, and may be asked to submit or show their work.

Measure of Standards progress: Galileo assessments will be used to measure progress on standards.
Report Cards: Classroom Achievement/Participation and Standards Progress will be recorded on the report card.

Report cards are meant to inform parents and teachers about student progress. We will use the information from the grading tools to refine our instructional practice and to identify/fill needs for individual students. The Report Card will not be the basis for Promotion and Retention decisions. It is one of many indicators that will be used to determine readiness to promote and will record said decision.



Assessments: A detailed plan of how the district will conduct benchmark assessments in Math and English Language Arts for all students in grades K-12 during the first six (6) weeks of school.

Students will be assessed using teacher created assessments, curriculum-based assessments, District-Wide screeners and District standards-aligned interim assessments (benchmarks).

Assessments may be scheduled by teacher through the SSD's LMS at anytime.

Benchmark assessments will be scheduled by district.

- GALILEO Benchmarks: all K-8 assessments will be online. Students will be assigned an individual username and password. Each assessment will be taken through their online portal. Assessments will be password protected. Assessments can only be taken during their scheduled time while on a virtual conference with the teacher.
 - Beginning of Year Pre-assessment
 - End of Quarter 1
 - End of Quarter 2
 - End of Quarter 3
 - End of Year Post-Assessment
- WACS: Only available on desktops
 - Beginning of the year.
 - Within the first six weeks of face to face, if still in remote learning and if State allows students on campus, we will schedule groups of students to come in and take it, while following all CDC guidelines.
- DIBELS: Teacher led.
 - Beginning of the year.
 - Within the first six weeks of face to face, if still in remote learning and if State allows students on campus, we will schedule groups of students to come in and take it, while following all CDC guidelines.
- AZELLA: Tester lead
 - Beginning of year, spring, and upon enrollment.
 - Within the first six weeks of face to face, if still in remote learning and if State allows students on campus, we will schedule groups of students to come in and take it, while following all CDC guidelines.
 -
- AzM2: End of year
 - If still in remote learning and if State allows students on campus, we will schedule groups of students to come in and take it, while following all CDC guidelines.
- Waterford: Online
 - Students will be assigned an individual username and password. Each assessment will be taken through their online portal. Assessments will be password protected.
- SuccessMaker: Online
 - Students will be assigned an individual username and password. Each assessment will be taken through their online portal. Assessments will be password protected.
- Reading Horizons: Online
 - Students will be assigned an individual username and password. Each assessment will be taken through their online portal. Assessments will be password protected.



Appendix A

STUDENT SAMPLES #1, #2 AND #3

Student Sample 1 (K-1st Grade)

ACTIVITIES	
9-9:15	ELA with Classroom Teacher
9:30-9:50	Waterford/SuccessMaker
11:00	Whole Class Lesson
1-1:15	Math with Classroom Teacher
1:30-1:50	Waterford

Student Sample 2 (2nd-3rd Grade)

ACTIVITIES	
9-9:23	ELA with Classroom Teacher
9:30-10:00	Waterford/SuccessMaker
11:00	Whole Class Lesson – 7 Mindset Lesson
1-1:23	Math with Classroom Teacher
1:30-2:00	Waterford/SuccessMaker

Student Sample 3 (4th-6th Grade)

ACTIVITIES	
9-9:45	ELA with Classroom Teacher
10-10:40	SuccessMaker
11:00	Whole Class Lesson – 7 Mindset Lesson
1-1:45	Math with Classroom Teacher
2-2:40	SuccessMaker



SAMPLE #1 TEACHER

Sample Teacher 1 (K-1st grade)

TO DO THIS WEEK

- Call Parent #1
- Call Parent #2
- Call Parent #3
- Call Parent #4
- Call Parent #5
- Call Tech Support
- Report Attendance
-
-
-

Monday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 9-9:15 Group 1 ELA
- 9:30- Group 2 ELA
- 10- Group 3 ELA
- 11:00 Whole Class Lesson – 7 Mindset Lesson
- 1-1:15 Group 1 Math
- 1:30- Group 2 Math
- 2-2:15 Group 3 Math
- 2:15-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents

Tuesday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 8:30 Group 1 ELA
- 9:30 Group 2 ELA
- 10:00 Group 3 ELA
- 11:00 Whole Class Lesson – Writing Workshop
- 1-1:15 Group 1 Math
- 1:30- Group 2 Math
- 2-2:15 Group 3 Math
- 2:15-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents

Wednesday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 8:30 Group 1 ELA
- 9:30 Group 2 ELA
- 10:00 Group 3 ELA
- 11:00 Whole Class Lesson – Elective Teacher (P.E.,
- 1-1:15 Group 1 Math
- 1:30- Group 2 Math
- 2-2:15 Group 3 Math
- 2:15-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents

Thursday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 8:30 Group 1 ELA
- 9:30 Group 2 ELA
- 10:00 Group 3 ELA
- 11:00 Whole Class Lesson – Elective Teacher
- 1-1:15 Group 1 Math
- 1:30- Group 2 Math
- 2-2:15 Group 3 Math
- 2:15-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents

Friday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 8:30 Group 1 ELA
- 9:30 Group 2 ELA
- 10:00 Group 3 ELA
- 11:00 Whole Class Lesson – Elective Teacher
- 1-1:15 Group 1 Math
- 1:30- Group 2 Math
- 2-2:15 Group 3 Math
- 2:15-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents



SAMPLE #2 TEACHER

Sample Teacher 2 (2nd-3rd grades)

TO DO THIS WEEK	
==	Call Parent #1
==	Call Parent #2
==	Call Parent #3
==	Call Parent #4
==	Call Parent #5
==	Call Tech Support
==	Report Attendance
==	
==	
==	

Tuesday

ACTIVITIES	
8:00	Review today's lessons & Set-up space/tech
9-9:23	Group 1 ELA
9:30-	Group 2 ELA
10-	Group 3 ELA
11:00	Whole Class Lesson – Writing Workshop
1-1:23	Group 1 Math
1:30-	Group 2 Math
2-2:23	Group 3 Math
2:23-3	Attendance/Participation Monitoring
3-3:40	“Office Hours” - Read/Respond to Communication/Call

Thursday

ACTIVITIES	
8:00	Review today's lessons & Set-up space/tech
9-9:23	Group 1 ELA
9:30-	Group 2 ELA
10-	Group 3 ELA
11:00	Whole Class Lesson – Elective Teacher
1-1:23	Group 1 Math
1:30-	Group 2 Math
2-2:23	Group 3 Math
2:23-3	Attendance/Participation Monitoring
3-3:40	“Office Hours” - Read/Respond to Communication/Call

Monday

ACTIVITIES	
8:00	Review today's lessons & Set-up space/tech
9-9:23	Group 1 ELA
9:30-	Group 2 ELA
10-	Group 3 ELA
11:00	Whole Class Lesson – 7 Mindset Lesson
1-1:23	Group 1 Math
1:30-	Group 2 Math
2-2:23	Group 3 Math
2:23-3	Attendance/Participation Monitoring
3-3:40	“Office Hours” - Read/Respond to

Wednesday

ACTIVITIES	
8:00	Review today's lessons & Set-up space/tech
9-9:23	Group 1 ELA
9:30-	Group 2 ELA
10-	Group 3 ELA
11:00	Whole Class Lesson – Elective Teacher (P.E.,
1-1:23	Group 1 Math
1:30-	Group 2 Math
2-2:23	Group 3 Math
2:23-3	Attendance/Participation Monitoring
3-3:40	“Office Hours” - Read/Respond to

Friday

ACTIVITIES	
8:00	Review today's lessons & Set-up space/tech
9-9:23	Group 1 ELA
9:30-	Group 2 ELA
10-	Group 3 ELA
11:00	Whole Class Lesson – Elective Teacher
1-1:23	Group 1 Math
1:30-	Group 2 Math
2-2:23	Group 3 Math
2:23-3	Attendance/Participation Monitoring
3-3:40	“Office Hours” - Read/Respond to



SAMPLE #3 TEACHER

Sample Teacher 3 (4-6 grades)

TO DO THIS WEEK

- Call Parent #1
- Call Parent #2
- Call Parent #3
- Call Parent #4
- Call Parent #5
- Call Tech Support
- Report Attendance
-
-
-

Monday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 9-9:45 Group 1 ELA
- 10- Group 2 ELA
- 11:00 Whole Class Lesson – 7 Mindset Lesson
- 1-1:45 Group 1 Math
- 2-2:45 Group 2 Math
- 2:45-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents
-

Tuesday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 9-9:45 Group 1 ELA
- 10- Group 2 ELA
- 11:00 Whole Class Lesson – Writing Workshop
- 1-1:45 Group 1 Math
- 2-2:45 Group 2 Math
- 2:45-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents
-

Wednesday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 9-9:45 Group 1 ELA
- 10- Group 2 ELA
- 11:00 Whole Class Lesson – Elective Teacher (P.E., Music, Art, etc.)
- 1-1:45 Group 1 Math
- 2-2:45 Group 2 Math
- 2:45-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents
-

Thursday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 9-9:45 Group 1 ELA
- 10- Group 2 ELA
- 11:00 Whole Class Lesson – Elective Teacher
- 1-1:45 Group 1 Math
- 2-2:45 Group 2 Math
- 2:45-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents
-

Friday

ACTIVITIES

- 8:00 Review today's lessons & Set-up space/tech
- 9-9:45 Group 1 ELA
- 10- Group 2 ELA
- 11:00 Whole Class Lesson – Elective Teacher
- 1-1:45 Group 1 Math
- 2-2:45 Group 2 Math
- 2:45-3 Attendance/Participation Monitoring
- 3-3:40 "Office Hours" - Read/Respond to Communication/Call Parents
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Appendix B

Frequently Asked Questions

Will my child be provided with a computer?

Yes, all students will be assigned an Ipad. The District's curriculum will be accessible via any laptop device. Although IT support will be available, we will only be able to assist with hardware owned by the Somerton School District.

What do we do if we do not have internet service?

Contact your child's teacher to discuss options.

Will attendance/participation in daily scheduled instructional meetings, with a teacher, be required?

Yes. Students will be required to participate in daily instructional meetings with their teachers.

Will my student be required to participate/complete daily independent learning activities and assignments?

Yes. Participation in daily independent learning activities is required and will be tracked through the SSD LMS system and adaptive learning programs. When a student does not participate and/or complete assignments, we may be required to report them as absent.

Will parents need to provide direct support to their students?

Yes. While some students will be able to effectively manage their learning, some may not. Parents of children in younger grade levels should be prepared to provide considerable oversight and support to their students in partnership with the assigned teacher. Students of all ages will need their parents to be closely monitoring their access and progress. In addition, teachers and administration will be in close contact with parents should a concern regarding progress emerge.

Will school counseling and English learner services be available?

Yes.

What special education services will be provided to students with disabilities?

The nature of these services are individually designed and thus we would contact you to discuss what would be provided.

What will an elementary student day look like?



Look at Appendix A on the SSD Remote Learning Guide document for general information. However, specific schedule will come from your child's teacher.

What will a middle school student schedule look like?

Look at Appendix A on the SSD Remote Learning Guide document for general information. However, specific schedule will come from your child's teacher.

Will meals be available for students eligible to receive Free and Reduced Breakfast and Lunch?

Yes, meal will be available by pickup. Transportation will deliver to certain locations, please contact you child's school for specific information.

How will students be assessed and graded?

Students will be assessed online. If student does not have internet access please contact your child's teacher to discuss options. Grades will be based on end of quarter summative assessments to determine mastery.

How will we still be informed of happenings at our school?

Information will come from your school site via the following:

- Webpage
- Email
- Phone/text
- Facebook
- Flyers