



# SAFELY FORWARD

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Return to school plan for the Flagstaff Unified School District

August 25, 2020 Edition



## EXECUTIVE SUMMARY

The Flagstaff Unified School District (FUSD) is preparing for the 2020-2021 school year following the closure of all Arizona schools in response to the COVID-19 global pandemic in the spring of the 2019-2020 school year. The combination of the prior experience and growing concerns about the rising cases of COVID-19 in our community and state have appropriately concerned all stakeholders regarding the opening of school facilities and the steps the district and community are taking to ensure safety of students, families, and all FUSD team members.

Prioritizing safety and quality instruction, FUSD will need to address all stakeholders about health protocols, academic options, and methods of decision making moving forward. This plan outlines recommended steps to inform the community and resources to move safely forward with direction from Executive Orders from Governor Ducey, Arizona Department of Education's Roadmap to Reopening School, Centers for Disease Control (CDC), local public health service, legal counsel, and the input of students, families, and Team FUSD members. It is the Flagstaff Unified School District's collective goal to have a thoughtful, reopening plan that strikes a balance between the health concerns posed by COVID-19 and the needs of students and our community.

FUSD has developed plans for three instructional and operational models which prioritize quality learning experiences for all students and safety: In-Person Learning, Flexible Remote Learning, and FUSD Distance Learning with Northern Arizona Distance Learning (NADL). Conditions related to COVID-19 likely will continue to be fluid throughout the 2020-2021 school year. This plan has been developed to be flexible enough to respond to changing health conditions, and to meet the diverse needs of our students and their family preferences. This will be a living document that will continue to be updated based on current information.

We look forward to welcoming FUSD's students back to school and a successful 2020-2021 school year.

Sincerely,

Superintendent Michael A. Penca

## REOPENING AND CLOSURE DECISIONS

The Centers for Disease Control and Prevention (CDC) and the Arizona Department of Education (ADE) recommend that reopening and closure decisions be driven by the current prevalence of COVID-19 in the community. FUSD will operate In-Person Learning when it is safe to do so or will transition solely to Flexible Remote Learning and Distance Learning, when the need arises due to COVID-19, at the classroom, school, or district levels. Decisions will be made in collaboration with the Governing Board, Superintendent, and in coordination with the Arizona Department of Health Services and Coconino County Health and Human Services.

On August 6, 2020, the Arizona Department of Health Services (ADHS), in partnership with the Arizona Department of Education (ADE), released guidance to be used in conjunction with the Roadmap to Reopening Schools released in June 2020 to support the safe reopening of schools while reducing the risk of transmission of COVID-19 among students and staff.

Both the District's mitigation plan and degree of community spread of COVID-19 are equally important in determining when it is safe to reopen or close a school building/district. The FUSD Mitigation Plan, outlining health and safety mitigation measures, as outlined by the Centers for Disease Control and Prevention (CDC), intended to reduce the risk of transmission of COVID-19 to students and staff prior to the opening of its school buildings for on-site support services or in-person instruction was approved by the Governing Board on August 11, 2020 and is posted on the District's website.

## COMMITMENTS AND GUIDANCE

FUSD 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 they are served in during the next school year.

### **Mission**

The Flagstaff Unified School District provides all students with a high-quality education through diverse pathways to foster success in college, career, citizenship, and life.

### **Vision**

We will provide a challenging and supportive learning community in which our students may explore and develop their unique interests and skills in order to reach their highest potential.

The Return to School Plan 2020-2021 is based on the following commitments:

- Provide continuity of learning that is engaging to students
- Prepare safe learning environments for students and staff, which mitigates their risk of exposure to COVID-19 in our schools and worksites
- Communicate with students, families, and staff
- Address challenges to social emotional health of students and staff caused by isolation and disruption due to COVID-19
- Offer students and families flexibility and choice
- Support staff with resources, training, and guidance

Team FUSD has reviewed feedback received from staff, students, and families through the remote learning surveys sent out in May. Based on this feedback, FUSD was able to take away some key pieces of information. They include:

- Enhance access to digital learning offerings for all students
- Utilize a video conferencing application to allow for group/class interaction of students and educators
- Create a clear system for teacher to parent communication that is universal between all schools
- Increase expectations for student attendance, engagement, consistent grading, and address learning loss from this spring
- Provide additional training for staff on digital instructional strategies
- Bolster resources to support students' social emotional needs

FUSD values the input of its team members and obtains information regarding employee working conditions in a variety of ways including: meetings and discussions, committees, surveys, directly from individual staff, and from the elected liaisons for certified, classified, ancillary, and administrative employees. 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 Team FUSD will be critical as this situation remains fluid throughout the 2020-2021 school year.

Since the beginning of school closures, FUSD has held regular team meetings composed of leaders from across the District to prioritize and coordinate next steps and review guidance from the following sources:

- Centers for Disease Control and Prevention (CDC)
- State and Local Health agencies
- Arizona Department of Education Roadmap to Reopening Schools
- General Guidelines for Re-Opening Schools on the Navajo Nation
- Arizona School Risk Retention Trust, Inc. (the Trust)
- Udall Shumway, LLC

## GOVERNOR DUCEY EXECUTIVE ORDER - 2020-2021 SCHOOL YEAR PRIORITIZING KIDS AND SCHOOLS DURING COVID-19

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, enables distance learning for any that seeks it, and gets additional resources to students and schools navigating increased challenges related to COVID-19. The Enrollment Stability Grant Program, drawing from the State's CARES Act allocation, ensures that FUSD will receive a grant award that minimizes the funding impact of any enrollment declines by guaranteeing the greater of 105% of the district's 40th Day average daily membership (ADM) of the current school year or 98% of the 2019-2020 weighted ADM and 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:

- 1. Student Attendance Data:** All schools will need to report their day one attendance figures in AzEDS, and continue to provide information on a monthly basis.
  - 2. 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.
  - 3. 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.
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- 1. 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 temporarily in order to properly sanitize the facility.

## GOVERNOR DUCEY EXECUTIVE ORDER - PROTECTING PUBLIC HEALTH FOR STUDENTS AND TEACHERS

Governor Ducey issued Executive Order- Protecting Public Health for Students and Teachers on June 29, 2020 which delays the start of in-person instruction at school facilities, but allows for schools to offer remote and distance learning per their regular schedule. Throughout July and August, the Governor and the Arizona Department of Health Services will re-evaluate the status of COVID-19 in our state and make updated recommendations around school facilities accordingly. If FUSD chooses to begin the school year on its regularly planned start date through distance learning, it shall submit a distance learning plan as required by the Arizona Department of Education (ADE) no later than the start date of distance learning or August 14, 2020, whichever is earlier. The Executive Order also directs ADE to conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such waiver.

## GOVERNOR DUCEY EXECUTIVE ORDER 2020-51 ARIZONA: OPEN FOR LEARNING

The Governor of Arizona issued Executive Order 2020-51 on July 23, 2020, outlining requirements for school districts to follow for resuming educational opportunities for Arizona students but leaves the decision of when to resume full in-person learning to governing boards. The order outlines actions related to mitigation plans for health and safety protocols, distance learning plans, face covering policy or regulation, Board action to approve need to retain workforce during time of closures prior to in-person instruction, and Board action to resume

in-person learning with the consideration of public health benchmarks released by the Arizona Department of Health Services (ADHS).

## SCHOOLS DECISION TREE

### Centers for Disease Control and Prevention and Arizona Department of Education "Roadmap for Reopening Schools"

These guidelines are intended to assist in making reopening decisions regarding schools during the COVID-19 pandemic. It is important to check with state and local health officials, and other partners, to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community. It is also important to note that schools may still provide in-person instruction as determined by executive order of the Governor and the local governing board.

Should you consider opening?		
Yes	No	Considerations
		<b>Will reopening be consistent with applicable state and local orders?</b> Orders may come from the Governor's Office, Tribal Nations, Arizona Department of Health Services, Local Health Department.
		<b>Is the school ready to protect children and employees at higher risk for severe illness?</b>
		<b>Are you able to screen students and employees, upon arrival, for symptoms and history of exposure?</b> <ul style="list-style-type: none"> <li>• Per CDC guidance, daily health checks/screenings are recommended when feasible and can include: <ul style="list-style-type: none"> <li>• visual symptom checks, which may include temperature checks if temperature checks can be done safely.</li> <li>• verbal/written confirmation from parent that student is symptom-free</li> </ul> </li> <li>*Please note that temperature checks are not required, and that fever is just one of many symptoms that may be screened for.</li> </ul>
Any No Responses- Consider Not Opening Physical Buildings		
Are recommended health and safety actions in place?		
Yes	No	Considerations
		<b>Promote healthy hygiene practices such as hand washing and wearing a cloth face covering, as feasible</b>
		<b>Intensify cleaning, disinfection, and ventilation</b>
		<b>Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible</b>
		<b>Train all employees on health and safety protocols</b>
Any No Responses- Consider Meeting Safeguards First		
Is ongoing monitoring in place?		
Yes	No	Considerations
		<b>Develop and implement procedures to check daily for signs and symptoms of students and employees upon arrival, as feasible</b>
		<b>Encourage anyone who is sick to stay home</b>
		<b>Plan for if students or employees get sick</b>
		<b>Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures</b>
		<b>Monitor student and employee absences and have flexible leave policies and practices</b>
		<b>Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area</b>
Any No Responses - Consider Meeting Safeguards All Yes Responses - Open and Monitor		

## INSTRUCTIONAL AND OPERATIONAL MODELS AT A GLANCE

FUSD is prepared to welcome students back, in-person, to all its elementary, middle, and high schools in the 2020-2021 school year when community health conditions allow. Every site will follow preventive measures to prioritize student and staff safety. FUSD has developed plans for three instructional and operational models which prioritize quality learning experiences for all students and safety: In-Person Learning, Flexible Remote Learning, and FUSD Distance Learning with Northern Arizona Distance Learning (NADL).

On July 16, 2020, the FUSD Governing Board unanimously approved the recommendation to begin the 2020-2021 school year on August 17, 2020 in Remote and Distance Learning options only and to delay the start of In-Person Learning at school sites at least through the First Quarter (October 9, 2020) or when it is deemed safe to return students to school facilities based on clear data and criteria regarding the transmission of COVID-19 in our District communities. This decision was reaffirmed by the approval of resolution regarding COVID-19 on August 11, 2020.

Information about the instructional and operational models offered by FUSD and the process for families to select the preferred instructional model for their students will be available.

All families intending to register their children in Flagstaff Unified School District (FUSD) schools can do so by either verifying enrollment or registering new students online. This opportunity will be critical for the upcoming school year as all FUSD schools will be in remote learning through the first quarter and will need updated information to work with families.

Parents of students who were enrolled and completed the previous year in a FUSD school can update information and complete annual forms by using the back to school verification process on ParentVUE by visiting [www.fusd1.org/verification](http://www.fusd1.org/verification). Families who have not yet established their ParentVUE account to access the verification portal will need to contact their child's school office to receive an activation key.

Families who are registering their child in an FUSD school for the first time will need to create a new account at [www.fusd1.org/register](http://www.fusd1.org/register) to begin the registration process. New accounts will require that families submit a number of documents including required forms and student records.

For students returning to FUSD but did not complete the previous school year or complete the semester in a FUSD school, please call the school for assistance to re-enroll.

FUSD schools sites are hosting online family forums and have scheduled specific dates for iPad and curriculum materials distribution. Information regarding these events will be sent to the families of registered students and be available on individual school websites.

### IN-PERSON LEARNING MODEL

This instructional and operational model is most similar to past operations of schools with additional safety and operational accommodations. Local or state conditions may require intermittent closures of schools throughout the 2020-2021 school year, which will require students and staff to transition to Flexible Remote Learning if the need arises.

- Preschool - Grade 12
- Enrolled in a FUSD school
- Five (5) days per week with early dismissals on Wednesdays (grades 6-12) and Fridays (K-5) according to FUSD calendar
- Decrease class size when possible to allow for more physical space between students in classroom settings
- Minimize the mixing of students when possible with alternative schedules
- Ability to transition Flexible Distance Learning at intervals due to when the need arises due to COVID-19 preventive safety measures
- Instruction in core content and Specials/Electives

- Social Emotional Support
- Accommodations and services provided (e.g., special education services as determined by the IEP team, gifted, English Language Learners)
- Breakfast and lunch provided
- 1:1 iPad technology devices offered

## **FLEXIBLE REMOTE LEARNING MODEL**

FUSD families will start the 2020-2021 school year learning remotely at home. Students may transition from Flexible Remote Learning to In-Person Learning at a FUSD school at quarterly intervals during the school year or when determined safe to do so by the Governing Board.

Local or state conditions may require intermittent closures of schools throughout the 2020-2021 school year, which will require students and staff to transition to Flexible Remote Learning if the need arises. Teachers will manage learning in core content areas through learning management systems (Canvas, Google Classroom, or Seesaw) 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 FUSD students (K-12) will be provided with iPad technology devices. Internet hotspots will be available as needed. Participation and attendance of students is expected and student progress will be supported with feedback and grades. Social emotional supports and accommodations and services will be provided (e.g., special education, gifted, English Language Learners). Special education services will be determined by the IEP team. Students may participate in modified extracurricular activities and events offered at their home FUSD school.

- Kindergarten - Grade 12 and Special Education Preschool
- Enrolled in a FUSD school but learning takes place at home due to student health or parent/family preference
- Begin school year in Flexible Remote Learning with the opportunity to transition to In-Person Learning during the school year at quarterly intervals during the school year or upon administrator approval
- Five (5) days per week according to FUSD calendar
- Access instruction in FUSD core content with digital or alternative resources (may be supported by a different teacher than In-Person Learning teacher)
- Participation and attendance of students is expected and student progress will be supported with feedback and grades
- Virtual interaction with staff and students using group video conferencing
- Social Emotional Support
- Accommodations and services provided (e.g., special education services as determined by the IEP team, gifted, English Language Learners).
- 1:1 iPad technology devices offered - internet hotspots available as needed
- Modified extracurricular activities and events offered at home FUSD school

## **NORTHERN ARIZONA DISTANCE LEARNING (NADL)**

Students in grades 5 - 12 may enroll in NADL for an entire semester or school year. NADL is approved for Arizona Online Instruction (AOI) and offers core and elective courses aligned to state and national standards. NADL has been an FUSD school offering since 2005 and all courses are developed by Highly Qualified Arizona educators. All credits earned will transfer to any FUSD school. Additionally, all Arizona colleges, universities, military programs, and NCAA recognize credits earned through NADL.

Instruction is provided entirely online at home and includes interaction and support from teachers. Therefore, internet access is required. Technology devices from FUSD will be offered and internet hotspots are available as needed. Social emotional supports and accommodations and services will be provided (e.g., special education, gifted, English Language Learners). Special education services will be determined by the IEP team. NADL students may participate in modified extracurricular

activities and events offered at their home FUSD school.

- Grades 5 - 12 (5th and 6th grade if, approved - currently grades 7-12)
- Enrolled in Northern Arizona Distance Learning (NADL) for at least one semester
- Open-entry means that students can start a course at any time throughout the year
- Students can work at the time of day that best suits their schedule
- The NADL format provides flexibility for learners, but also limits opportunities for peer collaboration and real-time interaction with the teacher
- There are no “live” class meeting
- NADL is approved for Arizona Online Instruction (AOI) - courses are aligned to state and national standards; all credits (both Core and Elective) will transfer to any FUSD school (All Arizona colleges, universities, military programs, and NCAA recognize credits earned through NADL)
- Instruction is provided online and, therefore, internet access is required
- 1:1 iPad technology devices offered - internet hotspots available as needed
- Students are assigned to individual teachers per course and interact/support learning
- Accommodations and services provided (e.g., special education as determined by the IEP team, English Language Learners)
- Modified extracurricular activities and events offered at home FUSD school

## CONSIDERATION FACTORS

As FUSD prepares for In-Person Learning, Flexible Remote Learning, and Distance Learning instructional and operational models to offer students and parents, Team FUSD considered the following factors:

- Health and Safety
- Instruction/Continuity of Learning
- Social Emotional and Unique Needs of Students
- Technology
- Professional Learning and Staff Supports
- Operations and Schedules

## HEALTH AND SAFETY - MITIGATION PLAN

The FUSD Mitigation Plan, outlining health and safety mitigation measures, as outlined by the Centers for Disease Control and Prevention (CDC), intended to reduce the risk of transmission of COVID-19 to students and staff prior to the opening of its school buildings for on-site support services or in-person instruction was approved by the Governing Board on August 11, 2020 and is posted on the District’s website at [www.fusd1.org/safelyforward](http://www.fusd1.org/safelyforward).

These measures will be put in place as part of the schools’ general operations when community monitoring reveals Moderate to Minimal levels of spread of COVID-19, which allows for In-Person Learning and On-Site Support Services.

## INSTRUCTION/CONTINUITY OF LEARNING

FUSD has identified three options for the return of school 2020-2021 for students and staff:

- In-Person Learning (Grades PK-12)
- Flexible Remote Learning (Grades K-12, SPED Preschool)
- FUSD Distance Learning – Northern Arizona Distance Learning (Grades 5-12)

The following information will detail each option with considerations of curriculum delivery, instructional practices, student accountability, and assessment of learning.

## Guiding Principles

- Maintain high expectations for continuity of quality instruction
- Provide social-emotional support systems
- Ensure access and equity for all students
- Continuous communication with students, families, and staff
- Support flexibility of learning environments to meet the needs of the learner
- Provide accurate evaluation of student learning

## Overview of Curriculum & Instruction Expectations for 2020-2021

New learning aligned to Arizona adopted standards will be delivered each day and all learning activities will be specific to the instructor of the course. The utilization of a learning management system will be in place to support in-person and flexible remote learning and new learning will be assessed and reported to students and families with appropriate supports for struggling learners.

All students will have available digital resources to access in-person and flexible remote learning and accommodations will be made for students who need support with learning gaps and/or lack of digital access.

Attendance for the 180 day calendar year will be documented and reported to ADE for both the in-person and flexible remote learning while enrollment in distance learning will require students to meet the NADL guidelines for learning, assessment, and attendance.

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 Prioritizing Kids and Schools During COVID-19 regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE.

The FUSD Distance Learning Plan was approved by the Governing Board on August 11, 2020, and is posted on the District website. The DLP was approved by the Arizona Department of Education on August 13, 2020.

## Curriculum

Curriculum standards for all three options are in alignment with the Arizona Department of Education state adopted standards.

***In-Person and Flexible Remote Learning*** – Teacher leadership groups have developed content curriculum guides that identify essential standards, pacing of instruction, resources, and assessment of learning.

***Distance Learning (NADL)*** – Curriculum resources are delivered through the Mesa Distance Learning Program. NADL is a state approved AOI (Arizona Online Instruction) school.

Grade level or content standards for the course a student in which a student is enrolled will be the curriculum delivered. Consideration for any learning deficits due to COVID-19, learning disabilities, or previous learning gaps will be addressed later in this document. Enrichment and remediation supports will also be addressed.

***Resources:*** Currently, there are a combination of hardcopy textbooks and digital resources identified throughout the K-12 system. Some of the more current resources have the availability of both hardcopy and digital. The Curriculum & Instruction department is currently working to expand accessibility to digital resources based on the capabilities of the publisher and/or research and adoption of new resources. Hard

copy resources are available to students to take home if there is the situation to conduct learning from home.

## ***Instruction***

Within all of the instructional delivery models, best practice is supported through professional learning, professional learning communities, and teacher evaluations. FUSD has supported effective learning models such as Universal Design of Learning (UDL), student agency, formative assessment, constructive feedback, International Baccalaureate, project-based learning, inquiry-based instruction, cooperative learning, multi-tiered systems of support, and data-driven decision making.

It is the expectation of all instructional leaders to provide quality and appropriate instruction to all learners including special populations: special needs, English Language Learners (ELL), culturally diverse learners, disadvantaged, and homeless learners.

Delivery of instruction will follow the adopted school calendar, be consistent between In-Person and Flexible Remote Learning, and support evaluation of student learning through Synergy gradebook. Instructional delivery will be the responsibility of each teacher for the content for which they are assigned.

<b>Project/Vendor</b>	<b>Grade Level</b>
Follett Destiny Renewal	K-12
Canvas/Instructure Renewal	K-12
Near Pod - Renewal	K-12
Aimswest Plus Renewal	K-5
K - Pals - New	K-1
Dreambox - New	K-5
Mosa Mack - New	6-8
Edmentum Expanded Renewal with benchmarks	6-8
Turn it In - New	9-12
Plato (Edmentum) Renewal	9-12

## ***Tools for Curriculum & Instruction***

Consistent utilization of instructional tools is a high priority and a commitment to our FUSD families. Beginning in the 2020-2021 school year, every student K-12 will have available an iPad for instructional use at school and at home. Grades 6-12 students will take their devices home whether they attend In-Person or Flexible Remote Learning. Grades K-5 students will take devices home only if they are in a Flexible Remote Learning situation. Distribution of technology in the case of a school closure will be coordinated with impacted families.

Videoconferencing, where team members are able to connect with an entire class, small group, or individual students, will be available for the 2020-2021 school year with a completed Student Technology Responsible Use Agreement.

FUSD supports a consistent learning management system – Canvas. This is a new platform that will be implemented during the 2020-2021 school year. To support the transition, use of Google Classroom or other learning management systems approved by site administrators will also be utilized. Professional development provided by the Technology Department is underway.

Communication with students and parents on student achievement will continue to utilize the ParentVue and StudentVue for grades 1-12. FUSD team members will continue to utilize email, phone calls, or video conferencing to support families and their child's educational experience.

### ***Student Accountability***

The expectations for learning will look much different than the fourth quarter of the 2019-2020 school year. Attendance will be marked every day of the adopted school calendar whether attendance is In-Person or with Flexible Remote Learning. The same requirements for parents excusing students from school prior to 2020-2021 will continue to be in place. Distance Learning (NADL) students must meet the requirements established by the Arizona Online Instruction (AOI) guidelines.

Student ownership of learning will be critical in this 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, teachers, and support staff. Progress monitoring of academic achievement will be available through communication accessible on the ParentVue and StudentVue platforms.

### ***Intervention, Remediation and Enrichment***

For the 2020-2021 school year, FUSD will continue to offer school day intervention and remediation for grades K-8. Through the multi-tiered system of support (MTSS), students identified through benchmark assessments will receive additional support at each school site. Additional resources were purchased this summer to support small group and individual instruction – Dreambox (K-5) and Study Island (6-8).

Enrichment classes (Elementary Preparatory Academy) for gifted and advanced students will continue to be offered at DeMiguel, Knoles, Puente de Hozho, and Cromer. Grades 9-12 will continue to utilize Plato classes for credit recovery. Advanced Placement and Honors courses will also continue to be available at Mount Elden Middle School, Sinagua Middle School, Coconino High School, and Flagstaff High School.

### ***Assessment of Learning***

Participation in daily assignments, end of unit exams, performance/exhibitions, and class participation will all be part of students' evidence of learning and documented in Gradebook for ParentVue and StudentVue. Assessment of student achievement will be recorded according to District policies and practices.

In accordance with the Governor's Executive Order, assessment of students (K-12) to measure learning levels will be in place. These benchmark assessments for English/Language Arts and Mathematics must be administered within the first six weeks of school. The following benchmarks have been identified for FUSD:

- AIMSweb Plus - Grades K-5
- Edmentum (Study Island) - Grades 6-12

FUSD will also be aligning to state standards with the assessments on the next page.

Level	Assessment	Administrations Per Year	Grade Levels	Purpose
1	<ul style="list-style-type: none"> <li>Formative end of unit tests</li> <li>Teacher made tests</li> <li>Exit tickets</li> <li>Presentations</li> <li>Performances</li> <li>Interviews</li> <li>Observations</li> </ul>	Daily	K-12	Classroom assessments to measure progress of learning and to direct instruction
2	AIMSweb Plus	4	K-5	District choice to measure ELA and Math
2	Edmentum Benchmark	3-4	6-8	Benchmark assessment is aligned to Level 3 state test, provides data on progress towards meeting proficiency on Level 3 state test
2	Common Finals	Pre and Post	6-12	End of course assessment, guaranteed/viable curriculum, FUSD curriculum alignment, assessment beyond the essential standards, Group A teacher measurement
2	Aspire	3-4	9	District choice to support and align with ACT
2	Pre-ACT	3-4	10	District choice to support and align with ACT
2	AP - Advanced Placement	1	10-12	Accountability to AP board approved course requirements
3	Azella	1-2	K-12	State required testing for identified language students (placement and reassessment)
3	AZM2	1	3-11	High stakes accountability, school letter grade, measurement for Group B teachers
3	AIMS Science	1	4, 8, 10	High stakes accountability, school letter grade
3	Civics	2	8, as need	Arizona graduation requirement
3	ACT	1	11	High stakes accountability, menu of assessments

## SOCIAL EMOTIONAL AND THE UNIQUE NEEDS OF STUDENTS

FUSD will continue to provide social emotional and unique needs for students regardless of the academic setting. Plans are being finalized for the allocation of resources in providing direct student support and training team members to operate in In-Person, Flexible Remote, and FUSD Distance Learning with NADL models.

### *In-Person Learning*

#### ***What will special education supports look like?***

- Services will be provided according to the student's IEP
- Virtual IEP/RED/MET meetings will be utilized as much as possible
- Special education interventions and specially designed instruction will continue
- In the general education and special education classrooms students will follow the district's guidelines pertaining to social/physical distancing and face masks
- In the elementary special education rooms, class sizes are smaller and social/physical distancing will be easier to accomplish
- While receiving services (resource groups and related services), students may be coming from multiple classrooms
- The district will be utilizing data regarding numbers of students returning to in person learning in specialized programs to potentially alter and ensure small class sizes and spacing in the programs
- Any student who has difficulty breathing, or documentation from a healthcare provider indicating they cannot wear a face covering, or who is incapable of physically removing the face covering on his/her own, will not be required to wear face coverings. Alternate methods of protection will be discussed with parents and staff
- Barriers, plexiglass, face shields, may be utilized on an as needed basis
- Para professionals will provide academic and behavioral support to students within the school

#### ***What will special education preschool services look like?***

- Services will be provided according to the student's IEP
- Virtual IEP/RED/MET meetings will be utilized as much as possible
- Students will attend a morning or afternoon session, 4 days a week
- Typical peers will not be utilized at this time to help keep numbers low and social/physical distancing possible
- Classrooms will follow the district's guidelines pertaining to social/physical distancing and face masks, to every extent possible
- Class sizes are smaller and social/physical distancing will be easier to accomplish
- Any student who has difficulty breathing, or documentation from a healthcare provider indicating they cannot wear a face covering, or who is incapable of physically removing the face covering on his/her own, will not be required to wear face coverings. Alternate methods of protection will be discussed with parents and staff
- Barriers, plexiglass, face shields, may be utilized on an as needed basis
- Para professionals will provide academic and behavioral support to students in the classroom

#### ***What will counseling/social worker support look like?***

- SEL screeners and lessons provided to classrooms in partnership with teachers
- Small group counseling
- Individual counseling
- Support of 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
- Supports to families for resources on fostering resilience and addressing trauma

- Assist teachers in assessing student social emotional needs and support with appropriate curriculum/lessons
- Support teachers in trauma sensitive teaching to identify students in need and make appropriate referrals
- Develop and present classroom-based guidance lessons designed for student achievement of skills in career, academic, personal and social development in small and large group settings and family workshops (particular to high school students)
- College/career readiness supports and guidance (high school students)

#### ***How will FUSD meet the needs of students on 504 plans?***

- Counselors will share student 504 accommodation plans with identified teachers and provide support and guidance to teachers as needed
- Annual reviews of plans will take place with 504 teams
- Considerations for re-evaluations in three year cycles will take place in a timely manner with 504 team

#### ***What will ELL supports/services look like?***

- ELL Instruction will include Integrated and Focused daily ELP standards driven lessons
- Puente De Hozho Elementary will follow the Dual Language Immersion Model, all other elementary schools (and some select secondary student) will follow the Pull-out Model, secondary EL students will follow the Two Hour SEI Model
- Daily ELP driven lessons will be taught by SEI certified staff
- Collaboration will occur regularly between the gen ed and the EL staff for content and strategy exchange

#### ***What will gifted services look like?***

- Services will be provided per the student Personal Education Plan (PEP)
- The Elementary Preparatory Academy (EPA) will continue to be provided at Knoles, DeMiguel, Puente, and Cromer
- Middle/High school services will continue to be provided through IB, honors classes, and accelerated/advanced classes

## ***Flexible Remote Learning***

#### ***What will special education supports look like with remote learning?***

- Special education services will be provided according to students IEP. Services may be one on one or small groups
- Virtual 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 remote learning for students with more intense needs
- The same online platform will be utilized by all special education staff. The platform will enable the use of small group's services/therapy, screen/mouse sharing, and ensure privacy for all
- Special education interventions and specially designed instruction will be utilized
- Parents will be given guidelines to follow in order to support students with their online learning
- Students will have required "class/services/therapy" times, to focus on their IEP goals, work will be collected and progress will be monitored
- Student attendance will be collected during service times
- Progress, information, grades, etc. will be collected and recorded
- Services may be supported by a different teacher or service provider than In-Person Learning
- Para professionals may be utilized virtually to support student behavior and engagement for those students whose IEP indicates the need for that level of support

#### ***What will special education preschool services look like?***

- Special education services will be provided according to students IEP. Services may be one on one or small groups

- Virtual 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 remote learning for students with more intense needs
- The same platform will be utilized by all special education staff. The platform will enable the use of small group's services and therapy, screen/mouse sharing, and ensure privacy for all team members
- Special education interventions and specially designed instruction will be utilized. Parents will be given guidelines in order to support students with their online learning
- Students will have required "class/services/therapy" times, to focus on their IEP goals and progress will be monitored
- Student attendance will be collected during service times
- Services may be supported by a different teacher or service provider than In-Person Learning
- The district will work with families to obtain a device if the family does not have one available

***What will counseling/social workers supports look like?***

- Assist teachers in assessing social emotional needs of students and support with appropriate curriculum/lessons
- SEL screeners and lessons provided to teacher of the remote learning group working together to support the student needs
- Individual and/or Small group counseling via google Meets based on these identified student needs
- Support families with referrals to outside agencies for additional supports and resources
- Provide resources for families in talking with their children about COVID
- Provide resources to families on social-emotional learning lessons for at home in addition to school based lessons being provided
- Supports to families for resources on fostering resilience and addressing trauma
- Teleservices to check in with students and families to assess needs and offer resources and supports

***How will FUSD meet the needs of students on 504 plans?***

- Counselors will share student 504 accommodation plans with identified teachers and provide supports and guidance to teachers as needed
- Annual reviews of plans will take place with 504 teams
- Considerations for re-evaluations in 3 year cycles will take place in a timely manner with 504 team

***What will ELL supports/services look like?***

- EL Instruction will include Integrated and Focused daily ELP standards driven lessons
- Puente De Hozho Elementary will follow the Dual Language Immersion Model, all other elementary schools (and some select secondary student) will follow the Pull-out Model, secondary EL students will follow the Two Hour SEI Model
- Daily ELP driven lessons will be taught by SEI certified staff either in person or through the online teaching platform
- Collaboration will occur regularly between the gen ed and the EL staff for content and strategy exchange either in person or virtually
- Planning to film Canvas lessons of anchor chart EL Instruction to be used for remote learning or as a support video library for EL students
- Purchasing online supports: Secondary- English 3D- online version of student text, Read 180 and System 44 for low language students, Rosetta Stone licenses for middle schoolers. Elementary- Espanol- online Eng/Span intervention pilot, Imagine language & Literacy licenses for low language students, Imagine Reading pilot
- The new English Models all require one hour of Focused ELP driven lessons taught by a highly qualified staff
- Small group lessons will occur daily

### ***What will gifted services look like?***

- Services will be provided per the student Personal Education Plan (PEP)
- Elementary Preparatory Academy (EPA) students will continue in their classrooms
- Middle/High school services will continue to be provided through IB, honors classes, and accelerated /advanced classes

### ***What will gifted services look like?***

- Services will be provided per the student Personal Education Plan (PEP)
- The Elementary Preparatory Academy (EPA) will continue to be provided at Knoles, DeMiguel, and Cromer
- Middle/High school services will continue to be provided through IB, honors classes, and accelerated/ advanced classes

## ***FUSD Distance Learning with Northern Arizona Distance Learning (NADL)***

### ***Universal accommodations are available to all students by:***

- Extending time on assignments
- Option to revise/redo work to demonstrate mastery
- Option to retake tests after remediation to demonstrate mastery (final exam can only be retaken one time)
- Specific, timely, and frequent feedback
- Use of assistive technology: increase font size, text-to-speech program or screen reader, word processing program for written assignment

### ***What will special education supports look like?***

- Special education services will be provided according to students IEP
- IEP addendum meetings may need to occur to reflect changes due to a new environment
- Related services will need to be discussed as they may not be required when accessing the online curriculum
- Virtual 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 remote learning for students with more intense needs
- Special education resource services will be provided by the assigned NADL special education teacher
- If modifications are required to online coursework NADL special education teacher will become the teacher of record
- The NADL director and special education teacher will work in conjunction with the Mesa Distance Learning staff to identify students who may be in need of a special education evaluation

### ***What will counseling/social workers support look like?***

- 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
- Supports to families for resources on fostering resilience and addressing trauma
- Referrals to families to outside community mental health resources
- Periodic check ins with students and families identified at risk to ensure they are getting outside supports needed

### ***How will we meet the needs of students on 504 plans?***

- Student 504 accommodation plans shared with identified teachers and provide supports and guidance to teachers as needed
- Annual reviews of plans will take place with 504 teams
- Considerations for re-evaluations in 3 year cycles will take place in a timely manner with 504 team through teleconferencing
- The addition of full time counselors at each of the elementary schools will help to support all of the above

needs in all three scenarios.

**What gifted services are offered?**

- Honors World History A and B
- Honors Chemistry A and B

**What will ELL supports/services look like?**

- Accommodations provided through NADL for 5th-12th
- K-4th grade will be serviced through home school EL Specialist and online small group instruction
- Purchasing online supports:
- Secondary- English 3D- online version of student text, Read 180 and System 44 for low language students, Rosetta Stone licenses for middle schoolers
- Elementary- Espanol- online Eng/Span intervention pilot, Imagine language & Literacy licenses for low language students, Imagine Reading pilot

**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 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.

**Evaluations**

Evaluations previously initiated with parent consent which were not completed in the spring will resume immediately upon the opening of school. Should a school operate remotely or a student elect to learn remotely, the primary evaluator will work with the parent to arrange for in-person assessment under district guidelines to protect the safety of the student and staff.

If the parent or evaluator expresses concerns that the evaluation cannot be completed safely, testing will be postponed. The evaluator will communicate with the parents and request extensions to timelines until a date when the comprehensive evaluation can be completed with integrity.

**Re-evaluations**

Re-evaluations initiated with consent but not completed in the spring will resume immediately upon the reopening of school. Student eligibility for special education that has not yet been initiated will be scheduled on a basis consistent with students' triennial review date. Should a school operate remotely or a student elect to learn remotely, the primary evaluator will work with the parent to arrange for in-person assessment under district guidelines to protect the safety of the student and staff.

If the parent or evaluator expresses concerns that the evaluation cannot be completed safely, testing will be postponed. The evaluator will communicate with the parents and request extensions to timelines until a date when the comprehensive evaluation can be completed with integrity.

**Testing**

Assessments must be administered in the manner in which they were developed and validated. If adaptations are made for administration, there must be high-quality evidence that such adaptations produce results that are

similarly reliable and valid to the standard administration. Any such adaptations should be documented in the evaluation report.

The administration of assessments will be in-person using district safety guidelines for room preparation, disinfection of materials, and social interaction. Barriers, plexiglass, face shields, may be utilized on an as needed basis. Some reevaluation decisions can be made based on data available prior to the school's closure. Evaluators should carefully consider whether there is sufficient evidence to support the continued need for special education services without further 1:1 testing for individual students.

If the evaluation or reevaluation cannot be completed safely, ethically, and/or legally, school personnel will communicate with parents about this and request extensions to timelines until a date when the comprehensive evaluation can be completed with integrity.

### ***Indian Education***

Indian Education will continue to supplement funding for the education of K-12 Indian students in whichever manner of instruction the school district selects. Our goal is to provide culturally-responsive and relevant education to meet the academic needs of American Indian/Alaska Native K-12 students, and to assist those students in meeting Arizona achievement standards whether instruction is in person or remote.

Indian Education will support the K-12 schools and the district with the various alternative learning opportunities given to students especially addressing academic achievement, enrichment opportunities, high absenteeism, student mentoring, social/emotional/traumatic issues that disrupt learning, highlighting and sponsoring student achievement events i.e. radio, newspaper, career preparation, drop-out interventions, other.

- Support the social/emotional learners by being considerate of cultural identification and needs during remote learning
- Support professional development into the digital learning aspect of curriculum
- Support the K-12 Dine' Indigenous language with virtual learning methodology
- Keep the outreach by remote meetings/communication to rural communities where parents and students reside
- Native American Academic Advisors will continue to work closely with the school administrator and the Counseling department, on site to serve students
- Home School Coordinators (HSC) will also work closely with the school administration and the Attendance Clerks on student recordkeeping, absenteeism, and parent contact
- Indian Education school staff will work closely with the school site administration in all directives, planning, decision-making and meetings

## TECHNOLOGY

FUSD is committed to bridging the connectivity gap, enhancing learning In-Person and/or Flexible Remote, and expanding communications to stakeholders. Team FUSD is currently undertaking a number of projects to expand the reach of multiple systems. This is a working summary of ongoing projects and timelines.

Objective	Projects	Deliverables	Target Populations	Target Dates	Tasks
Bridging the Connectivity Gap	1:1 iPads	K-5 Student (4450) and Staff (350) iPads and Carts	Elementary Schools	June - August	Tech Department will: Remove old iPads from carts Receive and prep iPads and carts Coordinate iPad distribution to schools Provide cart cabling instructions to schools Provide initial login instructions to schools Elementary schools will: Provide number of students per class to Ruth Thomas in Tech Dept. Coordinate distribution with Tech Department
		Preschool iPads for Special Needs Students (175)	Preschools	July	Tech Department will: Repurpose outgoing elementary iPads ESS Staff will: Re-case iPads Coordinate distribution to pre-schools
		NADL iPads (# TBD)	NADL 5-12 students	July, August	C&I Department Purchase Destiny Resource Manager for NADL All Schools will: Coordinate transfer of existing iPads for NADL students
		6-12 Student iPads (5500)	Secondary Schools	June-August	Tech Department will: Prep 8 & 12 grade iPads for redistribution Repair damaged returned iPads Secondary schools will: Collect iPads and submit help desk tickets for damaged iPads
	Kajeet Smartspots	Student hotspots with 2-year data plans (500)	All Schools	July, August	Parent Survey completed at district level. Schools will add hotspots to Destiny. Schools verify need and distribute hotspots through Destiny.
	Jabber	District phone system access from staff laptops, mobile phone, iPad	All staff Approximately 1,300 extensions	July - Sept.	Tech Dept/Tech Services will: Oversee implementation Install SIP circuit - 6 to 10 weeks lead time for install. Facilitate licenses, hardware, professional services

Objective	Projects	Deliverables	Target Populations	Target Dates	Tasks
Enhancing Learning-- In-person or Remote	Professional Learning	Canvas for the Classroom Canvas Basics--Secondary Intro to Canvas--Elementary Part I Reimagined Teaching with Canvas Canvas for Administrators Importing and Modifying your template Canvas Sub Account Support Canvas Q&A FUSD PD Day Canvas--Elementary Part II	Certified Administrators	June 17-July 1  July 1-31  July 1-31  July 2, 2-3:00 July 16, 2-3:00 July 21, 2-3:00  August 10	Instructional Tech. Staff
		Remote Learning Fostering Community in an Online Classroom Good Practices for Remote Learning, K-5 and 6-12 Assessing Learning and Providing Feedback in an Online Environment Video Conferencing for students	Certified	July 7-21  July 7-27  July 13-Aug. 7  July, August	Instructional Tech. Staff and FUSD Remote Learning Team
		Tech Tuesdays	Certified	June, July	Inst. Tech. Staff, Apple PD Team
	Digital Resources in response to COVID	Read 180	ELL Students	June - August	Tech Department--SIS & ESS/ELL Coordinate data upload and sync for staff and student accounts
		Dreambox	K-5 Students	June - August	Tech Department--SIS & C&I Coordinate data upload and sync for staff and student accounts
		Video Conferencing Tool	All Students and Staff	July 1 - 15	Tech Staff and Certified Videoconference Eval Team K-12 Representation Evaluate Google Meet Microsoft Teams Zoom WebEx Bigbluebutton Recommend top 2 options

Objective	Projects	Deliverables	Target Populations	Target Dates	Tasks
Enhancing Learning-- In-person or Remote		Student Email	K-12 Students	July, August	Tech. Department will: Evaluate email options Collaborate with Technology Leadership Team and Administrators on email parameters Determine Grade bands Access to emailing within or outside of FUSD
		Synergy Remote Attendance	K-12 Students and Staff	July, August	Tech Dept.--SIS Participate in upcoming webinar, research new capability
	Upgrade District and Site Connectivity	Increased bandwidth	All FUSD Sites	July - September	Tech Dept./Tech Services will: Increase all elementary sites to 1 GB Increase all secondary sites to 2 GB - Sept. ETA Increase district to 10 GB
	Update Secondary Library or Technology classrooms	Update student workstations (124)	MEMS--Stearns SMS--Koplowitz CHS--Library FHS--Library Summit--Plato TAPP NADL	July, August, September	Tech Dept/Tech Services will: Create PO July 15 - delivery by Aug. 28 Remove end of life workstations Image and install updated workstations
Communications	ParentVUE	ParentVUE accounts	FUSD Parents and Guardians	Ongoing	Tech. Department/SIS Support schools in ParentVUE process Schools Communicate with families
	Online Registration and Verification	Register students or update student information	FUSD Parents and Guardians	Ongoing	Tech Department/SIS Translate to Spanish Create video tutorials Schools Promote ParentVUE use

### Technology Support for Students and Families

Students and families can contact their school library for assistance with iPad troubleshooting. There is also a link on the FUSD Technology website with support resources.

### PROFESSIONAL LEARNING AND STAFF SUPPORTS

FUSD will provide continuous learning opportunities addressing professional learning for educators and the role of all stakeholders in supporting schools as they develop and implement continuous learning approaches. This work is to increase educator effectiveness and results for all students within learning communities and is committed to continuous improvement, collective responsibility, and goal alignment.

Online training modules will be developed for FUSD staff regarding return to work procedures and health/safety protocols such as hand washing, social/physical distancing, face covering, and sanitizing equipment. Professional Development is developing a dedicated website that is user friendly with resources for lessons, access to training, materials, webinars on equity, formative assessments, and student agency to support team members through this time of transition.

Ongoing professional learning opportunities will be available to staff to address technology resources, remote learning practices, and social emotional needs of students.

FUSD will use Universal Design for Learning (UDL) to develop practices which allow for flexibility in the ways students access material and engage in active learning. Team members will be trained in developing lesson plans that are accessible to all learners to ensure the effectiveness in reaching positive student outcomes.

Training and support for team members to support digital learning and student achievement will be provided this summer and throughout the school year. Below is a snapshot of current summer offerings.

<b>Tech Tuesdays</b>	Part II: Discover the Magic of Keynote Screen Recording for Teaching & Learning Canvas Tour: A look at Canvas LMS Listen to My Story: Podcasting with GarageBand Canvas Commons Digital Storytelling with iMovie
<b>July</b>	Canvas Basics for Secondary Intro to Canvas for Elementary Reimagine Teaching with Canvas Canvas trainings for administrators Assessing Learning & Providing Feedback in an Online Environment Fostering Classroom Community in an Online Classroom Good Practices for Remote Learning K-5 & 6-12 Video Conferencing with Students
<b>PD Day</b>	COVID-19 for school nurses 1 to 1 training - Elementary Serving our Native American Population Rewiring the Anxious Brain Restorative Practices iPads as Tools to Support Struggling Learners Universal Design for Learning Using Data to Address Academic Gaps Meeting the Needs of All Learners: Access, Scaffolds, and Tools Self-Paced Learning Pathways: Guiding Students Through Tasks Culturally Responsive Teaching: Moving From Awareness to Action

***Certified Professional Development***

To meet the needs of certified professionals, FUSD will:

- Determine which remote learning option is best for them in collaboration with their leader and provide opportunity for learning
- Provide instructional resources and materials through remote means such as Google Classroom, Canvas and Google Meet
- Participate in group professional learning and attending virtual learning sessions intended to support remote learning
- Provide socio-emotional support training
- Support teachers to provide instructional resources and materials through remote means such as Google Classroom, Canvas, and WebX
- Participate in leader professional learning and attending virtual learning sessions intended to support leading in a remote environment
- Provide time for groups of teachers to plan Canvas lessons and develop robust plans to address unfinished learning
- Enhance learning opportunities on Synergy and collaboration work to support embedded learning
- Provide Canvas Training and 1:1 roll out implementation processes
- Provide coaching training to support students and teachers

- Expand FERPA, COVID-19, and HIPAA trainings of expectations
- Utilize formative assessments in a remote setting

New teacher training and support programs like mentoring will continue through the K-12 Center and for tech coaches at each school site.

### ***Substitutes, Paraprofessionals, and Classified Staff Professional Learning***

To meet the needs of classified professionals and substitutes, FUSD will:

- Provide training for substitutes and paraprofessionals for remote learning
- Substitutes will be part of training at their home school or site when possible
- Professional Development on equity and inclusion, social emotional support, and restorative practices
- Expand FERPA, COVID-19 and HIPAA trainings of expectations to all team members

### ***Team Member Guidance***

FUSD has put in place the following practices and measures to protect staff members from the spread of COVID-19:

- Restricting the number of staff present on premises to no more than is necessary to perform the in-person work
- Promote remote work to the fullest extent possible, through a telephonic conferencing or video conferencing manner
- Keeping those who are on premises at least six feet from one another to the extent reasonably possible
- Increase standards of facility cleaning and disinfection to limit exposure to COVID-19, as well as adopting protocols to clean and disinfect in the event of a positive COVID-19 case in the workplace
- Adopting protocols to prevent workers from entering the premises if they display respiratory symptoms or have had contact with a person with a confirmed diagnosis of COVID-19
- Provide Personal Protective Equipment to staff - including masks or face shields
- Designate and train staff as point person for how to immediately isolate a person who shows symptoms of COVID-19 while at work
- Providing information regarding leave, ADA accommodation and/or telework options available for staff
- Provide employee self-care support and resources

### ***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 with their supervisor or Human Resources. Supervisors, in coordination with 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. Some staff may be permitted to continue with telework arrangements or function in an alternate role that they may qualify for that allows for telework duties through extended phases of return to work with periodic reviews.

- 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 pre existing medical condition.

### ***Telework or Reassignment***

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 their supervisor. Supervisors, in coordination with HR, will work with staff who are requesting a reassignment or telework to care

for a family member with high-risk conditions to discuss options that support a healthy and safe work environment while determining ways to complete position responsibilities and if an opportunity is available for telework or reassignment.

Staff who do not feel comfortable returning to work may request telework and/or a reassignment to a new position. Supervisors, in coordination with Human Resources will work to determine available options for staff.

### *FUSD Staff Leave Process*

#### All FUSD Staff:

- 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  $\frac{2}{3}$  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 request a year leave of absence per their contract or notice of appointment
- Resign and/or retire from their position with the District

#### *Responsibility of FUSD Staff*

- Follow basic infection prevention measures and know procedures set out in the safety plan defined by the District - including procedures for COVID-19 symptoms or a positive test procedures
- Frequent and thorough hand washing for at least 20 seconds with soap and water
- Participate in daily check-in procedures for all staff, which includes a temperature check each time the return on-site (e.g. staff leaving campus for lunch will be required to have their temperature taken), and self-screen before coming into work
- Staff entering their workplace shall acknowledge their temperature is at or below 100.4 degrees Fahrenheit using the FUSD supplied touchless thermometer. Staff with temperatures exceeding 100.4 degrees Fahrenheit shall return home
- Refrain from using other worker's phones, desks, offices, or other work tools when possible. Appropriate self-cleaning of equipment will be required if cross-use is required or necessary
- Wear a face covering while in the facilities and unable to maintain social/physical distancing from others
- Only enter the building through the designated and administrator approved entrance and only enter buildings when necessary
- Employees are not required to share their medical information, a diagnosis, or COVID-19 testing results with their employer or supervisor. If an employee shares information, all information about employee illness must be maintained as a confidential medical record and may not be shared with other employees

### **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.

### **Staffing Needs and Reassignment of Duties**

The Human Resources Department, in coordination with administrators, are in the process of identifying the staffing needs of each site. A staff survey will be issued to obtain staff intent to return. This information in conjunction with information obtained from the parent/student survey will be used to identify staffing needs.

The District will use all available resources to support the operational needs. 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 normal responsibilities.

Usually the reassignment would be within the same department, division or school site, but in the event that school operations are impacted, staff may be reassigned to another location. Staff reassignments will ensure minimum qualifications, certification, and training required for the position are maintained.

Human Resources is also working to establish additional staffing needs and supports throughout the District. Examples of this include:

- Substitutes - Certified and Classified
- Leave Coordinator/Risk Management

## **OPERATIONS AND SCHEDULES**

### ***Class Size and Mixing of Students***

Offering three models of instruction and operations allows parent/student choice and impacts the number of students who may attend in-person at schools. In July, parents will have the opportunity to indicate their preference for each student so that classroom rosters, schedules, and staff assignments can be adjusted to lessen the number of students in classrooms to the extent possible prior to the first day of In-Person Learning.

FUSD will work to decrease class size to allow for more physical space between students in classroom settings and minimize the mixing of students when possible with alternative schedules.

### ***Transportation Measures***

Families will be required to request transportation services in advance of the school year to allow ample time for planning bus routes and the following safety procedures:

- Post clearly visible signage on the outside of buses that communicates to parents that students exhibiting symptoms should not enter the bus
- Between-route cleaning practices
- Hand sanitizer will be available on the bus
- Use the largest bus available to accommodate social/physical distancing
- Identify and prioritize critical trips and routes, and cancel other services
- Institute measures to physically separate or place distance of six (6) feet between the driver, bus aide, and passengers when possible - students and staff will wear face coverings when social/physical distance cannot be maintained unless a health condition prevents this and allow students from the same family or same household to sit together, if they wish
- Maintain maximum bus ventilation at all times, including open windows (weather permitting), set ventilation to non-recirculating mode
- Load buses from back to front at bus stops and unload front to back when at school (to minimize students passing by other students)

- Establish recommendations for how students and parents congregate at bus stops

## **Food Service Measures**

During In-Person Learning, meal service may be served in classrooms or the multipurpose room may be opened during lunch, with increased safety measures, including the following:

- Students will be required to wash hands with soap and water before entering the multipurpose room for lunch
- At the elementary levels grades K-3 will be seated in the lunchroom; while grades 4 and 5 will go to the cafeteria, go through the line, get their food and take it back to the classroom to eat- students will enter the cafeteria one class at a time
- At the elementary levels, tables in the multipurpose room will be marked to indicate where students should sit to maintain social/physical distancing
  - Students will be seated by class and every other seat will be left empty for distancing practices
- At the middle school level, students will eat in the cafeteria/multipurpose room with every other seat being marked off for distancing
  - FUSD is looking to place two other POS in the dining area so that we can spread out where students receive food to keep students from clustering
  - Targeted classrooms will also be open during the lunch session for students to eat in to mitigate congregating in lunch areas
- Staggered lunch schedules for certain classes and grades with adequate time for cleaning between lunch schedules
- At the elementary level only one class will line up at a time for lunch service with markings placed on the service area floors to indicate where students should stand to maintain social/physical distancing throughout all levels
- Lunches will be served on disposable food service items (trays, plates, etc.), if possible and if disposable items cannot be used, food service staff will collect items while wearing gloves
- Students will be prohibited from sharing lunch items with one another
- High school campuses will be closed during lunch periods to limit students from leaving campus due to safety concerns upon returning
  - students can be released by hallways to grab lunch and take it back to the classroom to eat
  - multiple service stations can be placed throughout the service area to mitigate congregation if not eating in classrooms
- Outside food vendors who are unlicensed and who do not have appropriate sanitation stations will be prohibited from school grounds and property

If the need arises to close schools and In-Person Learning due to COVID-19, meal service will be distributed using a combination of Grab and Go and delivery options.

## **FACTS**

FACTS programs will be following the CDC and Arizona Department of Health guidelines for reopening child-care facilities and will only be open as long as in-person activities are permitted in FUSD school sites.

Parents and students who arrive at FACTS will be greeted at the exterior door to the school at a designated entry point for AM sign-in and PM sign-out. At AM sign-in students temperature will be checked before parents/guardians are allowed to sign them in. A FACTS team member wearing appropriate PPE, will visually check each student and take temperatures with a non-contact thermometer prior to students entering FACTS. Any student who exhibits visible symptoms including runny nose, cough, shortness of breath, vomiting, or fever (temperature at or above 100.4), will not be permitted to stay at FACTS with the following exceptions.

Grade level groups for FACTS be released in a staggered fashion.

If the student has health information on file that confirms a diagnosis of asthma, allergies, or other respiratory condition and the FACTS Team Member observes that there are no other symptoms and speak to the parent to inquire as to whether the student has had any other symptoms or there have been any COVID-19 exposures in the home. If not, the student may continue into FACTS.

Documentation from a healthcare provider allowing the student to return to school after illness.

While waiting to sign-in/out parents must maintain a six foot distance from each other and the student present in the program whenever possible. Parents must be wearing a face covering when interacting with program staff.

### ***Groupings***

Students at FACTS will be regrouped into FACTS designated groups. One to three groups ranging from all students together to at a minimum of two grades combined. The groups will remain static as far as grade level make-up, but actual students can change day to day.

### ***Staffing***

FACTS Team Members frequently work across multiple sites, but will now be limited to two sites whenever possible based on the sites run by each Enrichment Specialist. Student ratios of 1:15 will be maintained on site - five students less than the current DHS licensing rules. The ratio may fluctuate within each group depending on the grade level of the student present each day.

### ***Face Coverings***

All students and staff will be required to wear face coverings, when social/physical space does not allow for six (6) feet of distance between individuals to be maintained. Students will not be required to wear face coverings during physical activity and when social/physical distancing can be maintained. Students and staff may voluntarily wear face coverings at any time.

Any student who has difficulty breathing, or documentation from a healthcare provider indicating they cannot wear a face covering, or who is incapable of physically removing the face covering on his/her own, will not be required to wear face coverings. Alternate methods of protection will be discussed with parents and staff.

Students and staff may bring their own face coverings to and from school. When feasible, FACTS should also have a supply of face coverings available to provide students who cannot afford one or do not have their own. Districts should provide instructions at the beginning of the school year regarding how to wash face coverings and how often.

Each FUSD employee will be provided face covering equipment during the 2020-2021 school year. Face coverings must meet FUSD dress code requirements.

### ***Cleaning Protocols***

The spaces used exclusively by FACTS will be cleaned between each session and in the middle of the afternoon session on half days in addition to regular school site practices. Playground, sports equipment, and any other shared items (if they are being used) must be cleaned between uses by groups of students.

Staff are required to clean and disinfect workspaces when they arrive at work and just before leaving work and have been notified as to what items they can and cannot have in their classrooms or offices. Site administrators and FACTS Coordinator will be responsible for checking classrooms or offices to make sure staff are following guidelines for workplace approved items.

## ***Eagles Crest and Little Ropers Guidelines***

Eagles Crest and Little Ropers will be following the CDC and Arizona Department of Health guidelines for reopening childcare facilities and will only be open as long as in-person activities are permitted in FUSD school sites. Class sizes have been reduced to no more than 10 children in any class. No one will be admitted into the Center who is not an employee or registered student.

Before entering the Center, everyone will have their temperature taken to ensure it is below 100.4 degrees. All individuals working with children will wear a long sleeve button up smock, face mask and/or face shield, if the smock is soiled it will immediately be placed in the wash and a clean one put on.

Children will be using social/physical distancing during meals and activities done at a table and in the classroom whenever possible. After each activity, tables and chairs will be wiped with a bleach solution. During naptime, teachers will clean all tables, chairs, door handles, and light switches with the recommended bleach solution. At the end of the day toys, tables, chairs, door handles, light switches, etc. will be sanitized.

## ***District Rentals***

The district will continue to rent to outside organizations during non-school hours only. These organizations will have to turn in an approved COVID 19 plan that meets FUSD Facility Agreement standards before use may be arranged. There may be an extra charge assessed for cleaning.

The District reserves the right to assign and reassign facilities as necessary, at District's sole discretion, without any liability to an outside organization.

## ***Extra-Curricular Activities and Athletics***

Guidelines from the Arizona Interscholastic Association (AIA) will be followed for safe participation in these activities. Any student enrolled in FUSD, who meets eligibility requirements, is able to participate in extracurricular activities which will follow safety guidelines established by AIA and other organizations. Extracurricular activities offer students many opportunities to develop social emotional, Profile of a Graduate skills (critical thinking, communication, empathy, initiative, and resilience), and physical skills which we value in FUSD students.

## **BUDGET IMPACT**

Governor Ducey issued Executive Order- 2020-2021 School Year Prioritizing Kids and Schools During COVID-19, on June 24, 2020. This order ensures that FUSD will receive a grant award that mitigates the funding impact of any enrollment declines by guaranteeing the greater of 98% of the 2019-2020 enrollment or their 40th-day count. Additionally, the order funds online learners up to the same level of an in-person peer.

For the 2020-2021 school year each student will generate about \$5700 in Maintenance and Operations budget capacity which is subject to current year funding. The student count for FUSD in 2019-2020 was 9011 students, 98% of which is 8831, or 180 students. Since the FUSD Adopted Budget for 2020-2021 is built on a 50 student decrease, FUSD could face a maximum additional budget reduction of \$741,000.

## **CARES ACT**

In March 2020, Congress passed in the Coronavirus Aid, Relief, and Economic Security Act (CARES) allocating \$2 trillion for coronavirus relief efforts, which included funds for K-12 education. Arizona's award includes \$277 million designated to support K-12 schools to respond to the COVID-19 pandemic and the declaration of statewide closures. Funds are allocated based on LEA's proportionate share of Title I-A funds received in FY20 and it is estimated FUSD will receive \$2.5 million of these CARES Act funds.

The Arizona Department of Education encourages a three-phase approach to leverage these funds to respond to local needs: Relief (March 13 - May 30), Preparation & Prevention (June 1 - August 30, 2020), and Recovery (September 1, 2020 - September 30, 2021). Funds are flexible and may be used for purposes and activities allowed under the Every Student Succeeds Act (ESSA) and Federal education acts such as IDEA, Perkins Act, and the McKinney Vento Homeless Act. In order to receive these grant funds, districts shall, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruption or closure related to coronavirus. As the 4th largest employer in the Flagstaff community, maintaining employment and payroll positively benefits the local community.

District and federal relief funds will be prioritized to address the following needs:

- Technology- devices and hotspots for connectivity, system security, professional learning, and staffing
- Supplemental Learning - summer and after school tutoring and programs, utilization of diagnostic assessments to assess students' learning progress and loss, and intervention materials
- Outreach and delivery of services to address unique needs of students
- Social Emotional/Mental Health - professional learning, social emotional curriculum, student screenings, additional counselor staffing, and resources to support staff self-care
- Curriculum resources, engaging teachers in planning and documentation of curriculum maps and pacing guides, and professional learning on digital learning tools and systems in preparation for and to maintain continuity of learning during school closures (should they materialize)
- Additional staff to coordinate with state and local health officials and the superintendent regarding school closures, to support and monitor the implementation of health and safety preventative measures, and to provide guidance related to possible exposures and positive tests of COVID-19, and to coordinate contact tracing and notification.
- Additional Human Resources staff to support employees requesting work accommodations or leave related to COVID-19.

## COMMUNICATIONS PLAN

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

### **Goals:**

- To fully address concerns brought about by the COVID-19 pandemic by providing effective and empathetic messages regarding steps the District is taking to sanitize campuses, institute social/physical distancing, provide extracurricular activities, communicate safety measures on campus and accommodate concerned families.
- To fully address questions about educational delivery options for the 2020-2021 school year and layout communication about how the District and schools may need to pivot again depending on guidance from the state and federal leadership.
- To help parents, guardians, and team members feel welcomed and comfortable when classes resume, regardless of the format.

<b>Objective</b>	<b>Tactic</b>	<b>Method</b>	<b>Timeline</b>	<b>Responsibility</b>
Inform stakeholders regarding Safely Forward Return to School Plan and academic options for 2020-2021 school year	Governing Board Special Meeting regarding school reopening plan	Livestream on Facebook, Twitter, Vimeo	July 1, 2020	PR
	Brief administrators regarding school reopening plans and communications strategies and timelines	Email Text Phone Call	July 2, 2020	Superintendent/ PR
	Inform Team FUSD information regarding school reopening plans and timelines following administrator updates	Email Text Phone Call	July 2, 2020	PR
	FUSD family update regarding school reopening plans and info regarding survey deployment on week of July 7, 2020	Email Text Phone Call App Website article Website push notification Social Media Media Release	July 2, 2020 5:00 p.m.	PR
	Host livestream briefing outlining plan	Livestream on Facebook, Twitter, Vimeo	July 7, 2020	PR
Create repository for all reopening communications for internal and external stakeholders	Develop website that will incorporate all updates through the beginning of the school year	Website	June 22, 2020	PR
Collect information regarding student and family plans for the upcoming academic year	Distribute survey link beginning July 7, 2020	Email Text Phone Call App Website article Website push notification Social Media Media Release	July 7, 2020 9:00 a.m.	PR
	Distribute survey reminder	Email Text Phone Call App Social Media	July 11, 2020 10:30 a.m.	PR
	Distribute survey reminder final call	Email Text Phone Call App Social Media	July 15, 2020 5:00 p.m.	PR
	Contact non-participating families for additional information	Phone Calls Email	July 20, 2020 to July 28, 2020	School sites

<b>Objective</b>	<b>Tactic</b>	<b>Method</b>	<b>Timeline</b>	<b>Responsibility</b>
Inform team members, families, and community about health and safety practices that are being implemented in preparation for school site reopening	Cleaning steps being taken at school sites		TBD	PR/Facilities
	Signage regarding health guidelines and expectations		TBD	PR/Facilities
	Social/physical distancing signage		TBD	PR/Facilities
	Handwashing materials	Posters for each restroom facility	Completed in March	PR/Facilities
Inform team members, families, and community about health and safety practices that are being implemented in preparation for school site reopening	Explanation of cleaning schedules for facilities and transportation		TBD	PR/Facilities
Notify team members of need to close In-Person Learning at school sites based on health department or state orders	Contact administration and team members to provide info prior to public notice of the change. PR to draft communications in coordination with site, HR, Superintendent, and Cabinet.	Call with administrator Principal email, call, text  Follow up email with team members following public message	As needed	Cabinet/ Principals/HR/ PR
Notify families members of need to close In-Person Learning at school sites based on health department or state orders	Contact stakeholders of need to close in person instruction and pivot to online learning.	Email Text Phone Call App Website article Website push notification Social Media Media Release Exterior Signage Voicemail	As needed	PR/Principals/ HR/Supt

