



Coconino High School Remote Environment Plan

August through October 2020

Dear CHS Parents, Guardians, and Students,

This document will be updated periodically to reflect important information related to how we will be “doing school” while in a remote learning environment. This information will also be available on the [CHS Safely Forward section of our website](#).

In addition, we have created a Quick Info for Remote Learning document that can be found here: [Quick Info for Remote Learning](#). The Quick Info tool was developed to answer some of the frequently asked questions that we have received.

We know firsthand how disruptive the current pandemic has been to our individual and collective lives. Please know that in these complex and challenging times we will continue to do everything that we can to keep our students safe and healthy, support their social and emotional needs, and implement a high quality and rigorous teaching and learning environment. We recognize that there may be some disappointment and disagreement among our students and their families regarding the delay of the in person learning through October 9. Please know we are equally disappointed and the health and safety of our students, faculty, staff, and community is our primary concern. We remain committed to our students as we adjust to this new way of opening the school year and are grateful for your understanding and continued support of Coconino High School.

As always, we are monitoring the COVID-19 situation and will continue to provide updated information via this document and through our CHS website and Facebook page.

Again, we thank you for your patience and understanding as we are navigating these different and challenging times.

Sincerely,

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Getting started with remote learning

By Friday, August 14th, you will receive an email from each teacher with information about connecting to that class on Monday. Here is a [SAMPLE of the email you will receive](#).

When students login to Zoom the first time, they need to login with their Google Single-Sign-on account (StudentID@fUSD1.org AND Google Password).

Teaching and Learning

Schedule

CHS will be on a modified block schedule for the entire 2020-2021 school year. This means that each student will participate in 3, 95-minute periods each day, and 1, 55-minute home room period each day (3+1).

CHS DAILY BELL SCHEDULE				
Monday	Tuesday	Wednesday	Thursday	Friday
Period1 8:00 - 9:35	Period1 8:00 - 9:35	Period 1 8:00 – 9:05	Period1 8:00 - 9:35	Period1 8:00 - 9:35
Period 2 9:40 - 11:15	Period 2 9:40 - 11:15	Period 2 9:10 – 10:15	Period 2 9:40 - 11:15	Period 2 9:40 - 11:15
Lunch 11:15 - 11:50	Lunch 11:15 - 11:50	Homeroom 10:20 – 11:05	Lunch 11:15 - 11:50	Lunch 11:15 - 11:50
Homeroom 11:55 - 12:50	Homeroom 11:55 - 12:50	Lunch 11:10 - 11:45	Homeroom 11:55 - 12:50	Homeroom 11:55 - 12:50
Period 3 12:55 - 2:30 pm	Period 3 12:55 - 2:30 pm	Period 3 11:50 – 12:55 pm	Period 3 12:55 - 2:30 pm	Period 3 12:55 - 2:30 pm

Instruction

Students will experience synchronous (real-time) lessons for each class period, every day. Each class period will begin in a synchronous fashion with the whole class and

possibly with time in small groups. As class time progresses, some activities and assignments of the day will be asynchronous—where students work independently. Students should not expect to be online for 95 minutes straight.

Remote Learning Lessons	
Synchronous	Asynchronous
Real-time, interactive teacher-to-student lesson segments	Segments of a lesson where students work independently within a designated timeline

Each day students should log into their Zoom meeting before the start time for the class.

Daily attendance will be taken from the students who are present in each class’s Zoom meeting. Students are expected to participate, share, discuss, explore and learn together during each day of class. More details about the daily activities will be shared by each individual teacher.

The 95-minute class period will include direct instruction from the teacher, opportunities for individual, partner and group work as well as breaks and time for 1:1 conversations with students and their teachers.

Assignments

All assignments will be posted, submitted, and collected through the course Learning Management Systems (LMS) - Canvas or Google Classroom. Students will be able to see the date and time of their submissions. No assignments will be collected via email.

Homework

<https://policy.azsba.org/asba/browse/flagstaff/flagstaff/IKB>

CHS follows the district guidelines for homework. Homework assignments are under the discretion of the classroom teacher.

Curriculum

We are committed to working to ensure our students flourish in an online environment. CHS will strive to provide the same rigorous curriculum and hold the same high expectations

for our students in all learning environments. Courses will follow state articulated standards and proficiency indicators.

Honors and Advanced Placement

Advanced Placement courses will follow the established course outline provided by the College Board's Advanced Placement Course and Exam Descriptions. More information about the AP program can be found on the College Board's [website](#).

Honors courses will continue to work to prepare students for additional advanced courses in their junior and senior years based on established curriculum.

International Baccalaureate

IB courses will follow the established curriculum guides and requirements provided by the International Baccalaureate Organization (IBO). Students pursuing the full IB diploma will fulfill some of their requirements (TOK, EE, and CAS) through the home room period. There will be time available for individual or group study time.

Monday	Tuesday	Wednesday	Thursday	Friday
TOK	EE	Misc.	CAS	TOK

More information about the IB Programme at CHS can be found on the [CHS IB website](#).

CTE

The Career and Technical Education (CTE) courses will use a virtual resource hub to provide quality CTE instruction and engaging learning experiences.

Additional Lab Classes

Lab classes (e.g., science, foods, music, art, dance, engineering, etc) will continue to offer a variety of activities during the remote learning environment. In some cases, teachers will conduct demonstrations or labs for students to view. Teachers will also use a variety of simulations, video footage, and interactive software to enhance the learning experience.

Physical Education & Dance

Students should have a space at home (approximately 6 ft. x 6 ft. or larger) to move freely. Class instruction will be provided during synchronous Zoom and pre-recorded video. Students should wear appropriate attire for physical activity.

Supply and Equipment Pick-up

In some cases there may be materials and equipment that need to be picked up or delivered from school. In those cases, we will communicate the plan with parents and students.

Assessment

The events that gather evidence of student learning and proficiency will either be synchronous or asynchronous. Examples of each can be found in the following table.

Remote Learning Assessment	
Synchronous Assessment	Asynchronous Assessment
Real-time observation and evaluation of student performance	The teacher posts assignments or assessment events and students complete by designated time-line
Student participation in discussions	Online assessments using a tool familiar to students (Quizizz, Gimkit, Kahoot, Socrative, etc)
Teacher observation of class or group discussions	Student artifacts (submitted or uploaded)
One-on-one conversations with students using available digital platforms	Peer or self-evaluations

Progress and Grade Reporting

Progress status, and grades will be posted in StudentVue and ParentVue throughout the quarter.

- [Viewing Grades](#)

Quarter Grade Determination

In the block schedule format students earn one full credit per course completion each semester. Grades are applied to the student's transcript at the end of each quarter.

Quarter Grade	85%
Quarter Exam (Midterm or Final)	15%
Total	100%

Interventions

Description of Interventions

Academic support will be provided to students through a series of targeted interventions based on results of ongoing benchmark assessments. The chart below outlines different ways in which students may receive academic support during Remote Learning.

Remote Learning Interventions	
High-Quality Classroom Instruction, Screening, and Group Interventions	<p>Breakout rooms based on learning needs, individual face-to-face chats, or chats in Zoom with teachers</p> <p>A content area tutor may be asked to join a class to provide support in breakout rooms based on students' learning needs or for monitoring reperformance activities and make-up assessments.</p> <p>Students can request additional academic support through their classroom teacher.</p>

Identifying Student Needs

Teachers know best their students' learning profiles, accomplishments and struggles. A student's teacher should always be the first point of contact, email is the most effective way to contact a teacher.

Teacher and Student Conversations

StudentVUE, combined with a teacher's Learning Management System (LMS) provides a wealth of information regarding a student's learning progress toward course learning outcomes. Questions about a student's progress and/or grade should first be directed to the student's teacher. When communicating with the teacher, consider discussing the following to best understand what your student knows or in what areas your student may need support:

- a) The learning targets your student is demonstrating growth in;
- b) The learning targets your student is demonstrating a lack of growth in;
- c) The re-teaching, practice or reperformance opportunities your student could engage in to show evidence of learning and growth;
- d) Where and how these opportunities for support can be provided for your student

Technology

Requirements

Students should be able to complete all of their work on their FUSD issued iPad with wifi.

Canvas, Google Classroom Learning Management Systems and Zoom Links

Coconino's learning management systems (LMS) are [Canvas](#) and [Google Classroom](#) where each course is housed. Students should refer to their (LMS) course as their remote learning classroom where relevant course materials and announcements will be posted.

Students will use their Google single sign-on account (ex: #12345678@fUSD1.org) and password to log into Canvas. For purposes of synchronous class meeting experiences, each course will have a unique Zoom link that will be provided by your instructor through the LMS.

StudentVUE and ParentVUE Student Information System

Each student's schedule for the Coconino High School 2020–21 school year will be found in their StudentVUE and ParentVUE portal account. If you have issues accessing

your StudentVUE and/or ParentVUE accounts please contact Kathy Figueroa at kfigueroa@fusd1.org.

StudentVUE and ParentVUE Guides:

- [Managing account information](#)
- [Sending email to teachers](#)
- [Viewing attendance information](#)
- [Viewing grade book](#)
- [Viewing messages or alerts](#)
- [Viewing class schedule](#)

Student Technology Support

If you have questions or issues regarding your CHS technology, please contact: chsipadhelp@fusd1.org

For additional 1:1 technology information navigate to the 1:1 iPad info icon from your iPad home screen, or via the following web address: www.fusd1.org/Page/16151

Video-Conferencing Zoom Tech Guides

1. Make sure Zoom is Installed (from Self Service)
2. [Sign into Zoom with Google](#)
3. Click on the meeting link from your teacher (In Canvas or Google Classroom)
4. Participate ([Overview of attendee features](#))
 - a. Participate in [breakout rooms](#)

School Operations

The school is open by appointment 7:30 to 3:30.

Communication

School Main Number: 928-773-8200

All other office numbers can be found on our CHS website under About Us, or by clicking [here](#)

Teachers:

To find your teacher's email address go to one of the following options:

- ParentVue and click on either Class Schedule or School Information

- CHS Website under [Teachers](#)

Visiting Campus

The general operation of Coconino High School will look considerably different during the Fall of 2020. Largely, the building is closed and visitors are allowed on campus on an appointment-only basis. All people coming to campus must wear a face mask and maintain 6 ft. social distancing at all times.

Student Code of Conduct

Coconino High School follows the tenets of Positive Behavior Intervention and Support (PBIS). PBIS is an approach to school-wide behavior management where positive behavior is explicitly taught, recognized and promoted. It is designed as a preventative proactive approach to establishing a positive school culture based on our three guiding principles respect, responsibility and integrity.

Behavior Expectations

Coconino High School strongly believes in instructional practices that are interactive and collaborative, ensuring that students engage with learning. We expect students to engage with the teacher and fellow students with decency and civility. Please refer to the CHS Handbook for more information. Repeat incidents of disruptive, inappropriate, dishonest or insubordinate conduct may lead to a student being removed from class and having to complete the semester via an independent online learning experience.

Remote Learning Etiquette for Students

- Identify a quiet workspace for your class and limit distractions, such as silencing your phone.
- Check your surroundings.
- Make sure your background is appropriate for a school setting. Maybe use a virtual background. You can access [Coconino's Zoom backgrounds here](#).
- Be on time! Be logged into Zoom and ready to begin class at the start of the period.
- Mute your microphone unless asking a question, contributing to class discussion or making a presentation, or as otherwise directed by your teacher.
- Dress appropriately. Your attire should reflect CHS expectations for [student dress code](#).

Bullying Report

If at any time during a student's remote learning experience they encounter a situation in which another student or students engage in name-calling, derogatory slurs, wearing or possessing items that depict or imply hatred, prejudice or ridicule, crude jokes or pictures, teasing related to sexual characteristics, demanding sexual favors, and subjecting a person to embarrassment, hostility, humiliation or intimidation because of their race, gender, religion or any type of derogatory speech in which the recipient is offended, the student should report it by going to the [Anonymous Reporting website](#).

Safety Report

If at any time a student is concerned about the safety and well being of another student, the student should report it by going to the [Anonymous Reporting website](#).

Racial Harassment and/or Discrimination Report

If at any time during a student's remote experience a student encounters a situation in which they believe there was either racial harassment or discrimination, the student should report it by going to the [Anonymous Reporting website](#).

Attendance Policy

Daily period attendance for Remote Learning is essential. It is expected that students are logged in and attend each class, unobstructed during instruction. The daily schedule has been intentionally altered to ensure that students and teachers are able to get up, stretch, use the restroom, get a snack and attend to each class for the duration of the class period. Teachers will be monitoring attendance on a daily basis and the attendance office will reach out to students and families in the event there is an unexcused absence.

- Attendance will be taken in the first ten minutes of each class period. Students are expected to report to the teacher extenuating circumstances they may disrupt their attendance.

Reporting Student Absences

If a student is missing one or more periods of class, the parent/guardian should contact the attendance office at 928-773-8211 or parents can email Coconino's Attendance Office at ahoyack@fUSD1.org or bbarela@fUSD1.org.

Student Services & Counseling

Tips for Supporting Student Wellness in a Remote Learning Environment

The COVID-19 pandemic is challenging for many students and families on many levels. There are several steps parents can take to support the wellness of their students during this difficult time.

- Encourage self-care: A focus on eating healthy foods, making time to be active, and getting at least 8–9 hours of sleep each evening contributes to mental, physical and emotional well-being.
- Focus on the present: Students may be experiencing a heightened sense of anxiety. Students may consider exploring coping strategies such as deep breathing and meditation to learn how to process these emotions. There are several free apps available to students which offer tools for deep breathing, guided meditations, etc. Some apps to consider include Calm, Headspace, the Mindfulness App, and Insight Timer.
- Establish a routine: Routines help students to feel a sense of control over their lives during what is a very uncertain time in the world. Encourage a regular time for homework completion, time to relax and bedtime.
- Look for opportunities to help others: Not only does giving back to our community provide support to people in need during a difficult time, it helps students to feel better about themselves!
- Create opportunities for social connections: While providing opportunities for students to connect socially may present one of the biggest challenges during this pandemic, it is important to encourage these connections where possible. Students may consider completing class assignments and preparing for tests before and after school in virtual study groups.
- Monitor changes in behavior: Changes in your child's mood and/or behavior that last longer than two weeks may be a sign of anxiety, depression, or other mental health concerns. While students experience many different symptoms, some of the more common signs of concern include increase/decrease in activity level, irritability, sadness, inability to relax/have fun, difficulty sleeping, frequent headaches/stomachaches, changes in eating habits, inability to focus, etc. If you notice any of these changes for a period of two weeks or longer, you are encouraged to seek support through your physician and/or a mental health professional. Our CHS counselors are also here to support your child and family.

Please see the CHS counseling page to contact your student's counselor or call 929-773-8220 to make a virtual appointment.

*Please note that if concerns about your child involve their safety (risk of harm to self or others), concerns of this nature must be addressed immediately. Please contact 911 and/or take your child to the hospital for further evaluation, and do not leave your child unsupervised until additional care is in place.

New Students

Welcome to our new students and families! We look forward to working with you and have a variety of programs in place to support your student.

Freshmen students will be partnered with a CHS Link Leader who will serve as a peer mentor and be available to answer questions and help find connections to our school community. Freshmen students will participate in monthly virtual crew meetings facilitated by student link leaders.

All new students will have the opportunity to meet with Link ambassadors to answer questions and help students learn about our school environment and tour the campus upon our return to in-person learning.

Postsecondary Programs and Process

We know that the college search and application process will present unique challenges for students and families during this time. CHS counselors will work closely with students and families to guide them in navigating this experience. The supports listed below will be offered remotely for students. More specifics regarding dates/times will be available once school begins and will be posted on our website.

1. Senior students will be scheduled to attend a Zoom session with our counselors each month.
2. Counselors will soon be scheduling opportunities for seniors to attend "Drop-In" sessions remotely via Zoom.
3. All students may schedule a virtual appointment with their counselors throughout the remote learning time period. Students are also encouraged to seek post secondary support from our partner organization [Northern Arizona College Resource Center Career \(NACRC\) website](#).

4. Junior and senior students may attend Zoom sessions with admission representatives from a variety of colleges across the country as they become available.
5. Workshops on a variety of topics presented by our postsecondary counselors will be offered for senior students via Zoom throughout the fall.
6. Programs for students interested in learning more about community college, military and/or trades options will be offered in the late fall.

Schedule Changes

While we will do our best to accommodate student requests, please note that changes can only be made if space is available in other courses and the student's graduation requirements are not jeopardized.

Special Education

Diverse learners require differentiated learning environments in order for learning needs to be met. CHS will ensure that all students' needs are met during our remote learning environment.

General education, special education, related services providers and families will discuss students' individual needs to provide access to the curriculum and enable progress toward IEP goals by meeting with case managers. The District will determine to the greatest extent possible the learning options available for students who are receiving special education. The IEP team, including students and their families, will identify and discuss a plan to support individual learning needs, including related services, transportation, community-based instruction (CBI) trips, vocational services, and transportation. When each student's learning plan is finalized, a member from their special education team will ensure changes or amendments are provided and reflected in the student's IEP. As applicable, remote learning plans will also be included. As always, all students/families who have students with special education needs are encouraged to reach out to the case manager with any questions.

Please view the Safely Forward Special Education Update Video by [clicking here](#)

Athletics

Coming to Campus for Athletics

The Arizona Interscholastic Association (AIA) in cooperation with the Governor's office and Flagstaff Unified School District, continue to monitor health and safety measures in order to be able to allow athletic teams to meet on campus. Health and Safety guidelines for participation in on-campus sports and activities will be provided through the coaches and sponsors. Contact CHS Athletic Director, Eric Freas for more information. Efreas@fUSD1.org

School-Day Test Dates

The table below contains the dates that school-day testing is scheduled to be administered at CHS for the 2020–21 school year. There is no registration required and no cost for these exams. More information will be provided closer to the test dates.

Exams	Date	Grade Level for the 2020–21 School Year
Benchmark Assessments	Aug. 24 - 28, 2020	All
PSAT / NMSQT	TBD	Sophomores & Juniors
ACT	Oct. 20, 2020	Seniors
ASVAB	Nov. 24, 2020	Juniors
Benchmark Assessments	Dec. 7 - 11, 2020	All
AzM2	Apr. 5-16	Sophomores
Benchmark Assessments	Mar. 1-5	All
AP	May 3-14	Students in AP Courses

General School Information

Important Links

StudentVue and ParentVue: https://fUSD1svue.apscc.org/PXP2_Login.aspx. Students and Parents can find the following information in StudentVue and ParentVue:

- Schedule
- Grades
- Canvas
- Google Classroom
- Graduation Status (under Course History)

2020–21 School Calendar

Remote Learning begins on Monday, August 17th. The 2020–21 academic calendar can be found [here](#).

Daily Bell Schedule for Remote Learning

The school day for Remote Learning will run from 8:00 a.m. until 2:30 p.m. Each class period will be 95 minutes long (65 minutes on Wednesdays). Information about special schedules, such as a delayed start, will be sent at a later date.

CHS DAILY BELL SCHEDULE				
Monday	Tuesday	Wednesday	Thursday	Friday
Period1 8:00 - 9:35	Period1 8:00 - 9:35	Period 1 8:00 – 9:05	Period1 8:00 - 9:35	Period1 8:00 - 9:35
Period 2 9:40 - 11:15	Period 2 9:40 - 11:15	Period 2 9:10 – 10:15	Period 2 9:40 - 11:15	Period 2 9:40 - 11:15
Lunch 11:15 - 11:50	Lunch 11:15 - 11:50	Homeroom 10:20 – 11:05	Lunch 11:15 - 11:50	Lunch 11:15 - 11:50
Homeroom 11:55 - 12:50	Homeroom 11:55 - 12:50	Lunch 11:10 - 11:45	Homeroom 11:55 - 12:50	Homeroom 11:55 - 12:50

Period 3 12:55 - 2:30 pm	Period 3 12:55 - 2:30 pm	Period 3 11:50 – 12:55 pm	Period 3 12:55 - 2:30 pm	Period 3 12:55 - 2:30 pm
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Student Schedules

Student schedules will be available in StudentVue/ParentVue once Coconino High School Registration is complete for the 2020-21 school year.

Registration

All information about registering for Coconino High School can be found [here](#). For help completing CHS Registration please contact CHS Registrar, Sharon Contreras, scontreras@fUSD1.org.