

EDUCATIONAL OPPORTUNITY CENTER CHARTER HIGH SCHOOL

3834 W. 16th Street, Yuma, AZ 85364
Meeting Link: <https://zoom.us/j/95145319116>
Meeting ID: 951 4531 9116
Phone: +1 (253) 215 8782
August 12, 2020
8:00 a.m.

MINUTES

I. CALL MEETING TO ORDER

Steven M. Miller called the meeting to order at 8:03 a.m.

II. PLEDGE OF ALLEGIANCE

Steven M. Miller led the Pledge of Allegiance.

III. ROLL CALL

The roll was called, and those present and absent were:

<u>Members Present:</u> Judith Castro (Phone), Steven M. Miller, Antonio Zuniga (Phone)	<u>Member Absent:</u> Maria P. Vasquez
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Thereby, a quorum was established.

Staff Present:

Brian Grossenburg, Principal
Nidia Herrera, Executive Director
Beatriz Aguilar, Clerk of the Board
Patrick Goetz, Interim Operations Director
Martha Camacho, Accounting Manager

Guest (Virtual):

Miguel Ramos

IV. CALL TO THE PUBLIC

There were no comments from the public.

V. APPROVAL OF MINUTES

Steven M. Miller asked for a motion to accept the minutes from the July 8, 2020 meeting. Judith Castro moved to approve the minutes from the meeting of July 8, 2020; second by Antonio Zuniga. The motion passed.

VOICE VOTE: The motion carried 3-0

VI. SCHOOL PRINCIPAL’S REPORT

Brian Grossenburg reported the following:

A. Estimated Counts Report

Principal, Brian Grossenburg reported estimated counts are at 108.

B. Reopen and Reentry to School Report

Principal, Brian Grossenburg reported the following,

- School started August 6, 2020
- Teachers are presenting lessons live
- Students have access to recorded lessons
- All students have picked up their work except 8 students
- Teachers are reaching out to students everyday in case they need assistance

C. Plan to Reopen/Reenter and Mitigation

Principal, Brian Grossenburg presented the new additions to the Plan to Reopen/Reenter and Mitigation. The plan is attached.

Judith Castro asked after the school opens what does the plan look like and what are the ideas that are working or what needs to be explored. Mr. Grossenburg replied time frames were allocated for students to pick up packets if they did not have technology. The school is required to offer in person services for students who don't have technology and whose parents have to go back to work and that are under the age of 18. The school has had some students onsite that meet the frameworks. After students pick up their packets, they go into a mode were, they can check-in with their teachers thru phone, video or live conference. Teachers will do an hour of class presentation and then move into a support role to assist students.

Judith Castro asked what is the learning profile the school is utilizing for online learning. Mr. Grossenburg replied the school is using Google Classroom.

Mr. Grossenburg thanked the IT department for all the work they have done. All the classrooms have Wi-Fi, can live stream to the smart TV's and have surface pros.

Judith Castro asked if students need to provide a medical release form after being in quarantine. Mr. Grossenburg replied no, students are not required to have a negative test.

D. Next Meeting Date: Wednesday, September 9, 2020, at 8:00 a.m. via Zoom.

VII. CONSENT DISCUSS / ACTION ITEMS

A. Student Activities Account for Educational Opportunity Center Charter High School for the period of July 31, 2020, in the amount of \$4,764.42.

Steven M. Miller asked for approval of the consent item as presented.

Judith Castro moved to accept the consent item as presented; seconded by Antonio Zuniga. The motion passed.

VOICE VOTE: The motion carried 3-0

VIII. DISCUSSION / ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending July 31, 2020, in the amount of \$87,297.

Nidia Herrera reported that expenses are at 8%, and are at 8% of the school year.

Steven M. Miller asked for a motion to approve the Expenditures for the Educational Opportunity Center Charter High School for the period ending July 31, 2020 in the amount of \$87,297.

Judith Castro moved to approve the Expenditures for the Educational Opportunity Center Charter High School for the period ending July 31, 2020; seconded by Antonio Zuniga. The motion passed.

VOICE VOTE: The motion carried 3-0

B. Plan to Reopen/Reenter and Mitigation

Steven M. Miller asked for a motion to approve the Plan to Reopen/Reenter and Mitigation.

Antonio Zuniga moved to approve the Plan to Reopen/Reenter and Mitigation; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0

IX. OTHER INFORMATION OR DISCUSSION ITEMS

There were no other information or discussion items.

X. GOOD OF THE ORDER

Nidia Herrera announced Mr. Patrick Goetz has been appointed as the Interim Operations Director. Mr. Goetz will oversee the EOC Charter High School and will be presenting at the next meeting.

XI. ADJOURNMENT

Steven M. Miller asked for a motion to adjourn the meeting.

Judith Castro made the motion which was seconded by Antonio Zuniga. The motion passed, and the meeting was adjourned at 8:28 a.m.

VOICE VOTE: 3-0

Respectfully submitted by Beatriz Aguilar, Clerk of the Board.

Educational Opportunity Center's

Plan to Reopen/Re-enter and Mitigation

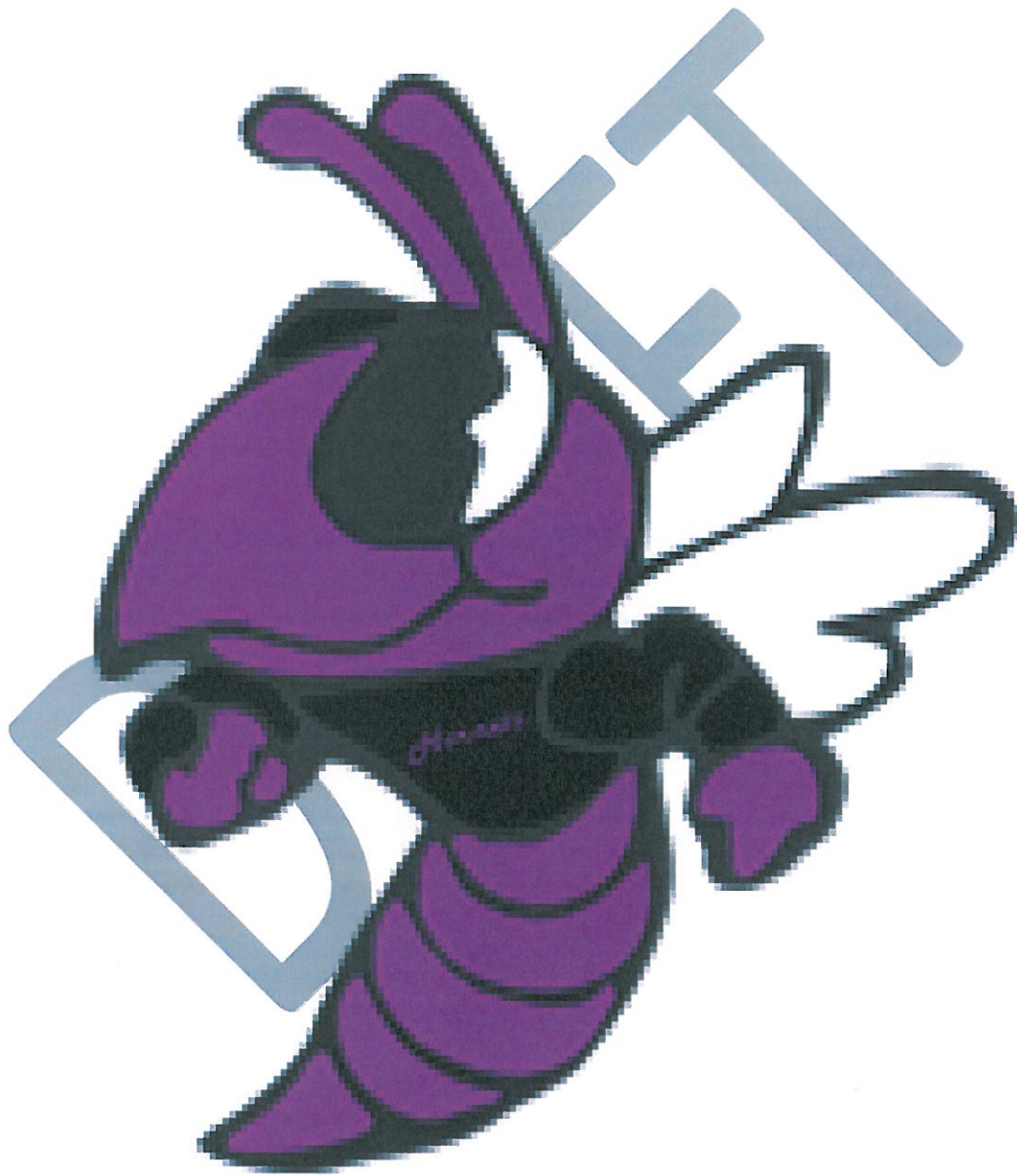


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Educational Opportunity Center Charter High School

Re-Entry Plan Following Forced Closure

If not mandated by the state, the decision to re-open the school will be made by board decision with guidance from the school staff and information from state and national resources. The board will need to determine the extent to which the school will open to public access. The plan provides a guide to where the school could possibly open to 45 students which is 40% of the student population.

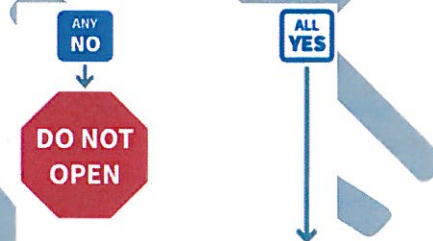
CDC Decision Tree Guidelines

Extracted from <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-decision-tool.html>

The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 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.

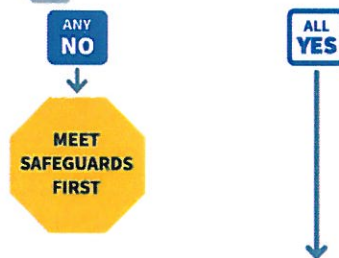
Should you consider opening?

- Will reopening be consistent with applicable state and local orders?
- Is the school ready to protect children and students at higher risk for severe illness?
- Are you able to screen students and students upon arrival for symptoms and history of exposure?



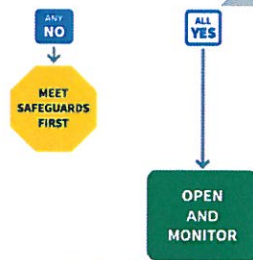
Are recommended health and safety actions in place?

- Promote healthy hygiene practices such as hand washing and students wearing a cloth face covering, as feasible
- Intensify cleaning, disinfection, and ventilation
- Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible.
- Train all students on health and safety protocols



Is ongoing monitoring in place?

- Develop and implement procedures to check for signs and symptoms of students and students daily upon arrival, as feasible
- Encourage anyone who is sick to stay home
- Plan for if students or students get sick
- Regularly communicate and monitor developments with local authorities, students, and families regarding cases, exposures, and updates to policies and procedures
- Monitor student and student absences and have flexible leave policies and practices
- Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area



DRAFT

Arizona Department of Education

Roadmap for Reopening Schools – June 2020

The scenarios below come from the [National Institute for Excellence in Teaching](#) and are intended to be used as a guide for leaders as they design their plan for 2020-21. While this is not comprehensive, it captures key points of consideration as well as guiding questions for four different scenarios anticipated to be possible in the fall:

- All students start the school year attending school in person
- Some students start the school year attending in person while some are using distance learning
- All students are using distance learning from the start of the year, with the option of returning to physical buildings when appropriate
- Students are intermittently in person and using distance learning based on guidance from local and health state departments

LEAs are encouraged to always follow local health guidelines and the requirements outlined by state and local official as they make their decisions. After those are incorporated, this resource can serve as a helpful tool to ensure students and teachers are safe and have equitable and effective opportunities to learn. Leaders may also want to consult resources like [AEI's Blueprint for Back to School](#), which informed these scenarios.

Scenario One: All Students in Physical Buildings from the Start of the School Year

An LEA may opt to consider Scenario One if:

- ✓ The LEA meets the CDC School Decision Tree guidelines
- ✓ there are none to minimal local/community cases of COVID-19
- ✓ they have a governing board approved contingency plan
- ✓ they have a comprehensive communication plan
- ✓ they have clearly communicated screening expectations to staff and families
- ✓ they have a plan for medically fragile staff and students

Scenario Two: Some Students in Physical Buildings and Some Students Distance Learning from the Start of the School Year

An LEA may opt to consider Scenario Two if:

- ✓ the LEA meets the CDC School Decision Tree guidelines
- ✓ there are minimal to moderate local/community cases of COVID-19
- ✓ the LEA has a governing board approved contingency plan
- ✓ the LEA has a comprehensive communication plan
- ✓ the LEA has clearly communicated screening expectations to staff and families
- ✓ the LEA has clearly communicated educational expectations to staff and families
- ✓ the LEA has a plan for medically fragile staff and students so to not segregate students with disabilities from their non-disabled peers. Distance learning should be thoughtful and take into account considerations of disability-related learning needs
- ✓ the LEA has considered the digital divide for students on Tribal Nations and others who lack connectivity or devices

Scenario Three: All Students Distance Learning from the Start of the School Year, with the Option of Returning to Physical Buildings when Appropriate

An LEA may opt to consider Scenario Three if:

- ✓ the LEA is not able to meet CDC School Decision Tree guidelines
- ✓ there are substantial local/community cases of COVID-19
- ✓ the LEA has a governing board approved Emergency Distance Learning Plan
- ✓ the LEA has a comprehensive communication plan
- ✓ the LEA has clearly communicated educational expectations to staff and families
- ✓ the LEA has considered the digital divide for students on Tribal Nations and others who lack connectivity or devices
- ✓ the LEA has determined the criteria for returning to physical buildings

Scenario Four: Intermittent Distance Learning throughout the School Year Based on Emergency Closures as Defined by Local and State Health Departments

An LEA may opt to consider Scenario Four if:

- ✓ All considerations from Scenario Three
- ✓ the LEA has a plan for determining criteria and data necessary to return to physical school buildings

Reporting Distance Learning to ADE

Scenarios Three and Four assume some level of universal distance learning. When an LEA has determined one of these scenarios to be the most appropriate instructional model, they should:

- Refer to the [Arizona Emergency Distance Learning Guidance](#)
- Complete the Emergency Distance Learning notification template.
- Email the completed template to EmergencyDL@azed.gov

Added August 8, 2020

The following information became available from the Arizona Department of Health Services(ADHS) on August 6, 2020 (Safely Returning to In-Person Instruction).

Benchmarks (p.2)

There are two key components to reopening school buildings for in-person instruction. First is the quality of the school's mitigation plan, or the "how". This plan outlines strategies the school will implement to reduce the spread of COVID-19 among students and staff upon reopening school buildings regardless of the building is open for onsite support services or in-person instruction. **This plan must be adopted, implemented, and posted on the LEA's website before onsite support services may begin.** The second is the level of spread occurring within the community, or the "when". Both the school's individual mitigation plan as well as degree of community spread are equally important in determining when it is safe to reopen a school building. The CDC defines community spread as follows:

Minimal community spread: Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in large communal setting.

Moderate Community Spread: Sustained transmission with high likelihood or confirmed exposure within communal settings and potential for rapid increase in cases

Substantial Community Spread: Large scale, controlled community transmission, including communal settings (e.g., schools, workplaces)

The ADHS further defines community spread levels with the thresholds outlined below. These thresholds are consistent with the national standards set by the Coronavirus Task Force.

Benchmarks	Minimal	Moderate	Substantial
Cases	<10 cases/100,000	10-100 cases/100,000	>100 cases/100,000
Percent Positivity	<5%	5-10%	>10%
COVID-like Illness	<5%	5-10%	>10%

Additional Considerations for Offering In-Person Instruction:

The ADHS recommends county-specific public health benchmarks fall within the moderate or minimal spread category in all three benchmarks for two weeks in order to provide Hybrid learning (some students in physical buildings and some students distance learning). Specifically, ADHS recommends the following benchmarks be met prior to offering any in-person learning:

Cases: a two week decline in the number of cases or two weeks with new case rates below 100 per 100,000

Percent positivity: two weeks with less than 7% positivity

COVID-like Illness Syndromic Surveillance: two weeks with hospital visits due to COVID-like illness below 10%

In addition, the Local Health Department may modify a specific benchmark.

End of Addition

This plan is designed to protect the community IF the school is able to serve all students or just some students in a traditional classroom setting. The plan does not imply that the school will open within a traditional manner. The plan allows for a continuum services which MAY include traditional classroom settings, distance learning modalities, packets with support or a blend of the options. Given the fluidity of the public health situation, this will be a living document that will be updated based on the most current information and allows school leadership to remove service options as needed based on the school's public health situation.

Added August 8, 2020

As released from ADHS, the school will use the following benchmarks prior to considering the reopening of school buildings to any in-person services:

- Reopening buildings for on site services or in-person instruction is consistent with applicable state and local orders
- Consulted the local health department to confirm all three benchmarks are within the **minimal** or **moderate** spread category for two weeks. LEAs and local health departments may use additional considerations for initial reopening as outlined above.
 - Cases: <100 cases/100,000 or a two week decline in number of cases
 - Percent Positivity: <7%
 - COVID Like Illness: <10%
- The adopted mitigation plan includes strategies for traditional, hybrid, virtual, and intermittent models
- The adopted mitigation plan has been posted on the LEA's website

The school will continue to commit to working with our local health department

End of Addition _____

Summary of Yuma County Department of Health Services (July 1, 2020):

1. Quarantining inside is preferable to quarantining outside due to escalated dehydration and the potential to eliminate false indications. Full time monitoring is required.
2. Screening location can be established at the front entrance with two screening stations.
3. The kitchen can be used to isolate no more than 4 students if barriers are at least 6' high. Health department has some to borrow temporarily if we can not purchase.
4. Meals will either need to be grab and go in a different area or served in classrooms and socially distanced open areas.
5. It is not possible to keep same group of students together or move teachers from room to room due to student demographics and limited class sections.
6. It is not possible to alter release times due to limited class sections.
7. All students should enter through the main entrance and exit by exterior doors. The lab should exit by the East door. This will keep movement one directional.
8. Install floor markings to establish directional movement.
9. If a student or staff is identified with a positive case, the school facility closes for a minimum of 5 days to clean, disinfect, and track.
10. Communication systems and notices meet guidelines.
11. Preparations for continued instruction and learning are planned for short-term closures.
(Full report is available upon request)

I. Enrollment:

1. The following forms will be added to the enrollment packet for registration activities:
 - A. Agreement to Comply with Pandemic Safety Protocols Form
 - B. Instructional Delivery Option Form
 - C. LAPTOP DEVISE (LTD) LOANER PROGRAM: Checkout and Liability Form
 - D. Virtual Learning Contract
 - E. Online Learning Contract
 - F. email address on enrollment form
 - H. Enrollment Form Online
2. A sequence of Orientation Videos/Slide Shows will be developed to include:
 - A. Pandemic Safety Protocols (Physical Safety and Mental Health)
 - B. Laptop Device (LTD) Loaner Program
 - C. Instructional Delivery at EOC Charter High School
 - D. Achieving Additional Credits and Diploma
 - E. Orientation to Google Classroom and Virtual Learning(Teachers, Parents and Students)
 - F. CDC Self Screening Questionnaire
3. Students will receive 1 free re-useable mask upon enrollment. Additional masks may be purchased at-near cost. The school will provide disposable masks for those that forget or lose masks.

II. Public Accessibility:

1. Visitors will be limited to only one family member per visit. The family member representing the student must wear a mask or face shield if they desire entering the building. The family member must call to make an appointment to visit or interact with any staff person in person.
2. The public may schedule virtual meetings through calling the registrar at 329-0990 ext 4001.
3. All visitors must have a temperature check prior to accessing school areas.

4. All visitors must practice social distancing:
 - a. Stay at least 6 feet (2 meters – about 2 arm lengths) away from people.
 - b. Do not go near or gather in groups
 - c. Discourage other from gathering in groups (i.e. sons, daughters, friends, etc.)
5. All visitors must wash their hands or use a sanitizer upon entering the building each time. The school recommends washing hands or using a sanitizer prior to leaving the building. Those with physical aversions or allergies to specific soaps and sanitizers will need to notify the school. If the school is able to provide an acceptable alternative, the school will attempt to make the alternative available. If an alternative cannot be provided, the school recommends the visitor does not access the building.
7. The school holds the right to deny accessibility to any visitor for reasons to include: potential exposure to the pandemic, lack of adhering to Public Accessibility guidelines described, the lack of supplies at sanitizing stations, and/or failure to abide by policy’s described in the handbook.
8. The registrar will be the point of contact and notification for all Pandemic related cases. (Need to add tasks)

III. Student Entry/Re-entry

1. Students must wear masks or face shields at all times. The school will provide the first mask at no cost and additional masks at close-to-cost to students. Funds generated by the sale of masks will return to M&O.
2. Students must sanitize any area or equipment used following the end of each period. The school will develop 504 plans for students with cleaning allergies.
3. Students must wash their hands following each period.
4. Students must abide by social distancing guidelines.
5. Students agree to stay in their assigned classroom during lunch if the school opens a full day schedule.
6. Students will agree to temperature checks prior to accessing school areas. Students that exceed body temperature guides, will be need to remain a sick area until wellness is determined. If wellness cannot be determined, the student will be directed to contact a physician and released from school. The student may not access other areas of the school other than the sick area. The following guide will be used to release students from school from school:

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

7. Students that report feeling ill during the day will be required to wait in the sick area until wellness can be determined. Students that report feeling ill will be released from school immediately and the absence from classes will be excused. The student will be directed to contact a physician and released from school. The student may not access other areas of the school other than the sick area.
8. **Symptom-Based Strategy:** Students will not be allowed to return to school until the student or parent report that the student is at least 3 days (72 hours) passed a fever without the use of fever-reducing medications and improvement in respiratory symptoms (ie Cough, shortness of breath); and at least 10 days have passed since they first experienced symptoms

OR

Test-Based Strategy: Students will not be allowed to return to school until the student or parent report there is a resolution of fever without the use of fever-reducing medications; and improvement in respiratory symptoms (ie Cough, shortness of breath); and negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection from at least two consecutive respiratory specimens collected 24 hours apart.

* **Note: Student absences will be excused.**

IV. Staff Entry/Re-Entry

1. All staff must wash hands at the beginning of the day and at each passing period.
2. Staff will be required to wear masks or face shield at all times.
3. The school will provide protective gloves for staff. The school will to the best of its ability attempt to provide staff with powder-free non-latex gloves for activities.
4. Staff will agree to temperature checks prior to accessing school areas. Staff that exceed body temperature guides, will be sent home immediately. If staff cannot leave school immediately, the staff may not access other areas of the school other than the sick area. The following guide will be used to release staff:

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

5. Staff will limit the sharing of items. If small items must be shared, staff will ensure classroom shared items will be sanitized following use or prior to be handed to another person. (Items include scissors, staplers, tape dispensers, markers, pencils, etc). Classroom based small items must stay within the classroom and not drift to other areas of the school.
6. Staff will receive professional development on the following topics:
 - a. Reopening Protocols (Enrollment, Entry, Pandemic Prevention, Community Health)
 - b. Practice in Reopening Protocols
 - c. Adjusting Instruction during times of Pandemic
 - d. Distance Learning Instruction
 - e. Virtual Learning Platforms: (System operation and instructional effectiveness)
 - f. Policy and Practice updates
7. **Symptom-Based Strategy:** Staff will not be allowed to return to school until the staff or parent report that the staff is at least 3 days (72 hours) passed a fever without the use of fever-reducing medications and improvement in respiratory symptoms (ie Cough, shortness of breath); and at least 10 days have passed since they first experienced symptoms

OR

Test-Based Strategy: Staff will not be allowed to return to school until the staff or parent report there is a resolution of fever without the use of fever-reducing medications; and improvement in respiratory symptoms (ie Cough, shortness of breath); and negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection from at least two consecutive respiratory specimens collected 24 hours apart.

V. Instructional Delivery

1. Students and families will have option to select from the following instructional options (See Attachment B)
 - a. **Traditional Classroom:** Students will receive instruction from the teacher as prior to the pandemic. Social distancing and sanitizing protocols will be enforced. Classroom size will be limited not to exceed pandemic guidelines.
 - b. **Distance Learning:** Students may participate in class through distance learning platforms that live stream instruction. Students are required to log into the class at designated times and submit assignments as scheduled. Recorded lessons are available for students that miss the live stream.
 - c. **Packets with Support Options:** Students have the ability to complete course work through completing packets independently. Students may schedule small group and independent tutoring sessions with teachers. Because of the time availability of teachers, appointments may require weekend appointment times. (Fridays)
 - d. **On-line Option:** Students have the ability to complete through our on-line course provider. All course work and instruction is provided by an out-side vendor without live support from a teacher. Instruction occurs through reading text material, watching videos, and listening to audio-pods.
 - e. **Blended Option:** Students may select instructional deliveries from any of the above options. For example, the student may wish to receive math instruction in the Traditional Classroom Option, complete English as Packets with Support Option and Science through the On-line Option.

VI. Physical Environment Adjustments /Modified Layouts:

1. Signs need to be posted regarding reopening procedures.
2. Modify the kitchen for screening and isolation
3. Small item and Surface Area Sanitizing Kits need to be placed visibly in the classrooms.
4. Hand sanitizing stations in the classroom and high traffic areas in open areas.
5. Teachers must assign and enforce assigned seats to limit cross contamination of areas.
6. Teachers may mandate the use of privacy folders during instruction if it doesn't interfere with instruction. Privacy Folders will need to be sanitized/disinfected if used.
7. Floors and walk ways need to be taped to indicate social distancing guides.
8. Benches will need to be roped off; or taped off to limit only one to two people per seat.
9. Public water fountain needs to be roped off and turned off.
10. Remove or isolate middle chairs from tables
11. Replace fabric chairs with hard chairs

VII. Policy Adjustments

1. Excused absence policy accommodates lack of documentation in events of illness.
2. Social Distancing Guidelines and Instructional have been added to the handbook.
3. Perfect Attendance Policy has been edited to include pandemic language.
4. Schedule options have been developed to provide mitigation and safety.
5. Distance Learning expectations have been initiated to establish fidelity. (See Distance Learning Plan)

VIII. Staff Illness Prior to Work Day

1. Teachers need 10 days of teacher absentee work available to students. (10 Day Kit)
2. The staff will notify building administration as soon as possible of illness.
- 2b. staff will follow agency protocol in regards to reporting pandemic illness.
3. Building administration will attempt to acquire a substitute to cover the class.
4. Paraprofessionals and Academic Advisor will cover the class based on substitute availability.
5. Staff will complete required agency documents for sick leave and/or family medical leave as required.
6. Staff will follow agency pandemic protocols of contacting medical care provider and remaining quarantined for the designated time frame.
7. Human Resource Department and School Administration will begin contact tracing protocols if necessary.

* NOTE: The school may only have partial and limited ability to split students between classrooms.

VIII. Staff Illness During Work Hours

1. The staff should call an administrator immediately and inform the administrator of the illness.
2. The staff will be released from work in manner that is quick-as-possible.
3. Building administration will attempt to acquire a substitute to cover the class.
4. Paraprofessionals and Academic Advisor will cover the class based on substitute availability.
5. Staff will complete required agency documents for sick leave and/or family medical leave as required.
6. Staff will follow agency pandemic protocols of contacting medical care provider and remaining quarantined for the designated time frame.
7. Human Resource Department will begin contact tracing protocols if necessary.

* NOTE: The school may only have partial and limited ability to split students between classrooms.

IX. Student Illness During the Day

1. The student must notify the teacher immediately that they are filling ill.
2. The teacher will notify administration that the student is filling ill.
3. The teacher will immediately release the student the school's designated sick area.
4. The registrar and/or administration will contact listed representatives to pick-up the student.
5. The student will not be allowed to use public areas like restrooms, eating areas without supervision and follow-up cleaning/sanitation protocols.
6. The student will be excused from all classes and offered another service delivery option within 24 hours of being released for illness.
7. **Symptom-Based Strategy:** Students will not be allowed to return to school until the student or parent report that the student is at least 3 days (72 hours) passed a fever without the use of fever-reducing medications and improvement in respiratory symptoms (ie Cough, shortness of breath); and at least 10 days have passed since they first experienced symptoms

OR

Test-Based Strategy: Students will not be allowed to return to school until the student or parent report there is a resolution of fever without the use of fever-reducing medications; and improvement in respiratory symptoms (ie Cough, shortness of breath); and negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection from at least two consecutive respiratory specimens collected 24 hours apart.

* **Note: Student absences will be excused.**

Added August 8, 2020

Based on recommendations of the ADHS, the school recommends that all household members of someone confirmed or suspected to have COVID-19 should not physically attend school and quarantine at home for 14 days. Keep in mind, siblings may be at the same school or at another school (age dependent). Should a student become sick, families should notify the schools of any household contact. If a sick student's household contact is in school, the contact's school should be notified and they should be removed from the classroom and sent home as soon as possible, even if not displaying symptoms.

It is important to note that release from isolation DOES NOT require a provider's note and DOES NOT require repeat testing or a negative test. Verifying that a student or staff member meets criteria for release from isolation will be up to the school medical staff or administration. The following dates should be collected for verification:

- Date of test collection (if tested);
- Date of onset of symptoms; and
- Date of resolution of fever.

_____ End of Addition _____

The school will comply with the following recommendation on quarantining classes or closing school buildings:

Schools must report any outbreaks of COVID-19 to their local health department. Having more than one case within a school does not constitute an outbreak. An outbreak is defined as two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14 day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

Similar to determining when to reopen school buildings, the decision to quarantine a class, close a portion of the school, or close the school entirely should be made in close coordination with your local health department. Both the context of local spread as well as the school's mitigation practices should be considered. Schools should begin preparing for virtual learning when one or more benchmark categories fall within the substantial spread category.

X. Communication and External Monitoring

1. School Administration will contact the Superintendent and Human Resource Manager of all reported cases of illness by email.
2. Superintendent or Superintendent Designee other School Administration will communicate and monitor developments with local authorities, students, and families regarding cases, exposures, and updates to agency wide policies and procedures as governed by R9-6-203.
3. School Administration should publically communicate through multiple sources the threshold conditions for excluding someone for work or attending school.
4. Communications need to be developed and publicized in multiple ways regarding the following topics:
 - a. methods to make community feel part of distance learning community
 - b. methods to teach the community on accessing, navigating and conducting activities in a distance learning environment.
 - c. methods to promote staying healthy and preventing the spread of the pandemic.

XI. Health Screener Safety

1. The school will provide Safety Attire for Screeners to include: masks/shields, gloves and medical top.
2. Health screeners will be trained on procedures to assess students
3. Health screeners will never make physical contact with a student through touch or with an item.
4. Health screeners will stay appropriately distanced throughout the screening process.

XII. Bell Schedules

The school should develop 4 bell schedule options that range from full inclusion to staggered inclusion that staggers arrival times, departure times and lunch times.

XIII. Mental Health

1. Staff will be trained on communications and behaviors that reduce panic.
2. Virtual counseling session will be available for 1 day each week. Appointments will be made through the registrar.

XIV: Conditions to Temporary Re-Close

In the event that several employees or students test positive for COVID-19, for precautionary reasons, YPIC may have to temporarily close its doors to the public.

Depending on the location of the staff or student that may test positive, the administration will assess the risk and may determine that temporary closure is necessary.

YPIC employees are limited on the work they can perform from work since access to the necessary drives in the computer cannot be accessed remotely. Currently, employees working from home, come into the office periodically to access information in the drives that cannot be accessed remotely. This not only puts other employees at risk, but makes it difficult to manage the limit of staff in the office.

Accounting is prepared to provide two weeks of emergency sick leave pay in advance to prevent them from having to come into the office if they are quarantined.

Employees that will be able to work from home, will complete the daily log and will be sent to supervisor for approval. All employees have signed a "Temporary" Telecommuting Agreement.

YPIC will assess the situations and will keep track of the number of employees potentially infected at all times and will make efforts to serve the community unless the health of staff and clients is at high risk.

XV: Conditions of Emergency Procurement

In compliance with R7-2-1055, an emergency condition creates an immediate and serious need for materials, services, or construction that cannot be met through normal procurement methods and seriously threatens the functioning of the school district, the preservation or protection of property or the public health, welfare or safety. Some examples of emergency conditions are floods, epidemics, or other natural disasters, riots, fire or equipment failures.

An emergency procurement shall be limited to the materials, services, or construction necessary to satisfy the emergency need.

The governing board shall designate a board member or members or school district official or officials authorized to make emergency procurements, and may prescribe limiting factors including maximum spending limits with regard to emergency procurements.

The designated board member or district official shall:

- Select the contractor to perform the emergency work with as much competition as practicable under the circumstances;
- Obtain a price that is fair and reasonable under the circumstances;
- Prepare a written statement documenting the basis for the emergency, the basis for the selection of the particular contractor, and why the price paid was fair and reasonable. The statement shall be signed by the designated governing board member or district official authorized to initiate emergency procurements; and
- Convene a meeting of the governing board to approve the emergency procurement, unless the nature of the emergency requires that the procurement be made prior to governing board approval.

Agreement to Comply with Pandemic Safety Protocols Form

As a parent and/or student of EOC Charter High School I agree to abide and/or support the following safety protocols during a pandemic:

1. The student agrees to engage in sanitizing classroom areas at the end of class.
2. The student agrees to wear a mask or face shield at all times except while eating in a social distancing manner.
3. The student agrees to social distance by at least a 6 foot separation from individuals in classrooms and open areas.
4. The student agrees to limit movement within the classroom and open areas by permission of staff only.
5. The student agrees to wash or sanitize hands following each class.
6. The student agrees to have body temperature taken at least one time per day.
7. The student agrees to abide by seating chart directions.
8. The student agrees to immediately notify staff if they are feeling ill.
9. The student agrees to stay in the designated **Outside Sick Area** until a student representative comes to pick the student up if they are feeling ill. The student will not be permitted to access public areas like, classrooms, hallways, offices, bathrooms and eating areas without supervision.
10. The school cannot fully protect students from pandemic exposure and the school is not liable for pandemic contact or the spread of the pandemic to the public, student, and/or family members.

The Parent/Guardian/Student Representative and student understand that events that violate the above provisions will result in the student being sent home. The student will have the opportunity to access instruction virtually. Violations of the agreement may also result in administration placing the student in a virtual learning service delivery for the remainder of the pandemic.

Student Name: _____

Student Signature: _____ Date: _____

Parent Name: _____

Parent Signature: _____ Date: _____

Attachment B: Instructional Delivery Option Form

Instructional Delivery Option Form During Pandemic and/or Partial School Closure

The school provides the following options for instructional delivery. Please select one of the options described.

- Traditional Classroom:** The school has limited ability to serve all students in a traditional manner. Currently the school can serve approximately 6 to 10 students in each classroom. Students will be selected on a first come-first serve basis. The following guidelines stipulate conditions for the option:
 1. Students that exceed 3 unexcused absences will be removed from the Traditional Brick and Mortar Option for the class. The student and family will have the option to between the Virtual Learning Option, Packets with Support Option, On-line Option, or Blended option. Depending on the time remaining in the quarter, the student may not be able to receive credit if switched to a different option.
 2. The student must adhere to social distancing guidelines and sanitizing guidelines.
 3. The student must follow all rules and regulations defined in the handbook.
 4. The student must successfully complete the class as designed by instructors to earn course credit.

- Distance Learning Option:** Students have the ability to receive instruction through the school's live streaming platform. The student may interact with the class virtually or access pre-recorded classes as desired. The following guidelines stipulate conditions for the option:
 1. Students must log into the virtual classroom or watch the recorded lesson to be counted present for the class. The student must email the teacher and registrar if that they watch the lesson.
 2. The student must adhere to social distancing guidelines and sanitizing guidelines.
 3. The student must adhere to all time-frames of assignments. If more time is needed the student must email the teacher prior to the dead-line of the assignment. The school reserves the right to give no-credit or partial credit for late assignments.
 4. The student must successfully complete the class as designed by instructors to earn course credit.

- Packets with Support Options:** Students have the ability to complete course work through completing packets independently. Students may schedule small group and independent tutoring sessions with teachers. Because of the time availability of teachers, appointments may require weekend appointment times. The following guidelines stipulate conditions for the option:
 1. Students must turn in coursework by deadlines. Missed deadlines will result in a loss of credit for the assignment. Students that miss two consecutive deadlines will have the option to switching to the Virtual Learning Option, On-line Option, or Blended option. Depending on the time remaining in the quarter, the student may not be able to receive credit if switched to a different option.
 2. It is the responsibility of the family and student to schedule tutoring times with teachers. Families may email or call the registrar to set up appointment times
 3. It is the responsibility of the student and family to pick-up and drop off work by the stated dead-lines.

- On-line Option:** Students have the ability to complete through our on-line course provider. All course work and instruction is provided by an out-side vendor without live support from a teacher. Instruction occurs through reading text material, watching videos, and listening to audio-pods. The following guidelines stipulate conditions for the option.
 1. Students are required to complete one unit per week. Missed deadlines will result in a loss of credit for the assignment. Students that miss two consecutive deadlines will have the option to switching to the Virtual Learning Option or Blended Option. Depending on the time remaining in the quarter, the student may not be able to receive credit if switched to a different option.
 2. If more time is needed to complete a unit or questions regarding the unit, the student must email the Academic Advisor.

- Blended Option:** Students may select instructional deliveries from any of the above options. For example, the student may wish to receive math instruction in the Traditional Classroom Option, complete English as Packets with Support Option and Science through the On-line Option. The following guidelines stipulate conditions for the option.
 1. The student must abide the conditions that define each option.

Student Name: _____ Student Signature: _____ Date: _____

Parent Name: _____ Parent Signature: _____ Date: _____

EOC CHARTER HIGH SCHOOL LAPTOP DEVISE (LTD) LOANER PROGRAM: Checkout and Liability Form

Laptop/LTD Tag No. _____

Value: _____ (Includes: _____)

Students that have reached the age of majority are provided the option of assuming the role of Borrower or assigning the role of Borrower to a representative. Students that have not reached the age of majority must have the parent/guardian act in the role of Borrower.

Print Name of Representative/Borrower: _____

Print Name of Student if Different than Above: _____

As the Representative/Borrower, you have been provided with the loan of a laptop device (further referred to as: LTD) with the above tag number for use at: (Check all that apply)

Within the School

Outside of School

In consideration of the right to use this LTD, the Representative/Borrower agrees to abide by the following terms and conditions:

1. The Representative/Borrower agrees to pay \$_____ to insure the cost of the computer against malfunctions, damages, loss or theft during the loan period. The Representative/Borrower has the right to waive LTD Insurance, but in waiving insurance the Representative/Borrower assumes all costs associated with the loss, theft, or damage to the LTD while on loan to the Borrower. Payment for insurance may be paid for either check or cash. Checks may be made Payable to:

Yuma Private Industry Council

Checks returned for insufficient funds will void all insurance claims and protections as provided in the statement above, which will result in the Representative/Borrower assuming all costs associated with the loss, theft, or damage to the LTD while on loan to the Borrower.

2. The Representative/Borrower agrees to permit staff to inspect the LTD for functioning at the end of each class use, and The Representative/Borrower agree to return the LTD and all accessories on established dates for inspection and maintenance. The Representative/ Borrower will not be able to access the LTD during inspection and maintenance time frames. The Representative/ Borrower will be notified when the LTD will be available for pick-up. A replacement LTD will not be issued until all costs are paid in full.

Semester Return Due Dates are:

December 18, 2020	May 26, 2021
--------------------------	---------------------

3. A late of fee in the amount of \$ _____/day will be charged for not returning the LTD by the due date. If the Representative/Borrower requires the LTD for a longer period of time, he or she must return the lap top in person for inspection by the due date and check out a different LTD. (Subject to availability)
4. Representative/Borrowers that do not permit daily inspection of LTDs, or LTDS that are not returned within 24 hours of the agreed upon return dates will be considered stolen or damaged and late fees will begin to accrue. All actions and costs associated with theft and damage will be incurred by the Representative/Borrower unless the Representative/Borrower has secured valid insurance for the LTD. Individual cases may be referred to school administration for disciplinary action.
5. The Representative/Borrower agrees to keep the LTD in his or custody while checked out and agrees not to lend, loan, or other provide it to any other person. The Representative/Borrower agrees not to use the LTD to violate any school, local, State or Federal laws, policies or regulations with regards to trademark, copyright, patent, libel, slander, privacy of electronic data communication, school conduct policies, or criminal activities.
6. The Representative/Borrower understand that the privilege of using the LTD may be revoked and/or costs may be incurred if: 1) the Representative/Borrower does not use the approved LTD bag 2) The Representative/Borrower trades bags or LTDs with another person 3) The Representative/Borrower leaves the LTD in an unsecured area including classrooms or vehicles 4) The Representative/Borrower personalizes the computer surface in any way to include but limited to adding stickers, paint, ink, marker, etchings, etc. 5) The Representative/Borrower damages another's LTD or attempts to adjust the exterior appearance of another's LTD in anyway. 6) The Representative/Borrower lends the LTD to anyone or hires others to adjust the functioning, operating system or exterior appearance 7) the LTD is involved in reckless, illegal, abusive or obscene activities 8) The Representative/Borrower disregards YPIC Technology Policies 9) The Representative/Borrower installs software, without permission of the school (including games, music, video, etc.) except for printer drivers and Internet Service Providers 11) The Representative/Borrower attempts to add mainframe memory or attempts to adjust hard drives in any manner to include adding functions that allow the computer to save user documents, material and media 10) The Representative/Borrower disregard reasonable requests of staff or agents acting on the behalf of the Educational Opportunity Center Charter High School.
7. The Borrower/Representative agrees to inform the school immediately of any problems, malfunctions, damages, and loss or theft of the LTD. The Representative/Borrower agrees to assume all responsibility for any damage, loss, of the LTD if the Representative/Borrower declined the option to insure the LTD. Costs include repair costs, replacement costs, late fees, collection costs, including attorney's fees, and the withholding of transcripts and diplomas until the financial obligation is met. A replacement LTD will not be issued until all costs are paid in full.
8. The Borrower, representative and student must pass the Educational Opportunities Center LTD Security and Care Assessment Exam with a score of 100%. Accommodations regarding language, literacy challenges and disability must be scheduled by the Borrower/Representative.

I hereby acknowledge the receipt of the above listed property in the conditions specified in the Laptop Device (LTD) Existing Damage Report Form (initial _____) and am aware of the responsibility for its care and return. Furthermore, I authorize agents of the Yuma Private Industry Council and the Educational Opportunity Center Charter High School to charge any liabilities arising under this Agreement .

Student/Borrower/Representative Signature: _____ Date: _____

Parent/Guardian/Representative Signature: _____ Date: _____

Current Borrower/Representative Address: _____

City: _____ zip code: _____

Borrower/Representative Email: _____

Borrower/Representative Phone Number: _____

Borrower/Representative Alternate Contact Name: _____

(This person will be notified to secure LTD's that are not returned by dates indicated)

Borrower/Representative Alternate Contact Address: _____

City: _____ zip code: _____

Borrower/Representative Alternate Contact Email: _____

Borrower/Representative Alternate Phone Number: _____

Health Screening Questionnaire

Adapted from CDC self Checker (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Prior to taking the student's temperatures ask the following questions:

1. Do you fill ill? (If they answer yes, ask question 2)

2. Do you feel like you have any of the following symptoms?

- Fever
- Shortness of breath
- Nausea
- Cough
- Chills
- Muscle pain
- Headache
- Sore throat
- loss of taste or smell

3. (Ask only if the student gave a yes answer to question 1 and 2)

In the two weeks before you felt sick, did you:

- Have contact with someone diagnosed with COVID-19?
- Live in or visit a place where COVID-19 is spreading?

4. Are you caring for someone who is ill?

• If a student is confirmed to have COVID-19, a student is feeling ill, or for students who are well but who have a sick family member at home with COVID-19 will be released home.

• Notify school administration, but maintain confidentiality as required by the Americans with Disabilities Act (ADA).

20/21 DISTANCE LEARNING SCHEDULE

School Starts August 6, 2020

*This schedule is in effect until the governor opens schools for in-person services.

Monday through Thursday

ACTIVITY	TIME
Period 1	8:15 - 9:15
Academic Support	9:20 - 9:50
Period 2	10:00 - 11:00
Academic Support	11:10 - 11:40
Period 3	12:00 - 1:00
Academic Support	1:10 - 1:40
Period 4	1:50 - 2:50
Academic Support	3:00 - 4:00

Friday	
ACTIVITY	TIME
Academic Support	8:15 - 12:30

*Academic Support: during Academic Support students may call, establish chats, and virtual meetings with teachers to receive additional help with school work. Teachers will also be using Academic Support time to contact students to assist with academic help.

20/21 DAILY SCHEDULE

*Option when the community is pandemic free or the learning must occur entirely through distance learning

Monday through Thursday

ACTIVITY	TIME
Breakfast and Student Check-in	7:40 - 8:10
Period 1	8:15 - 9:38
Period 2	9:45 - 11:10
Lunch	11:10 - 11:35
Period 3	11:35 - 1:05
Period 4	1:12 - 2:35

Friday	
ACTIVITY	TIME
Social Distancing Breakfast and Student Check-in	7:40 - 8:10
Period 1	8:15 - 9:13
Period 2	9:20 - 10:18
Period 3	10:25 - 11:23
Period 4	11:30 - 12:30
Grab and Go Lunch	12:31

20/21 DAILY SCHEDULE

*Option separates students equally between a morning session and afternoon session with a short lunch with student support at the end of the day. (Session Schedule – V1)

Monday through Thursday		
ACTIVITY		TIME
		7:40 - 8:10
Session A	8:15 – 9:30	Period 1-SA
	9:37 – 10:22	Period 2-SA
	10:29-11:14	Period 3-SA
	11:14 – 11:59	Period 4-SA
Lunch-Grab and Go Session A Social Distancing Lunch Session B		11:15-11:30
Session B	11:30 – 12:15	Period 1-SB
	12:22 – 1:07	Period 2-SB
	1:14 – 1:59	Period 3-SB
	2:06 – 2:51	Period 4-SB
Teacher Planning and Student Support		3:00 – 4:00
Friday		
ACTIVITY		TIME
Social Distancing Breakfast/Grab Go and Student Check-in		7:40 - 8:10
Student Support		8:15 – 2:00
Lunch - Grab and Go		2:01
Staff Meetings/Professional Development/Grading and Planning		2:30 – 4:00

20/21 DAILY SCHEDULE

*Option separates students equally between the days of the week on a traditional schedule. Friday becomes a Student Support day.
(Split Week Schedule)

Group A: Monday-Tuesday

Group B: Wednesday-Thursday

ACTIVITY	TIME
Social Distance Breakfast and Student Check-in	7:40 - 8:10
Period 1	8:15 - 9:38
Period 2	9:45 - 11:10
Social Distance Lunch	11:10 - 11:35
Period 3	11:35 - 1:05
Period 4	1:12 - 2:35
Student Support/Planning	2:40 - 4:00

Friday	
ACTIVITY	TIME
Social Distancing Breakfast/Grab Go and Student Check-in	7:40 - 8:10
Student Support	8:15 - 2:00
Lunch - Grab and Go	2:01
Staff Meetings/Professional Development/Grading and Planning	2:30 - 4:00

20/21 DAILY SCHEDULE

Split Lunch

Monday through Thursday

ACTIVITY	TIME
Social Distancing Breakfast and Student Check-in	7:30 - 8:00
Period 1	8:15 - 9:38
Period 2	9:45 - 11:10
Period 3 (Science, Social Studies, Lab)	11:17 - 12:42
Lunch (Science, Social Studies, Lab)	12:42 - 1:42 (Open Campus)
Lunch (Math, English, RTI)	11:10 - 12:10 (Open Campus)
Period 4 (Science, Social Studies, Lab)	1:42- 3:05
Period 3 (Math, English, RTI)	12:10 - 1:33
Period 4 (Math, English, RTI)	1:40- 3:05

Friday

ACTIVITY	TIME
Period 1 (Science, Social Studies, Lab)	8:00 - 8:58
Period 1 (Math English, RTI)	8:30 - 9:28
Period 2 (Science, Social Studies, Lab)	9:00 - 9:53
Period 2 (Math English, RTI)	9:35 - 10:33
Period 3 (Science, Social Studies, Lab)	10:00 - 10:58
Period 3 (Math, English, RTI)	10:35 - 11:33
Period 4 (Science, Social Studies, Lab)	11:05 - 12:05
Period 4 (Math, English, RTI)	11:40 -12:40
Grab and Go Lunch	Following 4th Dismissal

20/21 DAILY SCHEDULE

***Option separates students equally between a morning session and afternoon session with a short lunch with student support at the end of the day. (Session Schedule – V1)**

Monday through Friday

		ACTIVITY	TIME
		Social Distancing Breakfast and Student Check-in	7:45 - 8:10
Session 1	Period 1		8:15 - 8:58
	Period 2		9:05 - 9:48
	Period 3		9:55 - 10:38
	Period 4		10:45 - 11:30
		Session 1 Lunch - Grab and Go	11:30 - 11:40
		Session 2 Lunch	11:55- 12:15
Session 2	Period 1		12:15 - 12:58
	Period 2		1:05 - 1:48
	Period 3		1:55 - 2:38
	Period 4		2:45 - 3:30

Friday

		ACTIVITY	TIME
		Social Distancing Breakfast/Grab Go and Student Check-in	7:40 - 8:10
		Student Support	8:15 – 2:00
		Lunch Session 2 - Grab and Go	2:01
		Staff Meetings/Professional Development/Grading and Planning	2:30 – 4:00

EOC CHARTER HIGH SCHOOL

RETURN TO SCHOOL 2020/21 STUDENT AND FAMILY SURVEY

On August 6, 2020 Schools will reopen in different manners, which option(s) do you prefer? Please return the survey by June 26, 2020. Mark the option(s) below:

Option 1: **TRADITIONAL CLASSROOM**



Some or all students would return to school in a traditional way with standard operating procedures where the school would adhere to health and safety practices as best as possible.

Option 2: **DISTANCE LEARNING**

Students remain at home and school would provide equipment (excluding internet) and materials.



Option 3: **PACKETS WITH SUPPORT**



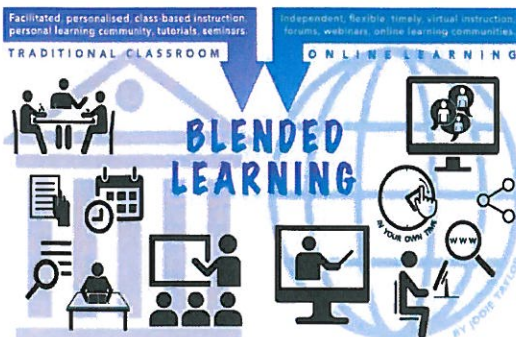
Students would have the option to complete course work through completing packets **independently**.
Students may schedule small group and independent tutoring sessions with teachers.
Students would need to meet dead-lines for packets.

Option 4: **ONLINE LEARNING**

Students would have the option to enroll in our on-line classroom (Buzz) and complete courses independently with very little assistance within the quarter time frame.



Option 5: **BLENDED**



A combination of traditional classroom, packets with support, online learning. Students would have the option to select from the four options as desired.

OPTIONS TO RETURN SURVEY

Due Date: June 26, 2020

Briefly explain the main reason you selected the option on the previous page? (Optional)

Families may return the surveys in following manner:

1. Screen shot and e-mail to **bgrossenburg@ypic.com**
2. **Drop Off** at the school (drop box outside)
3. Mail to: **3810 W 16th Street, Yuma AZ 85364**
4. Screen shot and send to *Facebook Messenger* at **"YPIC Charter"**

EOC CHARTER HIGH SCHOOL

REGRESO A LA ESCUELA 2020/21 ENCUESTA PARA ESTUDIANTES Y SUS FAMILIAS

El 6 de Agosto, 2020 las escuelas podrian abrir en diferentes maneras, que prefiere usted?
Por favor marque su(s) opción(es) preferida(s) y mande la encuesta de regreso a mas tardar el 26 de Junio del 2020.

Opción 1: CLASES TRADICIONALES



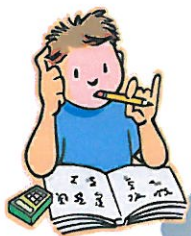
Algunos o todos los estudiantes pudieran regresar a clase de la manera tradicional tomando todas las precauciones debidas y siguiendo procedimientos de sanitación necesarias.

Opción 2: APRENDIZAJE A DISTANCIA

El estudiante se quedaria en casa y la escuela le proveerá el equipo necesario (no incluye internet) y materiales.



Option 3: PAQUETES CON AYUDA



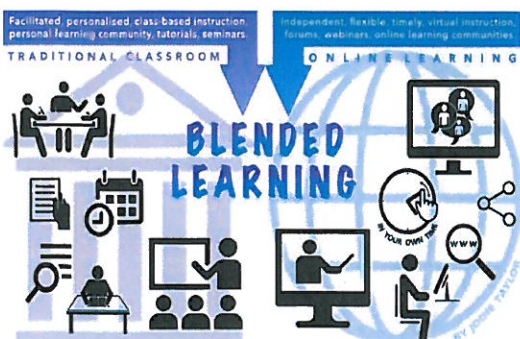
El estudiante tendria la opción de completar sus tareas **independientemente** por medio de paquetes.
El estudiante puede organizar sesiones de estudio en grupo o hacer cita con sus maestros para sesiones individuales.
El estudiante tendra un limite de tiempo para completar las tareas.

Opción 4: APRENDIZAJE EN LINEA

El estudiante tendria la opción de tomar clases en linea (Buzz) y completar sus cursos independientemente con muy poca ayuda.



Opción 5: COMBINACION



Una combinación de clases tradicionales, paquetes con ayuda, aprendizaje en linea. El estudiante tendria la opción de escoger entre las diferentes opciones.

ENCUESTA: OPCIONES PARA REGRESAR A LA ESCUELA

Regrese la encuesta a mas tardar el 26 de Junio del 2020.

Brevemente explique la razón por la cual escogio la opción marcada en la página anterior. (Opcional)

La encuesta se puede mandar de las siguientes maneras:

5. Tome una foto de la encuesta y mandela por correo electronico a **bgrossenburg@ypic.com**
6. **Lo pueden entregar en la escuela** (buzon de entrega 3810 W 16th Street, Yuma, AZ)
7. Enviar por correo: **3834 W 16th Street, Yuma AZ 85364**
8. Captura de pantalla y enviela por *Facebook Messenger* a **“YPIC Charter”**

EOC CHARTER HIGH SCHOOL

RETURN TO SCHOOL 2020/21 STUDENT AND FAMILY SURVEY

In this survey, we are interested in learning more about your thoughts, feelings, and attitudes about returning to school in August 2020.

This survey does not imply the school will offer traditional classroom settings in August of 2020. The school board will use data from surveys, national recommendations, state recommendations, local recommendations and local trends to base what options will be open to students in August of 2020.

The school is currently preparing for each of the options below.

<p>Traditional Classroom Some or all students would return to school in a traditional way with standard operating procedures where the school would adhere to health and safety practices as best as possible.</p>	<p>Distance Learning Students would have the option to remain at home and would be provided with distance learning equipment (not to include internet access) and distance learning material. Students would be required to log-in daily to each class.</p>	<p>Packets with Support Students would have the option to complete course work through completing packets independently. Students may schedule small group and independent tutoring sessions with teachers. Students would need to meet dead-lines for packets.</p>	<p>Online Learning Students would have the option to enroll in our on-line classroom (Buzz) and complete courses independently with very little assistance within the quarter time frame.</p>	<p>Blended A blend of distance learning, traditional classroom, packets with support and online learning. Students would have the option to select from the four options as desired.</p>
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SECTION 1: Please check the response that best reflect your knowledge and perceptions. These questions may be answered by the student or parent/guardian.

1. What is the student's comfort level with online teaching and learning?

Not at all comfortable

Comfortable

Very Comfortable

2. How much help would the student need in navigating on-line classrooms?

Tremendous Amount of Assistance

Some Assistance

Almost No Assistance

3. How much home support is there to assist the students in learning and navigating on-line classrooms?

Tremendous Amount of Support

Some Support

Almost No Support

4. How would you define the student's ability to stay engaged in the on-line classroom?

Not Able To Stay Engaged at All

Able to Stay Engaged Some of the Time on Some Days

Able to Stay Engaged Some of the Time on Most Days

Able to Stay Engaged Most of the Time on Most Days

5. How important is second language support in learning and navigating an on-line classroom?

Not Important

Sort of Important

Very Important

6. Of the following items, what barriers are present at home that would prevent the student from being successful in an on-line classroom?

(Select all items that are significant)

- No internet or poor internet service
- Student is not motivated to join on-line classroom
- Too many distractions at home
- Lack of a computer or smartphone
- Lack of internet based communications like email, chat rooms and blogs
- Other (Please specify)

SECTION 2: You do not need to answer this section if you have no experience. Please check the response that best reflect knowledge and perceptions. These questions may be answered by the student or parent/guardian.

1. Has the student ever participated in an on-line school, computer based independent study class, or virtual classroom?

- Yes (Please complete the remainder of Section 2)
- No (Please skip to Section 3)

2. How frequently was help needed to understand the online content?

Almost Never

Sometimes

Almost All the Time

3. How successful was the student in completing the computer-based class?

Not Successful At All

Somewhat Successful

Very Successful

SECTION 3: Please check the response that best reflect knowledge and perceptions. These questions may be answered by the student or parent/guardian.

1. Based on your experiences during the school closure, how do you feel, personally, about students physically returning to the school campus this fall?

Not Comfortable

Comfortable

Very Comfortable

2. Of the choices below, which choice would best serve the student in regards to the current status of COVID-19?

- Traditional classroom where all students attend school and the school tries to enforce social distancing even though not totally possible.
- Traditional Classroom where only some students are permitted to attend school and social distancing is enforced.
- Distance Learning where students would have the option to remain at home and would be provided with distance learning equipment (not to include internet access) and distance learning material. Students would be required to log-in daily to each class.
- Packets with Support Option in which students have the ability to complete course work through completing packets independently. Students may schedule small group and independent tutoring sessions with teachers. Students would need to meet dead-lines for packets.
- On-line Option Students would have the option to enroll in our on-line classroom (Buzz) and complete courses independently with very little assistance. Instruction occurs through reading text material, watching videos, and listening to audio-pods.
- Blended Option in which students would have the option to select from the four options as desired. For example, the student may wish to receive math instruction in the Traditional Classroom Option, complete English as Packets with Support Option and Science through the On-line Option.

3. How comfortable are you in the student returning to school in fall 2020 based on the current status of COVID 19?

Not Comfortable

Comfortable

Very Comfortable

4. Which of the following concerns do have about the student returning to school in August of 2020?

- The student will get exposed to the COVID-19 virus at the school
- Reorganizing routines that have become regular during school closure
- Leaving a family member who are at home that need assistance
- Decreased daily contact with family members
- Potentially spreading the COVID-19 virus to other students and community members
- Something else (Please specify)

4. Do you have any comments, ideas or suggestions regarding reopening the school in August of 2020?

EOC CHARTER HIGH SCHOOL Virtual Learning Contract

Student Readiness:

Student success in Virtual Learning is dependent on many factors. Academic ability, reading skills, computer skills, habits of mind, parent support, and technology access are among these essential factors. It is highly recommended students consult with family members regarding distance learning. Students must complete this Distance Learning Contract prior to enrollment. This document must be signed by the student and parent/guardian if the student has not reached the age of majority.

Student Attendance and Due Dates:

Students will be required to log into the classroom at the designated class times. If students miss the live version of the class, they must access the recorded class within ____ hours of missed class. Assignments must be submitted by the due dates established for the courses. If more time is needed for assignments the student or family must email the teacher to discuss new time frames.

Virtual Learning Etiquette:

Students will be required to demonstrate Virtual Learning Etiquette at all times and follow guidelines established in the school's Internet and Use of Technology Agreement Form. Students will be removed from the Virtual Learning Option if they demonstrate any of the following behaviors:

- Name-calling, abusive language, or expressing offensive opinions
- Posting private or embarrassing images or comments
- Purposely interfering with participation of other students or interfering with instruction

The school's Code of Conduct governs the Virtual Learning option as well as the other learning options provided to students.

Opt Out Time Frame:

Students will be given 10 school days from the time of enrollment in a virtual class to drop from the Virtual Learning Option and given the option of entering one of the other school provided platforms. The school cannot promise other learning options past the 10 day mark.

Internet Access

The responsibility of providing internet to the student resides with the family. Families are required to establish communications with local internet providers to secure internet connectivity. A list of local internet providers is attached to this contract. Families should inform providers they are securing internet for a student. Some providers provide discounts or waive internet rates for students.

Below is a list of local internet providers:

Spectrum: <https://www.spectrum.net/support/internet/covid-19-internet-offer-students>

Century Link: <https://www.centurylink.com/home>

Viasat: <https://www.viasatspecials.com/>

BeamSpeed: <https://www.beamspeed.com/>

Parent / Student Acknowledgement

Student:

I have read and I am aware of the above criteria for Virtual Learning. I accept the responsibility for the preparation needed to complete this course. I am aware that I must attend class by logging into classes at the specified times or to access recorded classes within _____ hours of the missed class in order to stay on pace for course completion by the end date.

I, _____, will organize my time, communicate with my teacher as needed, conduct myself in an appropriate manner and contribute positively to the online learning process. I understand that if I do not meet the above stated criteria I may be in jeopardy of not receiving credit for the class and be dropped from enrollment for the Virtual Learning Option.

Parent:

I am aware of the above criteria for online Course Readiness, and agree to help my child work to be successful in all Virtual Learning classrooms. I am aware of attendance requirements for my child, as well as daily work requirements and end dates. I understand if my child does not meet the above stated criteria they may be in jeopardy of not receiving credit for the class and be dropped from enrollment for the the Virtual Learning Option.

Signatures:

Student Signature: _____ Date: _____

Parent/Guardian/Student Representative Signature: _____ Date: _____

How To Clean and Disinfect Schools To Help Slow the Spread of Flu

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases in schools. To help slow the spread of influenza (flu), the first line of defense is getting vaccinated. Other measures include staying home when sick, covering coughs and sneezes, and washing hands often. Below are tips on how to slow the spread of flu specifically through cleaning and disinfecting.

1. Know the difference between cleaning, disinfecting, and sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Disinfecting kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

2. Clean and disinfect surfaces and objects that are touched often

Follow your school's standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys. Some schools may also require daily disinfecting these items. Standard procedures often call for disinfecting specific areas of the school, like bathrooms.

Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

3. Simply do routine cleaning and disinfecting

It is important to match your cleaning and disinfecting activities to the types of germs you want to remove or kill. Most studies have shown that the flu virus can live and potentially infect a person for up to 48 hours after being deposited on a surface. However, it is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu. Also, if students and staff are dismissed because the school cannot function normally (e.g., high absenteeism during a flu outbreak), it is not necessary to do extra cleaning and disinfecting.

Flu viruses are relatively fragile, so standard cleaning and disinfecting practices are sufficient to remove or kill them. Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

4. Clean and disinfect correctly

Always follow label directions on cleaning products and disinfectants. Wash surfaces with a general household cleaner to remove germs. Rinse with water, and follow with an EPA-registered disinfectant to kill germs. Read the label to make sure it states that EPA has approved the product for effectiveness against influenza A virus.

If a surface is not visibly dirty, you can clean it with an EPA-registered product that both cleans (removes germs) and disinfects (kills germs) instead. Be sure to read the label directions carefully, as there may be a separate procedure for using the product as a cleaner or as a disinfectant. Disinfection usually requires the product to remain on the surface for a certain period of time (e.g., letting it stand for 3 to 5 minutes).

Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting.

5. Use products safely

Pay close attention to hazard warnings and directions on product labels. Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

Ensure that custodial staff, teachers, and others who use cleaners and disinfectants read and understand all instruction labels and understand safe and appropriate use. This might require that instructional materials and training be provided in other languages.

6. Handle waste properly

Follow your school's standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

Plan for Phase 2 of Distance Learning

- You may have received communication on March 24 that Yuma Union High School District will be moving into its second phase of distance learning. As noted previously, the plan has been created in collaboration with principals, instructional leaders, and the district teaching and learning staff.
 - While the district is currently closed through April 10, we do not know how long the state's mandated closure will last. With that in mind, teachers are currently planning for the final six weeks of the school year with a focus specifically on standards, and which essential standards have not been met by your student in class.
 - Objectives and assignments will be created that are based on the standards and are expected to be rigorous and use multiple modes of delivery such as video, picture, text, etc.
 - Teachers are expected to post their first standard and its congruent assignments to the class Canvas homepage by 8 a.m. on April 6, 2020, following YUHSD's regularly scheduled spring break. For students who are unsure of how to create an assignment in Canvas, please visit our resource page at yumaunion.org.
 - After the first standard is posted, teachers will begin maintaining office hours via Google Meets for a total of six hours per week, spread across at least two days. The office hours will be posted on the class Canvas page.

This certainly is an unprecedented time, and YUHSD teachers and principals want to make sure students are supported. If families have questions, they should contact their teacher or campus principal.

Thank you for your patience and understanding as we move forward with distance learning.

Es posible que haya recibido comunicación ayer sobre que el Distrito Escolar Secundario de Yuma Union pasará a su segunda fase de aprendizaje a distancia. Como se señaló anteriormente, el plan se ha creado en colaboración con los directores, los líderes de instrucción y el personal de enseñanza y aprendizaje del distrito.

- Aunque el distrito está cerrado hasta el 10 de abril, no sabemos cuánto durará el cierre obligatorio del estado. Con eso en mente, los maestros actualmente están planeando las últimas seis semanas del año escolar con un enfoque específico en los estándares y qué estándares esenciales no ha alcanzado su estudiante en clase.
- Se crearán objetivos y tareas que se basarán en los estándares y se espera que sean rigurosos y utilicen varios modos de entrega, como video, imagen, texto, etc.
- Se espera que los maestros publiquen su primer estándar y sus tareas congruentes en la página web de su clase en Canvas antes de las 8 am del 6 de abril de 2020, después de las vacaciones de primavera programadas regularmente por YUHSD. Para los estudiantes que no están seguros de cómo completar una tarea en Canvas, visite nuestra página de recursos en yumaunion.org.

- Después de que se publique el primer estándar, los maestros comenzarán a mantener horas de oficina a través de Google Meets durante un total de seis horas por semana, repartidas en al menos dos días. Las horas de oficina se publicarán en la página de Canvas de la clase.

Este es ciertamente un momento sin precedentes, y los maestros y directores de YUHSD quieren asegurarse de que los estudiantes reciban apoyo. Si las familias tienen preguntas, deben comunicarse con el maestro o el director de la escuela.

Grading system for distance learning / sistema de calificaciones para aprendizaje a distancia

- **Distance learning will only improve a student's academic standing.**

YUHSD students will be offered both digital and non-digital learning options, as well as dedicated "office hours," where students and families can receive support from teachers virtually via Google Hangout and by phone or email. While students are expected to complete assignments through Canvas and teachers are able to provide feedback and grade work, grades will be counted ONLY if they improve a student's overall grade in the course and will not negatively impact any student's academic standing. Students who do not engage in academic work due to barriers, such as no internet, etc, can be issued an incomplete and will be expected to make up incomplete assignments following the distance learning period.

Grades posted on the Synergy/ParentVue portal include work submitted to teachers for assignments through March 13, 2020. Due to the closure of all YUHSD schools, assignments completed between March 16, 2020 and the end of the 2019-20 school year will be posted on your student's Canvas page. Final grades will be available on Synergy at the end of the semester.

Whether it's during this unprecedented time or through the regular course of our school year, Yuma Union High School District's mission remains to ensure that EVERY student graduates from our schools college, career, and community ready. The influx of digital learning at the post-secondary level, the need to connect with a global community through virtual meetings, and the creativity and flexibility necessary to thrive after high school, are just some of the potential ways YUHSD students will continue achieving that mission even during a time of such uncertainty.

El aprendizaje a distancia solo mejorará la posición académica del estudiante.

A los estudiantes de YUHSD se les ofrecerán opciones de aprendizaje digitales y no digitales, al igual "horas de oficina" dedicadas, donde los estudiantes y las familias pueden recibir apoyo de los maestros prácticamente a través de Google Hangout y por teléfono o correo electrónico. Mientras se espera que los estudiantes completen las tareas a través de Canvas y los maestros podrán proporcionar comentarios y calificaciones, las calificaciones se contarán SOLAMENTE si mejoran la calificación general de un estudiante en el curso y no afectarán negativamente la posición académica de ningún estudiante. Los estudiantes que no participan en el trabajo académico debido a barreras, como la falta de internet, etc., pueden recibir un incompleto y se espera que terminen las tareas incompletas después del período de aprendizaje a distancia.

Las calificaciones publicadas en el portal Synergy / ParentVue incluyen el trabajo enviado a los maestros de tareas hasta el 13 de marzo de 2020. Debido al cierre de todas las escuelas de YUHSD, las tareas completadas entre el 16 de marzo de 2020 y el final del año escolar 2019-20 se

publicarán en la página de Canvas de su estudiante. Las calificaciones finales estarán disponibles en Synergy al final del semestre.

Ya sea durante este tiempo sin precedentes o durante el curso regular de nuestro año escolar, la misión de YUHSD sigue siendo garantizar que CADA estudiante se gradúe de nuestras escuelas preparado para la universidad, la carrera y la comunidad. La afluencia del aprendizaje digital en el nivel postsecundario, la necesidad de conectarse con una comunidad global a través de reuniones virtuales y la creatividad y flexibilidad necesarias para prosperar después de la escuela secundaria, son solo algunas de las maneras potenciales en que los estudiantes de YUHSD continuarán logrando esa misión, incluso en un momento de tanta incertidumbre.

Planning for Distance Learning

- Yuma Union High School District (YUHSD) has a plan in place in the event schools were to close and distance learning were to take place. Distance learning is the education of students who may not always be physically present at a school. It can be successfully accomplished through the use of learning management systems. YUHSD uses Canvas. This page will help you navigate using Canvas. Research also shows that setting a schedule can help students be successful. Please see the example below:
 - 7:00-7:30 Breakfast
 - 7:30-8:30 **English (through Canvas)**
 - 8:30-8:35 Break
 - 8:35-9:35 **Math (through Canvas)**
 - 9:35-9:45 Break
 - 9:45-10:45 **Science (through Canvas)**
 - 10:45-10:50 Break
 - 10:50-11:50 **Dance Class (through Canvas)**
 - 11:50-12:30 Lunch
 - 12:30-1:30 **History (through Canvas)**
 - 1:30-1:35 Break
 - 1:35-2:35 **Business Management (through Canvas)**

What is Canvas?

- Canvas is a learning management system. It is a place for teachers to store and update all content, materials and assignments online for students to view at any time. It can serve as a way for students to get caught up when they miss a day or in times, for example, when school has to be closed to continue learning. Canvas is used at colleges and universities across the world including Arizona Western College and Arizona State University.

Logging into Canvas

- **Click Here:** <https://yumaunion.instructure.com/login/ldap>

Username: YUHSD email (first name, ID # @yumaunion. org)

Password: Tx 6 digit birthday (mmddy) (UNLESS Student has changed it)

EXAMPLE

Username: john123456789@yumaunion.org

Password: Tx010101

Google Classroom

Google Classroom Overview:

https://edu.google.com/teacher-center/training/?modal_active=none

https://edu.google.com/teacher-center/products/classroom/?modal_active=none

Google Classroom for student and parent:

<https://www.youtube.com/watch?v=qSxNLaWm74g>

<https://www.youtube.com/watch?v=xfgqtCi7hdo>

<https://www.youtube.com/watch?v=pl-tBjAM9g4>

<https://www.educatorstechnology.com/2019/02/google-classroom-basics-for-teachers.html>

What is Google Classroom?

“Classroom is designed to help teachers create and collect assignments paperlessly, including time-saving features like the ability to automatically make a copy of a Google document for each student. It also creates Drive folders for each assignment and for each student to help keep everyone organized. Students can keep track of what's due on the Assignments page and begin working with just a click. Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Classroom.”

2- [How does Google Classroom Work?](#)

Check out this step by step guide to learn more about how Classroom works.

3- [Understanding the assignment flow](#)

Check out this page to learn more about how you can create and collect assignments paperlessly on Google Classroom.

Teachers

1- Getting Started

[Sign in to Classroom](#)

[Join a class](#)

[Change account settings](#)

2- Creating and Managing Classes

[Add a class](#)

[Add a class resource page](#)

[Invite teachers to a class](#)

[Set class permissions](#)

[Invite students to a class](#)

[Remove a student from a class](#)

[Remove a teacher from a class](#)

[Archive a class](#)

3- Creating and Grading Assignments

[Create or modify an assignment](#)

[View assignments](#)

[Grade and return an assignment](#)

4- Communicating with your Students

[Post an announcement](#)

[Email a student](#)

[Share to Classroom from a mobile device](#)

Students

1- Managing Classes

[Join a class](#)

[Unenroll from a class](#)

[View an archived class](#)

[View your class resource page](#)

2- Managing Assignments

[View assignments](#)

[Submit an assignment](#)

[View a returned assignment](#)

3- Connecting with Your Classmates

[Post to the class stream](#)

[Use +mention to share messages](#)

[Send an email](#)

[Share to Classroom from a mobile device](#)

DRAFT

Attachment L: Saint Francis Parent Letter

Dear Parents,

Thank you in advance for your support during school closures. In order to continue their learning while students are staying home, middle school will be implementing Google Classroom. If you do not have access to the internet, please notify the office immediately so that we can provide an alternative method for accessing lessons and assignments. Google Classroom is easy to use and will allow them to continue learning while not physically in the classroom.

Here are the steps for signing in:

1. Go to classroom.google.com and click Go to Classroom.
2. Enter your username and click Next.
3. Enter your password and click Next.
4. If there is a welcome message, read it and click Accept.
5. If you're using a G Suite for Education account, click I'm A Student or I'm A Teacher. ...
6. Click Get Started.

The following are the class codes for sixth, seventh, and eighth grades:

Class/Grade	Sixth	Seventh	Eighth
Religion	lq6zhn	jug2qht	g237qqt
Science	37yvzx	64drkz5	r52xaxc
Math	Ouytvm	Kgt72xc	5tub7w
	Advance Math: dtmyhaa	Advanced Math: 5kybszs	
Social Studies	dn5tqrw	v4jmdd2	3npu74r
ELA	jm2cvsx	t3apwzd	gsc5mxc
English	tyyvm3y	mu6altz	6p5bayd

It is our hope that spring break was able to provide you a time of respite. In our new norm, we look for balance and regularity in our daily lives. We can finally see the good coming from all of this: the appreciation and love of one another, students gaining self-discipline and responsibility, and you, as parents, becoming their learning coaches. Now more than ever, you have the opportunity to keep your child motivated, monitor their academic progress, and participate in their daily learning! How exciting!

As we had mentioned in part one of our Distance Learning- Procedures and Guidelines, we had information pending on a few topics. Here it is.

A T T E N D A N C E

School is still in session! Although it may feel like there is more flexibility in our schedules at home, students are expected to be available during the usual school hours, Monday through Friday (excluding holidays), as per state law. Daily interaction with Google Classroom is vital in their success. Students will be required to partake in live Zoom sessions, adhere to testing windows, and engage in discussions through streaming comments. Please make arrangements within your own household to organize a schedule that is conducive to all members.

ASSIGNMENT TRACKERS

In lieu of agendas, middle school will now be using a form of planning called Assignment Trackers. This one-sheet document will be sent to students via Google Classroom on the first day of the week by their homeroom teacher. They will be able to view the week at a glance. Parents are not expected to sign anything, yet it will continue to be the responsibility of both the parent and student to communicate regarding the listed assignments, homework, and any upcoming assessments.

QUESTIONS ABOUT ASSIGNMENTS

We will honor all questions related to the learning via Google Classroom. Most of the students have already begun to stream class comments, where they can continue to post publicly. If a student prefers to ask something discreetly, they may choose to submit a private comment through their class assignment. Posting comments through the video lesson and/or assignment, will enable us to know precisely what they are referencing. Any questions or comments should be lesson related, and it is not the place for social conversation, as those comments may cause teachers to overlook a question another student has posted.

ZOOM

As we stabilize distance learning, middle school students will be required to participate in multiple weekly Zoom sessions. Zoom is a live video meeting where we can come together face-to-face. This communication will help us feel closer and more connected. These meetings will allow students and teachers to be engaged with each other, ask questions, and share comments and concerns. Use Zoom on any device that has internet access and camera capability.

Right now, you don't need to do anything on your part. Teachers will send invitations via your child's student Google account. These invites will include key details like the meeting time, session ID, and password. A few clicks and you're in! Zoom is very user friendly and we are looking forward to these live conferences with everyone!

Stay tuned for a weekly Zoom schedule. The schedule is a one-sheet document which will be sent out to students via Google Classroom on the first day of the week by their homeroom teacher.

Zoom participation is mandatory. Each class session will be worth five points. These sessions will be added to your child's conduct and the points will formulate the weekly conduct grade.

ASSESSMENTS

Middle school will continue to measure students' learning through a variety of assessments. Some may be short quizzes, multiple choice tests, essays, and more. A notification of a test will be posted in advance via the classroom on Google. Students are expected to continue to utilize the testing procedures that were implemented within the classroom. Along with those, ensure that your child has a quiet space without distractions. Although we are physically at home, we would like St. Francis students to continue to live out the Gospel Values. It is imperative that your child use only the resources provided within the Google Classroom site along with the directions of the assessment, in order to complete the test. Moreover, there will be a testing time allotment specified on the notification. For example, if your child received notification of a vocabulary test on Friday, the testing window could be from 8:00- 9:00 am. The assessment must be complete within that range of time. In doing this, we are able to set a tone of importance and provide us teachers valid testing data.

June 23, 2020

To EOC Students and Families:

As we plan for the fall semester, we wanted to assure you that the health and safety of our students is the first priority at EOC Charter High School. We are diligently working on a plan for reopening that is responsible and provides each student with a desired learning opportunity.

Our plan provides a safe and positive educational experience that requires structure and routine in which our students can be successful. Our students will continue to receive a high-quality education that is fundamental to our mission.

School will begin on August 6, 2020, while adhering to health and safety best practices. Arizona State Superintendent of Public Instruction has published a "Roadmap for Reopening Schools" which provides guidelines and not mandates. Our school is using this road map along with other guidance for creating our plan.

Currently the school is hoping to open in a traditional classroom manner through a split morning and afternoon session. However the issues of screening, proximity and the ability to quarantine those that are ill are still challenges that come with our small school and limited spaces. Therefore at this time a traditional classroom setting is only partially feasible.

In addition to attempting to reopen the school in a traditional manner to some extent, the school will provide every student the following options:

PACKETS WITH SUPPORT: Students would have the option to complete course work through completing packets independently. Students may schedule small group and independent tutoring sessions with teachers. Students would need to meet deadlines for packets.

DISTANCE LEARNING: Students remain at home and school would provide the student with a Chrombook and Material. At this time the school cannot provide internet access. The student would be able to participate remotely with his classmates and teacher through a distance learning environment.

ONLINE LEARNING: Students would have the option to enroll in our on-line classroom (Buzz) and complete courses independently with very little assistance from a teacher. Students would work at their pace while ensuring the course is completed within a nine-week time frame.

BLENDED: Students would have the option to choose from any of the presented options.

Because COVID-19 is fluid and dynamic, we will continue to consult with the experts and review any updates as needed. Students and families should have been contacted or received a survey within this past week inquiring about which option was the most preferred. If you were not contacted or didn't receive a survey, you may complete the survey through Facebook by visiting us @YPICCharter or calling the school directly at 928-329-0990 ext. 4001.

Our school is taking the following steps to ensure the beginning of the year is successful:

- Increasing the number of hand sanitizing stations throughout the school, including one per classroom.
- Training all employees on health and safety protocols.
- Teaching and promoting proper hygiene and sanitation practices.
- Posting signage displaying reminders for hygiene and sanitation protocols.
- Intensifying cleaning and increase the disinfecting of our school; including the frequent sanitation of high-touch surfaces such as tables, door handles, and desktops.
- Minimizing the number of students in common areas including the hallways and eating areas, and gathering areas.
- Providing every student with the technology necessary to access education remotely.
- Providing small class sizes with maximum social distancing as allowable in each room.
- Family Members, Community Members, Students and Staff must wear masks or face shields. The school will provide one reusable face mask to each student. Families may purchase additional masks if they desire.
- Policies have been amended to allow an absence to be excused without the necessity to provide documentation.
- We will be conducting daily screenings for each student or person entering school. This screening includes the use of a no-touch thermometer and a visual/verbal inspection for signs of illness.

With best regards,

Brian Grossenburg
Principal
EOC Charter High School

Attachment __ FAQs and Resources

Questions to Address:

1. Is it possible to create one directional hallways?
2. Should we consider a portable hand washing station in each classroom?
3. Should we consider air sanitizers for classrooms?
4. Should we consider A and B days? What schedule do we go with if more than 10 students in building?
5. How and who should clean up bio hazards?

Things to do:

1. Expand diversity of communication to twitter and snapchat

Things that are not possible:

1. Having students stay and teachers move.

Resources:

Google Classroom:

How a Teacher Sets-Up Google Classrooms: <https://www.youtube.com/watch?v=M6L-nZGIUTE>

Student Introduction to Google Classroom:

Google Classroom Tutorial for Students and Parents: <https://www.youtube.com/watch?v=xfgqtCi7hdo>

(General Overview of Google Classroom)

Student Intro to Google Classroom: <https://www.youtube.com/watch?v=uVJHM5V7I2M>

(Very fast tutorial but descriptive)

YUHSD:

Distance Learning for Students

<https://www.yumaunion.org/Page/3083>

Distance Learning for Teachers

<https://www.yumaunion.org/Page/3084>

CDC:

<https://www.cdc.gov/>

<https://www.cdc.gov/flu/school/guidance.htm>

<https://www.cdc.gov/flu/school/cleaning.htm>

[CDC Says "Take 3" Actions to Fight the Flu](#)

[Guidance for School Administrators to Help Reduce the Spread of Seasonal Influenza in K-12 Schools](#)

Arizona Department of Health Services:

<https://www.azdhs.gov/>

Arizona Department of Education:

<http://www.azed.gov/>

ASBA:

<http://azsba.org/learning-center/webinar-archive/>

<https://register.gotowebinar.com/recording/viewRecording/5836723798518660879/5170241631379158284/bgrossenburg@ypic.com?registrantKey=4034319676022015503&type=ABSENTEEMAILRECORDINGLINK>

Other:

- [Antimicrobial Products Registered for Use Against the H1N1 Flu and Other Influenza A Viruses on Hard Surfaces](#)external icon
- <https://archive.epa.gov/pesticides/oppad001/web/pdf/influenza-a-product-list.pdf>
- [Green Clean Schools \(Healthy Schools Campaign\)](#)external icon
- [Interim Guidance on Environmental Management of Pandemic Influenza Virus \(HHS\)](#)external icon
- [Cleaning for Health \(NEA\)](#)external icon
- [National Clearinghouse for Educational Facilities \(NCEF\)](#)external icon

Message From School Administrators

The Governing Board did not make any decisions on reopening and what it might look like. They did approve an amended calendar that eliminates fall break and we will finish the school year a week earlier.

Tim



On Thu, Jun 11, 2020 at 10:11 AM <BGrossenburg@ypic.com> wrote:

Mr. Brienza,

Our board is interested in whether your board many any decisions last night in regards to re-opening schools in the fall or making adjustments to your distance learning

Frequently Asked Questions (FAQ)

Q: Where can I find distance learning information for my child?

A: You can find information on Distance Learning in the Student Handbook, School Website at ypic.com, and our facebook page (YPICCharter)

Q: Where can I get the most accurate facts and up-to-date information about COVID-19 (coronavirus)?

CDC:

<https://www.cdc.gov/>

Arizona Department of Health Services:

<https://www.azdhs.gov/>

Arizona Department of Education:

<http://www.azed.gov/>

Yuma County:

<https://www.yumacountyaz.gov/government/health-district>

Q: What is the school doing to encourage prevention and promote student health during this public health situation?

A: The school has a multi-tiered plan in place designed to:

- Monitor the situation in a responsible and effective way
- Take necessary precautions within the classroom & public areas
- Provide distance learning opportunities.
- Maintain open communication with parents and families

School leadership are meeting regularly to keep up-to-date on the situation. We are working with our local health department to ensure every precaution is being taken to ensure a healthy environment for students, staff and community.

Q: What can we do at home to be proactive during this time?

A: Everyday preventative measures are simple, yet effective tools to help avoid illness. Parents, students and caregivers can help immensely by doing the following:

- Keep children home when they are sick, have a fever, or diarrhea.
- Teach children to cover coughs/sneezes with a tissue or elbow.
- Encourage children to wash their hands with soap and water.
- Wash hands after eating, going to the restroom, or touching objects/surfaces.
- Encourage children to avoid touching their mouth and nose to avoid the spread of germs.
- Clean frequently-touched surfaces and objects around the house.

For additional useful tips, visit the Yuma County Public Health Department website.