



During any extended closure due to a pandemic/epidemic Edge High School believes our students will benefit from a distance and virtual learning plan. These services provide our students with consistency and support. This plan was created by the Edge administration team with input from the Edge School Board and the Edge School staff.

**Communication Plan:** District leaders will ensure consistent communication with stakeholders of the Edge High School.

**Continuation of Educational Services:** In the event of a pandemic/epidemic that significantly impacts how we are able to provide educational Edge High School is committed to fulfill our district's mission and vision.

## DEFINITIONS

**Asynchronous Learning:** Learning opportunities that do not take place at the same time, but do allow for instruction, feedback, assessment, exploration, communication, collaboration, and more. Methods for asynchronous learning can include the use of instructional videos, discussion boards, work that is distributed to students and handed back in to teachers, interactive reading assignments, and many other methods.

**Distance Learning:** Distance learning includes virtual, online, ITV, alternate locations, instructional telephone calls, and all learning that is offered through alternate means rather than on-campus, face to face.

**Equitable Learning Opportunities:** Providing supports, removing barriers, and implementing solutions so that all students have the access and resources needed to participate and be successful in all learning opportunities.

**Synchronous Learning:** Learning opportunities that occur at the same time between teacher and student(s). Most often, this will take place with the use of Google Meet. It could also take place during chat sessions, using Google Classroom Stream, and collaboration on interactive documents. Synchronous learning may occur between a teacher and one student, between a teacher and a group of students, or between a teacher and the class. We will also use synchronous learning for staff meetings and professional development.

## **EDUCATIONAL STAFF EXPECTATIONS:**

In order to implement the Edge High school distance learning plan, we must utilize professional learning to train all of our staff. We expect staff to be at varying levels of expertise and we will need to provide assistance and guidance as needed.

### **Professional Learning for Teachers to Teach Distance Learning**

Edge High School has provided ongoing professional learning opportunities for all staff with emphasis on social emotional learning, technology integration, and curriculum development. All teachers have prioritized standards and have developed common vocabulary to use with our students. We will continue to provide teachers with multiple opportunities to receive professional learning on how to successfully teach through distance learning. Administrators will evaluate how professional learning and the distance learning plan is working for the teachers and students. Changes will be adjusted accordingly to make teaching and learning more effective.

Our traditional PLC process will be transitioning to online platforms for teaching and learning to support educators. Our goal at Edge High School is to ensure that every teacher is prepared to meet school, district and state guidelines related to student achievement during a pandemic or otherwise.

Action Steps toward Virtual Learning Communities with our Current District PLCs:

1. Develop priorities for Professional Learning.
2. Provide support of the online learning platform of choice by our district technology staff.
3. Transition from face-to-face to a community of learners online.

### **Building Capacity:**

Building capacity of an online learning cohort requires teachers, instructional coaches, and administrators to facilitate the work in a virtual learning environment. Professional Learning Communities are valuable when the model is reflective of a collaboration of educators that allow development of new skills, impacts classroom delivery and supports the whole school system. Experimentation with a virtual model will be evaluated on a regular basis to ensure our district's continuum of work. The school principals will be monitoring the professional learning needs of their staff through weekly virtual staff meetings.

Examples of informal professional learning include:

1. Continued work in a virtual environment with our current PLC groups.
2. Viewing recorded professional learning opportunities available including but not limited to topics such as self-care for educators, prioritization of standards, formative and summative assessment, and proficiency scale refinement.

Examples of formal professional learning include: In the event that formal face to face professional learning is not a viable option for the remainder of the school year, live webinars will be provided by the District. Topics will consist of personalized learning, multi-tiered systems of support, formative assessment, creating an environment to promote student agency, and social and emotional learning.

Schedule for Teachers During Distance Learning:

Monday, Tuesday, Thursday, Friday

7:45 – 8:45 – Collaborative Planning

8:45-4:15 - Instruction, supervision, monitoring and support to students Period 1 through 7

Wednesday

7:45-12:15 Professional Learning

12:15-4:15 - Instruction, supervision, monitoring and support to students Period 1 through 7

Teacher requirements during distance learning:

☑ Each teacher will use Google Classroom and Google Meet for each class they teach and invite the school principal

☑ Teachers will monitor Google Classroom to ensure the appropriate amount of work is being distributed to students.

☑ Teachers will monitor student course progress and report in the MTSS Tracker.

☑ Teachers will incorporate IXL as appropriate to content area.

☑ Teachers will monitor and report on student emotional well being to the principal and school counselor.

## **Human Resources Policies and Procedures**

Edge High School has approved an ongoing payroll plan with considerations for all staff. Edge Staff will understand that the same procedures remain in place for requesting personal leave, vacation leave and leave without pay. Staff members will use Online Leave Request Form found on the Staff Resources page and the administration will monitor as they have done previously. If an employee does not have the accumulated personal leave, the school will look at other options.

### **Paying Staff During School Closure and Distance Learning:**

The Edge High School Board will support paying school staff while in distance learning. Some employee positions may be appointed to different responsibilities and will need to decide if they would like to accept that new responsibility or resign from their position.

Essential staff will report to work, as requested, to ensure the facilities continue to be ready to reopen. Staff will be limited, to the extent possible, for on-site meetings, in favor of virtual meetings/gatherings. In all cases, CDC and ADHS guidelines will be followed.

## **ENSURING EQUITABLE SERVICES**

The Edge High School has considered and implemented a plan that addresses the unique needs of all students when considering distance learning opportunities. During distance learning, students will be provided work from their teachers, across the same subject areas through either distance or virtual learning experiences. The district has the infrastructure and professional capacity in place to support distance/virtual learning experiences for an extended closure.

### **Student Access to Technology and Internet Access**

#### Internet Access

Every student will be contacted via survey to determine whether they have access to reliable, high-speed internet. The school will provide support for internet services through hot spot or bill reimbursement as needed.

#### Access for Devices

All students that do not have devices available at home will be assigned to a school owned device. Each student will be responsible for these devices while being used at home, and the students will be taught distant learning protocols before any distance learning opportunities are assigned.

#### Onsite Support Services

Any student may come to school to utilize Onsite Support Services Monday through Friday during the morning class session. Learning will still be virtual/distance in nature with their original teachers.

## **Transition All Students into Distance Learning Environment**

All parents and students will be notified when the district will be moving to a distance learning plan. At both schools, administration will provide information to support distance learning and will continue to communicate pertinent information to parents in order to support both students and parents in this transition. A tutorial on Google Classroom is available for parents to view. Each staff member is required to operate with online office hours to be available for students and families. These opportunities will be considerate of different hours that families and students may be available.

Student services, such as counseling, will be made available through virtual modalities. This is more fully outlined in the Ensuring Equitable Services section.

In the event of a school closure, every effort shall be taken to assist our students and families in transitioning to distance learning. Communication will be sent to all Edge students and support persons about school closure and distance learning.

During distance learning students will be assigned a device to use at home. Teachers will have taught the necessary skills to the students on how to access and submit classroom assignments and teaching videos. For a students' first week teachers will focus on relationships with the students and getting them to feel comfortable in their new learning environment. Teachers will be expanding their use of Google Classroom and Google Meet to help engage all students. The principals are available to help teachers get what is needed to help students be successful. Teacher leaders are leading tutorials to expand teacher knowledge in Google Classroom and Google Meet that allows teachers to interact with students.

Edge High School will continue to follow our policies, practices, and grading structure during a closure due to a pandemic/epidemic or student's distant learning. Expectations and grading practices can be found in the 2020-21 student handbook.

**Learning Expectations:**

All students will be provided work and materials from their teachers that are reasonable, relevant and effective in preparing students for the next grade level. It is important that this work and material is high-quality, grade-level appropriate, and provides our students with learning opportunities that align with Arizona College and Career Readiness Standards. Students will be closely monitored to ensure adequate progress in distance learning. A variety of formative and summative assessments will be used by all staff including quizzes, tests, worksheets, online tools, reflections/summaries, and other actionable feedback.

Teachers will use daily checks ins/bellwork and objective sheets to guide instruction. Postings will include assignments, virtual discussions, links, and videos for learning. Teachers will also record their own videos to engage students in learning. Each week, teachers will conduct several learning check-ins with guidelines, resources for instructions, and opportunities to use collaboration, creativity, communication, and critical thinking.

Teachers will take grades on learning that has been taught and practiced. Grades can be taken on student written responses, quizzes, linked activities, or work completed in Google Classroom. Teachers can also evaluate student learning through participation and answers during classroom Google sessions.

Teachers will be available to their students during the hours of 8:45 to 4:15 through different platforms, including Google Meets meetings, email, and phone/text messages.

**Student Attendance Policy Considerations:**

Attendance During Closure: During an extended closure or when distant learning, student engagement in learning opportunities is critical to a student's continued academic growth. Attendance shall still be monitored by teachers through student logins in asynchronous learning experiences and participation in synchronous learning experiences. If students are absent from a session and do not complete daily assignment and notify the teacher, they will be marked absent in SchoolMaster. Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers shall contact that student's support person to seek input and assist them as needed to ensure student participation.



## **ATTENDANCE PROCEDURES:**

### **Health & Safety:**

Health and safety of our students, staff, and community are paramount during a widespread health emergency. All actions Edge High school takes will be balanced with guidance from local health officials, the Arizona Department of Health Services, and community leaders. Ensuring safety may impact the intensity, location, and duration of services we provide.

### **Measure Participation and Attendance During a Closure:**

The staff and administration remains committed to district's mission and vision regardless of the change in the delivery method. The district has been focusing all year on strong relationships with students and they will continue to develop relationships during distance learning. Edge High School will be diligent in supporting families through this transition and how they connect to families given this delivery method. This may include, but is not limited to, regular communication between school and home, online connections and relationship building opportunities for students, availability through online office hours, as well as other individual strategies.

At the school, attendance shall still be monitored by teachers through student logins in asynchronous learning experiences and participation in synchronous learning experiences and recorded in SchoolMaster and through Google Classroom Gradebooks/Streams/Bellwork. In our conversations with our students online we will gauge how our class expectations are affecting their home life and adjust if needed. Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers shall contact that student's support person to seek input and assist them as needed to ensure student participation.

## **HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION**

### **Progress Monitoring and Grading:**

All assignments, quizzes, tests and projects are aligned to state standards or critical concept attached to ensure quality instruction. Student's grades will be assigned by their progress with all subject areas state standards.

All classes are offered through Google Classroom. All of our students have experience working in Google Classroom whether it's working on assignments, projects, quizzes and tests or watching YouTube videos or other links to enhance or reinforce instruction.

Students who are not making progress will be contacted by the teacher via phone or email. Individual tutorial sessions can be set up between the teacher and student through Google Meet. Support persons will be notified by teacher/principal to make ensure that the student has proper access to all learning material on a daily basis. The principal is linked to all Google Classrooms and will be monitoring student progress to ensure academic progress and equity for each student.

### **Providing Services to Populations in Need**

Edge High School ensures high-quality, age-appropriate instructional for all students. Unique populations and sub-groups will continue to be supported through special considerations. This includes students on Individualized Learning Plans, students on 504 plans, students receiving Title I services, and English Learners (EL).

### **Special Education**

In order to provide equitable access to special education and related services, "Contingency Learning Plans" will be collaboratively created by case managers, service providers, and support persons to determine how to best meet IEP goals and services in the absence of traditional school. A contingency learning plan will be created for each student that addresses all goal areas on an IEP in consultation with support persons.

Special education teachers will be working in coordination with the general education teacher to ensure materials meet the goals and objectives of each student and provide accommodations and modifications, as necessary. Teachers are encouraged to supplement any materials with online resources.

The distance learning materials sent to students will be specific to work in the goal area and data collection will be done through remote contact with parents/caregivers and through artifacts. The time frame for learning will be individualized based on each student's unique learning needs.

Case managers will be available through virtual meeting hours. During this time, case managers will be accessible to support persons and students. This may be done through telephone, teleconference or any online platform. IEP meetings will be scheduled through virtual methods.

Necessary meetings, such as the annual IEP meeting, will continue to be held. Case managers will communicate with families throughout the school closure and prior to the beginning of distance learning instruction, during instruction, and when the extended closure has been completed.

It may be necessary to adjust special education and related services, such as physical therapy, occupational therapy, and speech services, while students are receiving distance learning. Any changes to service will be reflected in the child's IEP per an individualized contingency learning plan. The ability to provide related services will be determined based on school closures, risk assessments, and student needs. Students may be provided services and instructional supports through online, face-to-face, individual and small group methods. If necessary, professional and support staff may travel to a home or other location to provide educational or related services. These methods may be explored and utilized only in accordance with CDC guidelines and through further guidance with state and federal regulations as outlined in the Individuals with Disabilities Act (IDEA).

Upon the completion of the school closure, the district will determine if the closure has impacted each student. This will be determined through progress monitoring and applying regression/recoupment measurements. Additional services may be utilized to support the child's learning based on those measurements.

#### Section 504

The district will continue to follow each student's team-developed 504 plan as applicable to distance learning. The district will ensure that a student who has a 504 plan will have equitable access to the general education curriculum and instruction of the distance learning plan. The district will, as requested by students and support persons, revise 504 plans to accommodate for distance learning.

#### English Learners

In order to provide instruction for English learners to ensure accessibility to content, the following measures will be taken. The English Language (EL) teacher will provide support to EL students by maintaining contact with the classroom teachers regarding what content is being taught. The EL teacher will also support teachers, students and support persons with modifying assignments or tests, using an online platform, emails, or phone calls. These supports, regarding content, will reflect the EL student's Individual Learning Plan (ILP).

#### Title I Targeted Students

At-Risk Students are defined as students who received Title I services during the traditional school year. To ensure equitable services to these students during the closure, Title I teachers will provide additional supports as needed in general education courses. Supports could be, but are not limited to, learning materials sent home, assisting support persons in supporting students at home, parenting tips, online resources, and communication with support persons through virtual means.

## Students Experiencing Homelessness

Edge High School will maintain regular contact with students experiencing homelessness regarding ongoing or emerging needs and connect them to resources that can assist them, including Youth on Their Own.

## Counseling Services and Mental Health:

Edge High School is concerned about the stressful times of COVID-19. School closure can increase the worry and anxiety of students, staff, support persons, and communities. Our counselors have developed a plan for students and support persons to reach them through email. Students will have the opportunity to set up individual counseling sessions. Counselors will also reach out individually to students who they had been seeing on a regular basis. Information for students in emergency and nonemergency situations will be available on our Current Student Resources section of the Edge website.

**Bullying and Harassment:** COVID-19 is not all connected to race, ethnicity, or nationality. School staff should be mindful that bullying, intimidation, or harassment of students based on actual or perceived race, color, national origin, or disability (including the actual disability of being infected with COVID-19 or perception of being infected) may result in a violation of state and federal civil rights laws. Edge High School will follow its policies to investigate what occurred when responding to reports of bullying or harassment. If supports persons believe their student has experienced bullying, harassment, or intimidation related to the COVID-19 outbreak, they should contact their school principal or their designee.

**Office Hours:** Both schools will have hours of operations with essential staff. Support Persons and students are encouraged to contact the school for any questions or concerns during distance learning time.

## Administrator Contacts:

Edge Himmel Park Principal – Rob Pecharich [robp@edgehighschool.org](mailto:robp@edgehighschool.org)

Edge Northwest Principal – Dave Thatcher [davet@edgehighschool.org](mailto:davet@edgehighschool.org)

## School Offices –

Edge Himmel Park 520-881-1389

Edge Northwest 520-877-9179