

Report and Recommendations

Blue Ribbon Task Force

on the Reopening and Renewal of Amphitheater Public Schools



Summer 2020

An Introduction from the Superintendent

Amphitheater Public Schools has served students for more than 127 years. From the moment the Wetmore brothers declared Amphitheater schools open in 1893, our schools have ensured the education of our community's children through many tests which now mark our history. Amphitheater has endured floods, fires and even the Spanish Influenza pandemic which shut down schools throughout Arizona more than a century ago. In each such circumstance, Amphitheater was propelled forward time and time again by a thoughtful and purposeful community that consistently committed itself to a strong educational foundation for its youngest citizens. Today, we find ourselves facing another challenge which calls upon our entire society for its safe and successful resolution; the reopening and renewal of our schools now depends upon our community once again.

With this in mind, I established a Blue Ribbon Task Force to prioritize and expedite information and input from our diverse Amphitheater community members for the reopening of our schools in the 2020-2021 school year. Once again, our community was there for its children: interest and participation in the Blue Ribbon Task Force was overwhelming and impressive. In just days, more than 230 citizens volunteered to guide our District's reopening. This included parents, teachers, administrators, community-at-large members, and our own high school students.

From those applications, subcommittees were formed to gather input on the following 10 key action areas:

1. Health Issues and Services
2. Elementary Education Instructional Design
3. Secondary Education Instructional Design
4. Social-Emotional Learning
5. Special Needs Protocols and Instructional Design
6. After School Activities and Extracurricular
7. Facilities and Food Services
8. Transportation
9. Workplace/Human Resources
10. Financial Considerations and Technology Needs

Each subcommittee was tasked with specific areas, but the nature of our situation permitted -- indeed compelled -- broad discussions of the intersections between action areas. This allowed for discussion and recommendations for each topic to be as complete as possible. The subcommittee recommendations were then collated, synthesized and compiled in this report.

Even as this report is issued, however, the work of the Task Force will continue. Before the Governing Board formally considers this Blue Ribbon Task Force report, the recommendations

will also be sent to everyone who offered to serve on the Blue Ribbon Task Force to confirm that all relevant topics have been considered through this process.

The reality, of course, is that our common circumstances continue to evolve and change, and there is so much that remains unknown to us all even today. This complex truth demands honest and open communication as we continue forward. Our Task Force has helped tremendously in that regard and I want to express my gratitude to each of those people who have participated through the process. Their guidance and input have proven invaluable, and each of them has informed the actions and plans we are making for the coming school year.

Schools are among the cornerstones of any community. They are the foundations upon which communities are so dependent for their collective success, growth and endurance. We know that the safe and successful reopening of our schools is essential and integral in the reopening and renewal of our entire society. We take that knowledge and what we learned from this task force process to heart as we continue to face this latest test together. And, together, we will chart a new and brighter future for our children and for every one of us.

Yours most sincerely,

Todd A. Jaeger, J.D.
Superintendent

ABOUT THIS REPORT

The Blue Ribbon Task Force developed these recommendations through collaborative discussions designed to consider all of the diverse perspectives of Amphitheater's stakeholders.

The recommendations are designed to help students, teachers, administrators, and staff return to school in Fall 2020 in a way that will provide the best educational outcomes for students. The goal is to do this by identifying procedural changes to improve online instruction options and by adding safety precautions intended to slow the spread of COVID-19 in all District facilities.

Given the widespread community exposure and the limited information known about how the coronavirus transmits between people, everyone who comes to an Amphitheater campus during the pandemic must do their part to avoid spreading the coronavirus to others. This means following advisories to quarantine when sick and implementing CDC guidance to avoid the spread when away from Amphitheater.

In addition, these recommendations are broad-based guidance for the Governing Board, which is responsible for making decisions affecting the entire Amphitheater School District. The unique needs and circumstances of each of the District's school communities should be considered when implementing these recommendations. Appropriate adjustments should be guided by what is feasible, practical, acceptable, and tailored to the needs of individual communities.

Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, Amphitheater may need to change, amend, or augment its procedures related to COVID-19 throughout the 2020-2021 school year. Therefore, it is recommended that Amphitheater adhere to the most recent recommendations from the CDC and coordinate with local authorities, such as state and local health departments, health centers, consulting physicians, and health-care providers, and apply these recommendations in accordance with the guidance they receive from those stakeholders.

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Health and Safety

While the Blue Ribbon Task Force included a subcommittee dedicated specifically to health considerations, many of the other subcommittees also discussed health and safety issues in their work. This section is a synthesis of all subcommittee recommendations related to Health and Safety.

HEALTH SCREENING

Several Blue Ribbon subcommittees considered practices for health screening and provided differing recommendations about how and when health screenings should occur.

- Some subcommittees recommended temperature checks for permission to enter a bus or school campus and that anyone with a temperature in excess of 100 be precluded.
- Some subcommittees acknowledged the difficulties associated with public temperature checks at the point of entry to schools and, instead, recommended pre-screening occur at home and that parents be advised that children can return to school if they are fever-free, without medication, for 72 hours. This time frame meets CDC guidelines.

HEALTH MONITORING

Subcommittees recommended that CDC guidelines and recommendations should be followed. These include:

- Staying at home when sick.
- Keeping socially distanced, at least 6 feet apart.
- Quarantining when exposed to COVID-19.
- Knowing the symptoms of COVID-19

The subcommittees made these additional recommendations:

- Morning student temperatures should be taken at home and the student should be kept home if the temperature is above 100.0.
- The school health office should be prepared to check student temperatures as needed.
- A districtwide communication should be developed to assist families with checking for symptoms of COVID-19 prior to coming to school.
- Health staff should examine records to ensure student immunizations are up to date.
- Mental health resources should be offered to staff/students when appropriate.

HEALTH EDUCATION RECOMMENDATIONS

- Training for staff/families on the signs/symptoms of COVID-19 should be offered. Staff can be trained before students arrive using the District's training platform called Safe Schools. Families can be trained using recordings or handouts.

- Students/staff should follow the Universal Precautions used in the health care industry to avoid the spread of infection through bodily fluids, which all District employees already take annually.
- Posters and educational materials regarding proper hygiene should be posted and available.
- Local COVID-19 testing site locations should be posted in each school.
- A “COVID-19 Code of Conduct” should be distributed to increase awareness of mitigation efforts and what must be done to protect the “Amphi Family.”

PHYSICAL DISTANCING RECOMMENDATIONS

- The District should follow local guidelines for group limitations.
- Students, staff and families should be advised to avoid direct contact with others. The District should teach alternative ways people can greet one another.
- All staff should be aware of cultural differences with regard to social distancing.
- The District should set the expectation that people keep 6 feet of social distance in all situations where contact time is greater than 10 minutes as recommended by the Pima County Health Department.
- Student desks/seating should be spaced 6 feet apart to the extent possible. If not possible, a face covering/mask should be required.
- Signage should be used to remind students and staff of social distancing expectations.
- Students should stay within cohort groups to the extent possible.
- The COVID-19 Safety Measures Workstation Review process (established before the implementation of the Blue Ribbon Task Force) should remain in effect throughout the pandemic.

CLEANING AND SANITIZING RECOMMENDATIONS

- The District should follow the Center for Disease Control (CDC) guidelines on cleaning/disinfecting all buildings, shared equipment, etc.
- All desks and chairs should be cleaned every day in elementary schools and after every class in secondary schools. Students should assist with the cleaning of their own desks. Teachers should spray, and students should wipe desks.
- Hand sanitizer and/or soap and water should be available in every classroom.
- Alcohol wipes should be available to sanitize computer keyboards and other devices.
- Rooms should be ventilated to the extent possible.
- Libraries should require handwashing/sanitizing before entering.
- Libraries should set aside returned items for the time period recommended by the CDC before handling.
- Recesses should be staggered to allow for sanitizing playground equipment.
- A COVID-19 Response Team should be formed that can respond to a suspected case of COVID-19 to provide deep sanitizing of necessary areas.

PERSONAL PROTECTION RECOMMENDATIONS

Note: After most of the subcommittees had completed their recommendations, Pima County made face coverings mandatory, so the recommendations here focus on the question of providing face coverings and other personal protection matters.

- Subcommittee recommendations differed about whether Amphitheater should provide face coverings to staff and students. Some subcommittees recommended that the District pay for face coverings for all employees and students. Other subcommittees expressed belief that cloth face coverings have become a part of normal attire and recommended that staff and students be responsible for bringing their own. Those subcommittees recommended that the District have a limited number of extra face coverings on hand for people who forget their own. Finally, other subcommittees recommended that the District only be responsible for providing protective equipment to students and staff who need specialized face coverings or for compliance with an individualized education program or 504 plan.

Other recommendations:

- Consistent guidance should be developed to inform people who believe they are at high risk (as defined by the CDC) about alternative options available to them for personal protective equipment.
- Schools and sites should incorporate handwashing into schedules (beginning of day, before eating, after coughing or sneezing, after restroom, before and after using shared objects) either with soap and water or hand sanitizer.
- Handwashing stations should be added at each school.
- Students and staff should supply their own water bottle, but water bottles should be provided as necessary.

FOOD SERVICE RECOMMENDATIONS

- Lunch should be served in the cafeteria.
- Hand sanitizer should be used upon entering the cafeteria.
- Elementary students should eat with their grade level cohorts.
- Social distancing should be maintained, and markings should indicate where students should sit.
- Additional tables should be placed in the cafeterias to allow for social distancing, and additional tables should be placed outside at middle and high schools.
- Tables should be sanitized between servings.
- Food sharing should be discouraged.
- School lunches should be pre-placed on tables to avoid lines.

- Middle school and high school students should have the option of eating outside to assist with social distancing expectations, weather permitting.
- Lunch times should be staggered to maximize students staying within a cohort.
- Salad bars and self-serve items should be temporarily eliminated.
- Additional food service staff should be hired to assist with sanitizing and removal of food trash.
- Visitors should not be allowed in the cafeteria until further notice.

RECOMENDATIONS FOR SCHOOL AND SITE OFFICES

- Social distancing should be required.
- Signs and markings should be placed to assist with social distancing reminders.
- People entering offices should wear masks.
- Offices should have supplies to sanitize pens, surfaces, etc. between guests to the office areas.
- When possible, office staff members should set up systems that permit papers, books, and supplies to be set aside between handling for a safe time period.

RECOMMENDATIONS FOR HEALTH OFFICES

- Schools should keep sick children separated from well children in health offices using curtains, a separate room, plexiglass, etc.
- Nurses and health aides should be provided with N-95 masks, face shields, disposable gowns, masks, gloves, and proper sanitizing supplies.
- No touch infrared thermometers should be used.
- Sick children should wear masks.
- Staff should be cross-trained to assist and additional health staff substitutes should be hired.

RECOMMENDATIONS RELATING TO COVID-19 EXPOSURE

- Anyone who has tested positive for COVID-19 or is experiencing COVID-19 symptoms should quarantine at home in accordance with the CDC guidelines and Pima County Health Department recommendations. Symptoms include but are not limited to:
 - Fever of 100.0 degrees or higher
 - Cough
 - Shortness of breath or difficulty breathing
 - Headache, sore throat, muscle pain
 - Shaking and chills
 - New loss of taste or smell

- The District should develop procedures for school staff to refer students who display symptoms of COVID-19 to the school health office for consultation.
- Precautions should be taken to separate students showing symptoms of COVID-19 from further exposing others at the school while awaiting parent pick up from school.
- School health officials should follow CDC and Pima County Health Department guidance to determine when to send students home from school.
- Schools should follow Pima County Health Department Guidelines for a student or staff member to return to school after ending isolation due to COVID-19.
- Differing recommendations were presented for how to notify families and staff if people displaying symptoms of COVID-19 are sent home to quarantine. Some subcommittees recommended notice be sent when a suspected COVID-19 exposure occurs. Others recommended notice be provided once a positive test result is received. Still others recommended that students be required to quarantine at home until they have been fever-free for 72 hours.
- The subcommittees presented contrary recommendations on cleaning and/or closing areas of exposure if someone at a school or work site displays COVID-19 symptoms. Some subcommittees favored following the CDC recommendation that cleanings by school staff occur immediately upon a suspected exposure. Others recommended that all areas where exposure may have occurred be closed for a period of 72 hours before cleaning occurs.
- Schools should follow Pima County Health Department guidelines for inclusion in school for people under investigation for COVID-19 or who have come in close contact with a person who has COVID-19.

REPORTING OF POSITIVE TEST RESULTS

- Schools should encourage families to self-report positive cases to the school and to the Pima County Health Department.
- Schools that identify positive cases should follow normal procedures for reporting illnesses. This includes notifying the Pima County Health Department per faxed form or calling the Pima County Health Department RN liaison.
- Schools should maintain confidentiality.
- Schools should follow Pima County Health Department recommendations regarding notification of families.

Instructional Design

The Blue Ribbon subcommittees recognize that in times of uncertainty, schools are obligated to form a clear and equitable foundation of curriculum and instruction that parents can rely upon. The Blue Ribbon Task Force has made recommendations for educational programming for 2020-2021 based on research, current teacher expertise, and best practices given our current conditions.

Elementary Education

The Blue Ribbon Task Force has made recommendations specific to elementary schools educational programming for 2020-2021. These recommendations are based on advice and input from experts in elementary education, data, research performed by subcommittee members, and input from parents knowledgeable across all elementary grade levels.

Instructional Models

Based on the Arizona Department of Education’s Roadmap, the subcommittee considered the following scenarios:

- In-person learning in the school building with extensive health and safety precautions required.
- Full online school -- “Amphitheater Academy Online.”
- Blended learning option should be available during possible intermittent closures.
- Paper-based (packet) option for students during possible intermittent closures when there is no feasible method to get Internet access in the home of the student.

Instructional Platform Recommendations

- Google Classroom/Suite should be the instructional platform for students in grades 2-5 for all scenarios. All teachers should set up and maintain a Google Classroom that meets the standards set forth by the District.
- See Saw should be used as the instructional platform for grades Pre-K, K-1. All Pre-K and K-1 teachers should set up and maintain a See Saw classroom using standards provided by the District.
- The homeroom teacher should create the Google Classroom (Grades 2-5) and all other teachers (e.g., art, music, PE, special education, ELL, etc.) who serve children in these classrooms should be added as co-teachers for that online classroom. This approach should allow an elementary student to log on to one location to access their instruction and work from their teacher(s). K-1 should be use See Saw for the same purpose.
- All teachers should have a Google Classroom or See Saw classroom established by the first day of school and should utilize the software regularly with students.
- Google Classroom/See Saw “rubric or checklist” should provide guidance for teachers as they establish the classrooms.

Common Instructional Software Recommendation

Common software is particularly important for equity and inclusion of all children in a situation where there may be intermittent closures. The software must provide quality content in a virtual or blended learning setting. To that end, all K-5 students should have a common software “base” they should use regularly as a part of in-person learning and as the base curriculum during an

intermittent closure. The following software licenses should be assigned to every elementary student:

- Waterford Reading for K-1
- Waterford Math and Science for K-1
- i-Ready Reading for grades 2-5
- i-Ready Math for grades 2-5

Classroom Management Recommendations

- Students should avoid sharing supplies to the extent possible. Frequently used supplies should be in “sets” for individual students.
- In situations where supplies, manipulatives or computers must be shared, students should wash or sanitize their hands before use.
- Handwashing should become part of the routine throughout the day.
- Students should wash their hands before going into any shared space (e.g., maker spaces, art rooms, music rooms, lunchrooms.)
- Classrooms should be cleared of excess furniture and equipment and items that are difficult to sanitize. Students should either wear masks covering just the nose and mouth or be seated so as not to face one another.
- Cohorts (grade levels) should stay together and not intermingle with other grade levels. This practice includes services that are provided outside of the classroom with some exceptions for students whose IEPs require otherwise.

Recess Recommendations

- Recess is imperative for children and should be provided with appropriate social distancing.
- Recesses should be staggered to keep grade-level cohorts together and to allow time for equipment to be sanitized.
- Classroom playground equipment (e.g., balls, jump ropes, etc.) should be sanitized after each use.

Social-Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- Each school should set social and emotional learning goals for the 2020-2021 school year.
- The goals should be based on a combination of surveys, teacher and staff observations, research-based social and emotional learning practices and community information.
- SEL practices should be embedded and emphasized including:
 - Teaching and reinforcing new routines during the first three weeks and explanations for “why” the new routines are important.
 - All classrooms should use the SEL curriculum selected by the school weekly.

- The District should review the Crisis Response Team process during the fall of 2020 to strengthen communication, roles and responsibilities of team members and protocols.
- The District should establish designated Crisis Response Teams by quarter.

Specialists Recommendations

Art: All students should have art each week. CDC guidance on sharing supplies should be followed. Students should use their own set of supplies. Schedules should be adjusted to allow cleaning to occur between cohorts.

Music: All students should have music each week. Music teachers should follow CDC guidance on sharing instruments and sanitizing equipment and classroom area between cohorts. Some activities and use of equipment may need to be suspended for this period of time. Schedules should be adjusted to allow cleaning to occur between cohorts.

Physical Education: All students should have physical education each week. Physical education teachers should plan instruction to allow for social distancing and to avoid sharing of equipment when possible. When equipment is shared, the equipment should be sanitized before the next use. Schedules should be adjusted to allow cleaning to occur between cohorts.

Assessment and Grading Recommendations

- Assessments that are used to plan instruction should continue to the extent possible (e.g., WACS, NWEA MAP, DRA). Students should come to campus to take required assessments. The common software includes embedded formative assessments to assist teachers and students in planning their next learning steps.
- Elementary report cards should only require letter grades in grades four and five. All grade levels should use standards-based grading. Rubrics for each of the standards on the report card were written some years ago. Teachers should use these rubrics, which may need some revision. Students should be graded each quarter based on accomplishments of standards, growth toward meeting standards, and engagement in the work provided. Report cards should be distributed on schedule as normal.

Scheduling Recommendations

In-person model: The schedule should be set by the building principal to account for issues related to COVID-19 (e.g., spacing of specialist's classes, recesses by grade level cohort, lunches by grade level cohorts, etc.).

Remote model: During intermittent or extended closures, live online lessons should be provided by teachers on a staggered schedule by grade level to assist parents who have more than one child in the home (e.g., kindergarten at 8 a.m., first grade at 9 a.m., etc.). Lessons should be recorded for later viewing when possible. The schedule of learning opportunities available for students should be consistent each day.

Minimum standards:

- One post for students per day on Google Classroom
- One opening activity per day which addresses social emotional learning
- Two lessons per day live and/or recorded
- Assigned work/time on i-Ready or Waterford
- Direct contact with two or more families daily to check on well-being, on a rotation to reach all students within a two-week time period at minimum
- Training should be provided for mandatory reporting if necessary
- Posted office hours daily for student one-to-one virtual contact and/or small groups
- Daily monitoring of student software use and accomplishment of skills
- Recommended home learning schedules provided to parents

Professional Development

- Additional professional development days, prior to the return of students, are needed to prepare for different scenarios to the extent possible.
- Teachers should receive training in the use of See Saw (PreK-1), Waterford (K-1), and i-Ready (2-5).
- All teachers should receive training on how to set up a Google Classroom and the time needed to set up their pages.
- Teachers who are teaching in the full online model should receive professional development on how to use the curriculum and manage the platform.

Middle and High School Education

The Blue Ribbon Task Force Subcommittee has made recommendations for middle and high school educational programming for 2020-2021 based on research, current teacher expertise, and best practices given our current conditions.

Instructional Options

Based on the Arizona Department of Education's Roadmap, the subcommittee considered the following scenarios:

- In-person learning in the school building with extensive health and safety precautions required.
- Full online school "Amphitheater Academy Online," Amphitheater's approved online school.
- Blended learning option during possible intermittent closures.
- Paper-based (packet) option for students during possible intermittent closures when there is no feasible method to get internet access in the home of the student.

Learning Platform

- Google Classroom/Suite should be used as the online platform. All teachers should set up a Google Classroom before the first day of school and use the resource throughout the year.
- Amphitheater should provide substantial training on how to use Google Classroom to integrate grades and for communication.
- The District should research a science lab platform, such as Labster, for middle school and high school students.

Grading Practice Recommendations

- Teachers should enter a minimum of one grade per week into grading software.
- Students should be able to turn in assignments one week late with no penalty. Acceptance of work beyond one week of the due date should be at the discretion of the teacher on a case-by-case basis.
- Teachers should clearly communicate the criteria they will use to determine student grades and include the criteria on their websites.
- District Technology Services and/or teachers should set up a tab on the website for grading policies.

Social-Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- Each middle and high school should set social and emotional learning goals for the 2020-2021 school year.
- The goals should be based on a combination of surveys, teacher and staff observations, research-based social and emotional learning practices and community information.
- SEL practices should be embedded and emphasized including:
 - Teaching and reinforcing new routines during the first three weeks and explanations for “why” the new routines are important.
 - Middle schools should incorporate SEL instruction in the advisory period.
 - High schools should integrate SEL instruction throughout the instructional program.
 - Social-emotional lessons for secondary schools should be made available for use.

Classroom Management Recommendations

- Students should wash or sanitize their hands throughout the day. Handwashing should be required before entering any shared space (e.g., cafeteria, maker space, labs, computer labs, etc.).
- Students should clean their own desks at the end of each class.

- To the extent possible, students should move in cohort groups to help manage the spread of infection.
- Classrooms should be cleared of excess furniture and other items to allow for maximum floor space. Students should be 6 feet apart when possible.
- Students should either wear masks covering just the nose and mouth or be seated so as not to face one another.

Assessment and Testing

- Amphitheater should establish practices and procedures for assessment and testing in August to ensure consistency throughout the 2020-2021 school year.
- Academic Integrity: the District should use the current Student Code of Conduct language and expand to include learning that occurs in the classroom, at home and virtually (online).
- The District should develop a “Code of Conduct” to assist students in understanding and abiding by academic integrity and other expectations when working in different learning environments.
- Amphitheater should provide a guiding document on grading and assessment practices to ensure consistency between teachers and between schools. The guiding document should include:
 - Communication of grading policies
 - Minimum number of grades entered in Tyler each week
 - Types of assessment
 - Determining mastery of State Standards.

Staff Guidelines and Expectations

The District should provide guidelines for staff to prevent virtual fatigue related to spending hours online daily. The following standards should assist in this effort:

Minimum standards:

- One post for students per day on Google Classroom
- One opening activity per day which addresses social-emotional learning
- One lesson per subject/class per day; recorded if possible, for later viewing
- Assigned work daily with reasonable expectations for working from home
- Direct contact with two or more families daily to check on well-being, on a rotation to reach as many students as possible within a two-week time period
- Training should be provided for mandatory reporting if necessary
- Posted/set office hours daily posted on Google Classroom for student one-to-one virtual contact and/or small group meetings
- Teachers will be available during normal contract hours
- Daily monitoring of student software use and accomplishment of skills (if available)
- Recommended home learning schedules provided to parents.

Communication Recommendations

- Amphitheater should publish guidelines for staff, students, and parents/guardians to facilitate with the establishment of routines and procedures.
- The District should also provide students and parents/guardians with clear information on expectations for student engagement, learning, homework, assessments, and academic integrity.
- Teachers will communicate with parents through District email or by phone.
- Teachers should follow District procedures for requesting time off due to illness or other personal obligations.

Professional Development Recommendations

The Secondary Instructional Design subcommittee strongly recommends that the primary use of the first contractual days be reserved for professional development that focuses on engagement and implementation of instructional strategies online and in-person, while allocating time for teachers to modify their classroom environments to promote social distancing and the wellbeing of students and staff.

- Training topics should include, but should not be limited to:
 - Social-Emotional Learning
 - Trauma informed practices
 - Google Classroom
 - Engagement strategies
 - Integrated grading practices utilizing Google Classroom
 - Website creation/maintenance.
 - Teaching effectively online.

Secondary Assessment and Grading Practices

Assessment and evaluation of student progress is of primary importance in all District schools. The challenge is to balance the need for ongoing assessment for instructional purposes with reporting student progress by giving a grade. In light of the impact COVID-19 has had on traditional learning venues and practices, the Amphitheater should provide the following guidelines and recommendations for grading and assessment for the 2020-2021 school year.

The authority for determining progress, assigning grades, and granting or withholding credit for individual courses rest with the teacher of the student, provided practices are in keeping with the following guidelines. In making such determinations, teachers should be guided by the standards set forth by the District which include:

- At all levels within our school system, teachers should be expected to identify the State Standards students should learn and the criteria by which they should measure that learning.
- Additional standards in the areas of effort and behavior should be established.
- District-developed grading systems should be established and utilized.

- Course grading systems should be determined by the teacher and should be available for parents/guardians and students on the teacher’s website. Teachers should articulate their grading policy and system at the beginning of the school year, including how students can monitor their progress. Teachers may use categories to help students and parents/guardians understand the point value assigned to any given assignment/assessment.
- Teachers should assign work, materials and assessments as necessary to facilitate the mastery of State and content standards. The teacher should enter a minimum of one grade per week into Tyler.
- Teachers should keep a complete and accurate record of the grades assigned to students, in Tyler.
- Students should be expected to complete and submit assignments by the stated/written due date. Students should be able to submit work up to a week late with no penalty.
- Assessments that measure progress toward the final outcome should be used prior to assigning a final grade. Assessments should include, but not be limited to, formative and summative quizzes, tests, projects, essays or presentations that demonstrate proficiency and mastery of unit and subject standards.
- Assessments of learning, based on identified State Standards, should be ongoing and should be utilized to drive instruction, identify opportunities for re-teaching, intervention and enrichment. This data should be used to determine student mastery.
- Assessments and grading, including meaningful feedback on assignments, should provide information that students can use for self-evaluation and that teachers can use for their support of learning.
- The ability of the student should be an option to consider when determining grades.

Special Populations

The subcommittees recognize that students’ needs vary and that the District should have protocols and procedures to meet their needs in all circumstances. With this in mind, the subcommittees identified specific recommendations for safely and appropriately continuing services to students who may require additional support to foster their learning.

Delivery of Service Recommendations

- To the extent possible, push-in services are preferred over pull-out services to help control the spread of the infection. This should be handled on a case-by-case basis considering IEP, intervention, and gifted needs.
- Schools should arrange for social distancing with smaller groups of students in SPED and ELD services within grade-level cohorts.
- Teachers may also consider using social stories to explain why wearing masks is important.

- The District may need to provide a teletherapy option for related services. If so, training should be provided for this option.
- The District may also need to provide a way to deliver services to students who cannot be taught online due to disability or language issues.
- If teachers and service providers must be relocated, continued access to Smartboards and access to materials necessary for instruction should be considered.
- Occupational therapists should provide support and consultation on sensory aspects for students.
- Itinerant staffing should be examined as additional options to further support providing direct services and meeting evaluation requirements.
- Masks, face shields, helmet/ball cap shields should be provided as necessary in certain educational environments.
- Window masks should be provided so students and teachers can see the other's mouth when reading, for language, speech services, and for students who may be hard of hearing.
- Plexiglass or dividers of some kind may be necessary for guided reading tables and testing tables. This should be determined on a site-by-site basis.
- ELL new service requirements include one to two hours direct English instruction and integration into the regular classroom. To the extent possible, students should be kept in cohorts to decrease the spread of possible infections (e.g., pull-out in grade-level small groups).
- To the extent possible, REACH/gifted students should be kept in grade-level cohorts to decrease the spread of possible infections (e.g., pull out in grade level small groups).
- Special-education services delivery model considerations should include: pre-recorded lessons, Boom learning assignments for SLP's, in-person and remote documentation on IEP, software use, etc.
- Special Education teachers should consider pace and amount of material required for students and should have flexibility to determine how to meet individual student goals.
- Advance planning time may be necessary for collaboration between teachers, service providers and other staff.
- Teachers providing homebound instruction should be provided appropriate personal protective equipment and/or encouraged to teach remotely if possible.

Evaluations to Determine Need for Services

- Classroom-wide assessments for baseline and intervention should be conducted at the beginning of the school year.
- Schools may also need to assess students on a case-by-case basis for evaluation, past educational history, academic baselines, and growth. If so, special consideration may be needed to determine the difference between learning loss from school outage or from disability.
- Schools should examine the idea of a private outdoor designated testing space.
- ELL AZELLA assessment and oral language assessment should be available online.

Technology Recommendations

- The District should consider purchasing two iPads per site for school psychologists to do assessments in order to allow for only sanitizing a screen rather than multiple manipulatives.
- Teachers may also want to continue online meetings for special services and ELD, and the District should provide cameras as needed.
- Additional technology recommendations that should be considered include helping to provide internet access, hot spot access, more Chromebooks to work toward a 1:1 technology support ratio, and additional technical supports as appropriate.
- Teachers may also need training on how to provide accommodations and modifications using the provided platforms.
- Lessons may need to be recorded for students to access later.

Compensatory Service Recommendations

- The District should provide options to parents whose students qualify for compensatory services to include: during breaks, before and after school, and summer options.
- Clear and consistent guidelines are needed for school teams to determine if students qualify for compensatory services during this pandemic with possible closures.
- A user-friendly communication should also be provided to parents about compensatory services, the process, and the options they have for their child.

Communication Recommendations

- Orientation for students and parents on platforms, software, meeting requirements, and the District's Code of Conduct should be offered at the beginning of the year.
- The District may also need to build in opportunities for connections and individual feedback to students.
- A hotline for additional technical support may be necessary, and teachers should also include verbal directions on how to log on within the lessons they provide.
- Department check-ins may be needed for the students who are online.
- IEP documentation should add another service page to show the model of learning being used if there is a closure.

Transportation and Travel

The subcommittees recognize the importance of providing transportation services to children. Below are the recommendations:

- Masks should be required on all District transportation and on contracted transportation for students and staff, with the exception of those with specific health conditions.
- The District should provide drivers with masks and protective equipment.

- The District should provide masks to students when boarding the bus when they forget to bring one.
- Students should sit no more than two to a seat with a maximum capacity of 56 students per bus.
- Buses should be ventilated.
- Parents should enroll their children for transportation services to enable staff to plan routes and to ensure seat availability.
- Parents should be encouraged to plan for transportation from and to the same bus stop during the pandemic.
- Bus passes may be necessary to manage enrollment in transportation services. Passes should be integrated with identification badges.
- Bus passes should be integrated with the new GPS system on the buses.
- Buses should be sanitized daily with 30-day biocide using electrostatic sprayers.
- Contracted transportation providers should be required to match District mitigation efforts.
- Open-enrolled students should be allowed to ride buses if there is space available. A bus pass may be needed to ride.
- The District should investigate the use of carpool apps for parents who may be interested.
- A plan should be in place to confirm necessary precautions and mitigation efforts when transporting special needs and medically fragile students.
- Student and staff travel outside the district should be suspended until further notice.
- Field trips should be suspended until further notice.

Technology

The subcommittees recognize that access to technology has become an even more important issue during the COVID-19 crisis. Below are their recommendations.

- Amphitheater should review the equitable access to devices and the Internet (Wi-Fi) and should assist families with access issues to the extent possible.
- The District should also provide parents/guardians with the technical requirements and specifications on what personal devices need to have to access and interact with District resources.
- Amphitheater may also consider providing parents/guardians with a list of businesses where they can get discounts on devices, internet access, etc.
- Clarification on technology terminology for students, staff and parents/guardians is needed.

Human Resources and Workplace Matters

The subcommittees considered a variety of issues that relate to employees and the workspace. Their recommendations include:

- Cleaning should be a team effort at the school.
- Staff members can be asked to fill additional roles temporarily as necessary to address new responsibilities for COVID-19 and/or absences unfilled by substitutes.
- Teachers may need flexibility in report times to be able to clean classrooms before/after school.
- Supervisors should be cognizant of staff morale when cleaning needs are excessive.
- If additional cleaning obligations are necessary, classified staff should have the option to add additional work hours to their schedule at their own site or at another work site when the need arises.
- Human Resources may also want create a pool of personnel willing to work overtime to cover responsibilities at other sites during absences or permit support staff to sign up as classified substitutes for other positions to earn overtime.
- Protocols should be put in place for staff members responsible to assist students sent home due to COVID-19 symptoms in order to assist the staff member and others at the school to avoid exposure to COVID-19.
- If staff members must be reassigned to different roles to continue working under any scenario other than a full-return to school, the reassignments should occur as follows:
 - For Teachers:
 - If the reassignment remains within the school site, then the principal's right of assignment at the site can address it.
 - If the reassignment is to a different location or involves multiple sites (such as an assignment to an online program that draws from multiple attendance areas), staff members should be required to apply for the new position.
 - If any other options arise, it is recommended that the staff transfer and RIF policies be reviewed.
 - For Non-Teaching Staff
 - While best efforts should be made to reassign non-teaching employees who work with students if school does not start on time and in-person, the reality is that furlough could be a justified necessity for staff members who cannot be reassigned to a different position to continue to be paid until school starts.
- Permitted meal periods should continue for staff at work during the COVID-19 pandemic.
 - Teachers should continue to receive a 30-minute duty-free lunch period.
 - Student and staff lunch times should be staggered to limit contact exposure.
 - Lunch locations and times should be determined at the site level with input provided by site staff.
 - Staff should be responsible to clean before/after their use of the staff breakroom during the COVID-19 pandemic.
- Schools should continue to follow directives from the Pima County Health Department to determine when to close a school.
 - Amphitheater's current Governing Board Policy GBGCB (Staff Health and Safety) is acceptable to address this issue and does not require amendment.

- Pima County Health Department’s “Pima 2020 Person Under Investigation and Household Contacts Guidance” provides good instruction on this issue for staff and families to help understand what to do in the event of a potential exposure.
- CDC “Interim Guidance for Administrators of US K-12 Schools and Child Care Programs” also provides a good decision tree for health professionals to use to help guide when to call the Pima County Health Department.

Interscholastic and Extracurricular Activities

The subcommittees recognized that the policies and procedures of the CDC, Pima County Department of Health, federal Occupational Safety and Health Administration (OSHA), National Federation of High School Interscholastics (NFHS), and the Arizona Interscholastic Association (AIA) should be followed when addressing athletics and extracurricular activities for students. Below are their recommendations.

- Physical activity should be reintroduced in a manner that follows federal, state, and county law, as well as public health guidelines, to reduce the spread of illness amongst student-athletes, coaches, athletic training staff, and the community.
- It is impossible to eliminate all risk from exposure to COVID-19. Adults and guardians of minors should be made aware of all risks associated with participation in sports, including but not limited to exposure to COVID-19, in advance of any participation and agree to abide by a COVID-19 safety procedures and preparedness plan developed by the District for athletes and their families.
- A Return to Sports plan is recommended to assist students to account for losses in conditioning and practice due to the school closures and COVID-19 delays.
- The Return to Sports plan should include consideration of the following factors: the continued presence of COVID-19 in the community, heat related illness, injury prevention upon return to sport after a prolonged period of relative inactivity, and the pre-participation physical.
- Head Coaches should be responsible to determine when the program/team is prepared enough to move into the next phase/cycle/stage/tier under the Return to Sports Plan (e.g. reconditioning, skill development, practices, competition).
- For reconditioning, consideration should be given to adjustments necessary to reduce risk and allow for contact tracing. This may include use of tracks or athletic fields outside and closing locker rooms/showers to student athletes.
- For skill development, students may need to be brought in for development in smaller groups to reduce risk and to allow for contact tracing.
- Consideration should also be given to reopening weight rooms and indoor facilities for smaller groups of students as necessary for skill development.
- Locker rooms should not be reopened until it is appropriate to hold practices and competitions. Until then, all water bottles/personal belongings should be placed in assigned locations and evenly spaced out to limit the potential for exposure.

- For competitions, the District’s facilities should be zoned for use between sports based on recommendations from the Facilities Department and, once on site, coaches and student-athletes should not be permitted into any unassigned and/or other zones.
- On some occasions, competitions may need to be limited to athletes, coaches, officials, event staff, medical staff and security as essential people to help to limit the community spread of COVID-19. As additional people can be included at competitions, it is recommended that media be given preference to cover the event before student spectators, family members, and the general public are admitted.
- The District’s policies and procedures for health acclimatization, injury prevention, and pre-participation guidelines may need to be reviewed as part of the Return of Sports Plan.
- Recommendations of delayed start dates, rescheduling of contests, etc. should be based on the following potential infection risk by sport (these are modified from United States Olympic and Paralympic Committee – Sports Medicine Recommendations):
 - Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.
 - Sports that involve close, sustained contact between participants, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that cannot be cleaned between participants.
 - Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Additional protocols should be considered:

- Training of expected protocols provided in advance of practices.
- Appropriate hand hygiene before and during practice.
- Requiring athletes to bring their own, FULL, water bottle and not permit use of drinking fountains.
- Coaches and athletic staff wear face coverings while on campus.
- No physical interactions for celebration (e.g. no handshakes, high-fives or fist bumps).
- Physical distancing of 6 feet apart when in huddles and coaches meetings.
- Training plans adjusted to provide physical distance of 6 feet between athletes during activity.
- Proper disposal of towels and tissues during and after athletic events.

Community

The subcommittees recognize the vital importance of a strong relationship within the community but also the obligation the District has to limit the number of people entering its buildings. Below are their recommendations in this area.

Visitors/Volunteers

- The number of visitors/volunteers on campus should be controlled and reduced overall.
- Regular visitors and all volunteers should be trained on and be required to follow all of the guidelines for health and safety set forth by the District.
- The number and type of volunteers could vary from school-to-school and should be addressed on a case-by-case basis.
- Preference should go to program volunteers. The number of volunteers in each building may vary based on square footage and the programs housed on the campuses.
- School principals will inform parents and the community of the limits of their site.

Student Teachers

- To the extent possible, student teachers should continue to be allowed to work with District teachers, pending the mutual agreement between the university and the cooperating teachers. Maintaining the pipeline of teachers for future years is critical.
- Student teachers should follow the health and safety protocols set forth by the District.

Community Resources and Partnerships

- Each school should create and maintain a list of community partnerships that are currently in place.
- Additional partnerships within the health-care fields should be encouraged.
- Schools should develop communications that meet the needs of individual families and should utilize community resources that are available regarding the COVID-19 pandemic.
- A conversation should be held with daycare providers to assess their standards of protection during the pandemic.

References and Resources

Health Resources

- Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>
- Pima County: <https://webcms.pima.gov/cms/One.aspx?portalId=169&pageId=527452>
- Occupational Safety and Health Administration: <https://www.osha.gov/>

Reopening Resources

- Guidelines for Opening Up America Again:
<https://www.amphi.com/cms/lib/AZ01901095/Centricity/Domain/4728/ADE%20FINAL%20Roadmap.pdf>
- School Facilities Board:
http://www.azsfb.gov/sfb/agency/Published/RecommendedCleaningactions_rev.pdf
- Arizona Department of Education:
<https://www.amphi.com/cms/lib/AZ01901095/Centricity/Domain/4728/ADE%20FINAL%20Roadmap.pdf>
- Arizona Interscholastic Association: <http://aiaonline.org/>

Social-Emotional Learning Resources

- https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
- <https://casel.org/>
- <https://schoolguide.casel.org/>
- <https://www.pbis.org/>
- <https://www.pbis.org/pbis/getting-started>

American Academy of Pediatrics references

- <https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/default.aspx>
- <https://www.npr.org/sections/coronavirus-live-updates/2020/06/29/884638999/u-s-pediatricians-call-for-in-person-school-this-fall>

Grading Information Resources

- Guskey, T. R. (2015). On your mark: Challenging the conventions of grading and reporting. Bloomington, IN: Solution Tree Press.
- Guskey, T. R., & Brookhart, S. M. (Eds.) (2019). What we know about grading: What works, what doesn't, and what's next? Alexandria, VA: ASCD.

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