



2022-2023 Safe Return to In-Person Instruction Plan

**Site Based Policies available at each school and provide more detail as applicable to the individual school site.

Health and Safety Protocols

Frequent handwashing/disinfecting

Modifications to accommodate physical distancing (purchasing, placement, spacing of desks, lunch tables)

Limiting parents, volunteers and visitors on campus is recommended for the safety of students and staff

Improving Ventilation-New AC Units have been purchased

Posting of signs displayed throughout the school, explaining guidelines, hygiene and best practices

Facility and Quarantine Procedures

If a student or employee is reported/diagnosed/confirmed with COVID-19, the classroom and/or school will be immediately sanitized and disinfected. Electrostatic machines have been purchased for all schools. All students/staff of that class and any others having had direct close contact will be immediately contacted. Schools will work with health officials, and follow recommended procedures.

Continuity of Services

Our schools have had a comprehensive safety plan in place since July of 2020. We pride ourselves on our immediate response to pandemics. We have included conversations with stakeholders as well as administration and staff to ensure that we are always doing what is in the best interest of our students, staff and stakeholders that rely on education continuing. Safety has been taken care of by committees at each site who ensured that policies were developed and implemented immediately. We rely on the CDC, the Arizona Department of Health and the Superintendent of Instruction to give us the information necessary to make informed choices for our school communities. We have policies on Mask usage, sanitizing, and increasing social distancing. We spent time and money on, improving the air quality of all buildings, and training our health clerks on procedures.

While our committees have focused on the safety and sanitation of our facilities, our teachers have focused on the continuity of education for all students. Our distance learning plan was created with input from all stakeholders and enabled our teachers to address learners who had limited resources as well as those that had all of the necessary technological supplies.

Increasing Learning Opportunities

There are multiple opportunities for our schools to increase learning opportunities this year. We will focus on both students who show a loss of learning due to the pandemic and those who are at grade level and need to continue to grow academically.

11/02/2022

We, as a district, are focused on giving teachers resources for their classroom to provide students with their current year standards and additionally materials to scaffold for any gaps in learning due to the pandemic. In addition to new curriculum, administrators are providing training on the curriculum for all staff to ensure teachers are exposed to all materials for accelerated, on grade level and at risk students. Sub group teachers are also trained on classroom materials to support students during interventions.

Loss of Learning is addressed immediately and with a data based plan. Our schools use multiple assessment systems to determine the greatest student need and the academic areas that are the most affected by the lack of continuous learning faced by some students. Our schools provide Summer school for all students through both teacher recommendation and parent request. Summer school focuses on standards taught during the prior school year. During school we offer tutoring and a free afterschool learning program that is academically focused.

Students on grade lever are able to participate in both our targeted tutoring plan and the free academically base after school program. Our schools use a standards based scope and sequence plan with on grade level standards that will provide our students with the rigor necessary to grow at least one full grade level each year.

Our SEL focus will use the 12 areas of student engagement opportunities to enhance SEL skills. We have a plan for each month to focus on Project Based Learning within the classroom with an additional focus for our most vulnerable groups of students within our subgroups. Teachers are trained on these skills and the skills are incorporated in daily lessons to ensure that the social and emotional needs of our students are addressed and met in an open nonthreatening manner.

12 Social and Emotional Skills Linked to Child Outcomes

Cognitive Skills

Attention Control

The ability to attend to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary, such as listening to the teacher and ignoring kids outside on the playground.

Inhibitory Control

The ability to suppress or modify a behavioral response in service of attaining a longer-term goal by inhibiting automatic reactions like shouting out an answer while initiating controlled responses appropriate to the situation such as remembering to raise one's hand.

Working Memory and Planning Skills

Working memory refers to the ability to cognitively maintain and manipulate information over a relatively short period of time, and planning skills are used to identify and organize the steps or sequence of events needed to complete an activity and achieve a desired goal.

Cognitive Flexibility

The ability to switch between thinking about two different concepts to thinking about multiple concepts simultaneously, or to redirect one's attention away from one salient object, instruction, or strategy to another.

Emotional Skills

Emotion Knowledge and Expression

The ability to recognize, understand, and label emotions in oneself and others (emotion knowledge) and to express one's feelings in contextually appropriate ways (emotion expression).

Emotion and Behavior Regulation

The ability to use effortful control strategies to modify the intensity or duration of emotional arousal, both positive and negative (emotion regulation) as well as the ability to learn and conform to expectations for appropriate social behavior (behavior regulation).

Empathy and Perspective Taking

The ability to understand another person's emotional state and point of view. This includes identifying, acknowledging, and acting upon the experiences, feelings, and viewpoints of others, whether by placing oneself in another's situation or through the vicarious experiencing of another's emotions.

Interpersonal Skills

Understanding Social Cues The process through which children interpret cues from their social environment and use them to understand the behaviors of others.

Conflict Resolution/Social Problem-Solving

The ability to generate and act on effective strategies or solutions for challenging interpersonal situations and conflicts.

Prosocial Skills

The skills required to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes a broad range of skills and behaviors such as listening/communication, cooperation, helping, community-building, and being a good friend.

Additional Skills

Character A set of culturally determined skills, values, and habits required to understand, care about, and act upon core ethical values (e.g., respect, justice, citizenship, responsibility for self and others) and to perform to one's highest potential in achievement or work contexts, such as perseverance, diligence, and self-control.

Mindset Attitudes and beliefs about oneself, others, and one's own circumstances that impact one's interpretation of and response to events and interactions throughout their day.

NAVIGATING SEL FROM THE INSIDE OUT LOOKING INSIDE & ACROSS 25 LEADING SEL PROGRAMS: A PRACTICAL RESOURCE FOR SCHOOLS AND OST PROVIDERS (ELEMENTARY SCHOOL FOCUS) MARCH 2017

Interventions to Address Loss of Instructional Time, Social/Emotional/Mental Health Needs

Interventions centered on our character program that include Cognitive skills (attention control, working memory), Emotional skills (recognizing and understanding emotions in oneself and others), Interpersonal skills (understanding social cues, conflict resolution), Additional Skills/Supports (Character—building and acting upon core ethical values, Mindset—attitudes and beliefs about oneself and others and responses to events throughout the day)

ESSERIII Funds

Our discretionary funds are being used to ensure the safety of our students through the improvement of the air quality and improving. The largest majority of our funds are being used

to buy curriculum and training for our staff to provide resources to our teachers for use with our students.

20% of our funds are being spent on targeted after school tutoring in grade level standards, free after school for all students with a complete academic focus and Summer School. After school includes scheduled time for clubs, homework time, and a focus on reading and math as the primary outcomes. Summer School focuses on reading and math and is taught by grade level teachers. Both interventions have an assessment as a pre and post evaluation to determine individual student growth.