

ENVISION ²¹

DEEP LEARNING

CATALINA FOOTHILLS SCHOOL DISTRICT



**EMERGENCY AND TEMPORARY
INSTRUCTIONAL TIME MODEL (ITM)**

FOR

CATALINA FOOTHILLS SCHOOL DISTRICT



Instructional Time Model (ITM)

Arizona Department of Education Template for School Districts

Note: The Arizona Department of Education (ADE) does not approve ITM submissions. The ITM submissions will be used by ADE to understand which schools are utilizing the flexibilities authorized in HB 2862, the types of flexibilities being operationalized, the extent to which a school is deviating from in-person, teacher-led instruction, and the way attendance will be tracked under each flexibility. ADE will not be approving or rejecting ITM submissions, but rather maintaining ITM submissions as documentation for future audit purposes.

LEA INFORMATION

LEA Name: Catalina Foothills Unified School District

LEA Entity: 04410

Date of Governing Board Meetings to Adopt an ITM (Introduced): September 14, 2021

Date of Governing Board Meetings to Adopt an ITM (Approved): September 28, 2021

CALENDARS & ATTENDANCE TRACKING

Indicate all instructional methods that are being utilized as part of this ITM.

Instructional Method: Remote

Directions: Please include an explanation of how time spent in the instructional method will be used to replace instruction that would otherwise be in a teacher-led, in-person classroom on specific calendar days. Explain how instructional time will be measured and used to replace otherwise in-person instructional days on the calendar.

How will the instructional method replace instruction that would otherwise be provided in a teacher-led, in-person classroom?

In-person, teacher-led instruction is provided 100% of the time in the Catalina Foothills School District (CFSD). Due to the uncertainty of the 2021-2022 impacts of the coronavirus and its variants, the District's governing board adopted an emergency and temporary ITM that provides the option to shift to remote instruction should it be necessary to do so. Examples that may precipitate a shift to emergency and temporary remote instruction include, but are not limited to, an entire classroom, grade level, or school requiring quarantine and/or isolation due to the number of close contacts or an outbreak due to COVID-19, as advised by the Pima County Health Department.

The CFSD Superintendent will determine when a shift to an emergency and temporary remote ITM will need to go into effect. Remote instruction will replace in-person instruction on the specific calendar days for which the classroom, grade level, or school is required to close. There will be no change to the district's 180-day calendar, and instruction will be provided 5-days a week. Days designated for early release, late start, student holidays, parent/teacher conferences, grading days, high school exam days, etc., will be followed similar to in-person instruction. The emergency and temporary remote instruction will be implemented as described below to provide consistency and continuity across the elementary and secondary levels.

Grades K-5:

Instructional time will follow the 8:00am - 3:00pm daily schedule with a combination of remote synchronous and asynchronous instruction. Remote synchronous (live) instruction will be provided through Google Meet, and assignments, resources/materials will be provided through Google Classroom. The daily and/or weekly schedule of synchronous classes will be clearly communicated so that students know when they are to attend and to avoid overlap across content areas.

A daily/weekly schedule/agenda will be posted by 8:00am. Posts will include learning goal(s) for lesson(s), lesson materials, links, schedule for special area classes (e.g., art, music, physical education), and clearly communicated learning tasks/assignments and due dates. Assignments will be due before the end of the school day or by 9:00pm. Depending on the purpose and length of assignment, due dates(s) may be designated on a different day as determined by the teacher. On days for which there are no synchronous sessions for a specific subject area, asynchronous assignments/tasks will be due that day by 9:00pm.

Teachers will implement at least one morning or afternoon synchronous lesson each day in Math and/or ELA, Science and/or Social Studies based on need and planned unit(s) of study. Asynchronous lessons/assignments will be used for content areas that do not have scheduled synchronous sessions. Teachers will schedule and facilitate, as needed, individual or small group Google Meet conferences with students to provide feedback and/or assessment in Reading, Writing, and/or Math. Recorded read-alouds that integrate science, social studies, etc., will be provided for students. Teachers will also provide a weekly synchronous session for community building (e.g., class meeting) to support social and emotional well-being.

Kits of learning materials (e.g., packets, math manipulatives, phonics puzzles, literacy games, science and math materials, math workbooks, book boxes/bags with leveled readers, art supplies, other printed materials) will be prepared and distributed to students/families, as determined by teachers and the principal at each school.

Art, Physical Education, Music, Spanish, and Chinese teachers of K-5 students will not schedule synchronous lessons for their remote learners. These teachers will use Google Classroom to post asynchronous lessons/tasks and materials.

Students that receive special services (e.g., gifted, special education, English language development) will receive instruction from their assigned teachers. Special and general education teachers will work together to create accessible instruction that allows each student to meet their IEP goals and the general education standards. Students who have 504 plans will be provided with their accommodations.

Grades 6-12:

Teachers and students will follow the current bell schedule (7:30am-2:30pm - grades 6-8; 8:35am-3:25pm - grades 9-12), but instruction will shift from daily in-person to daily remote synchronous instruction using livestreaming. Students in grades 6-12 will log in to Google Meet using their computer device to participate in the classroom teachers' live instruction. Teachers will utilize a camera and an integrated technology system that will enable all students to access the same lesson at the time the lesson is delivered. Assignments and lesson materials will be provided through Google Classroom, with other technology applications, as assigned.

Instruction will be provided according to the number of days that the course appears on student schedules each week (5-days a week for grades 6-8 and 4-days a week [rotating schedule] for grades 9-12). Teachers' lessons may include time for direct instruction, classroom discussion, and independent work. Students are expected to join the live instruction at the designated times on their schedules and remain in the virtual/online classroom until the teacher has directed otherwise. Students may be dismissed prior to the end of the class period for independent work or other work that does not require them to be attending the live classroom stream.

Teachers will schedule and facilitate individual/small group (Google Meet) conferences with students to provide feedback and/or assessment, as needed. Lessons to facilitate social and emotional learning will be integrated into classroom learning or will be scheduled during advisor base. School counselors will also support social and emotional learning.

Students receiving specialized instruction - Special Education, English learners - will receive instruction from their assigned teacher(s). Special education teachers/case managers and related service providers (speech, occupational therapy, physical therapy) will contact parents/guardians about delivery of services, as appropriate to a student's IEP. Students who have 504 plans will be provided with their accommodations.

Grades K-12:

Teachers will assign and grade assignments and assessments based on their respective learning plans and the contextual constraints. District grading practices will be followed

and grades will be entered into the electronic grade book in Synergy. “Redos” and “retakes” are part of the learning process in CFSD, and will be applied based on teacher or department guidelines.

If students are required to shift to emergency and temporary remote instruction multiple times, attendance requirements for credit will not impact a student’s ability to receive credit or be promoted to the next grade level. Additional instructional support will be provided, as needed, upon the student’s return to school.

An emergency and temporary shift to remote instruction will be in effect for the duration of the temporary closure. If the classroom teacher is also required to quarantine/isolate, the principal will assign an alternate certified instructor to provide students with a continuation of learning during the temporary closure of onsite in-person learning.

ATTENDANCE TRACKING PROCEDURES

Directions: Please explain in detail how students will be reported as present and participating in remote instruction or absent on the corresponding calendar days.

Participation in any instruction provided outside of a teacher-led, in person classroom must be connected to attendance on scheduled instructional days on the submitted and certified school calendar in order for the district to generate Average Daily Membership and appropriate funding.

The description must include the specific measures that will be used to determine whether a student participating in remote instruction will be reported as present or absent on days when instruction does not take place in person. The district is advised that ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations.

If the Superintendent directs a class, grade level, or school to make a shift to emergency and temporary remote instruction, students will maintain enrollment at their original school of enrollment and attendance will be tracked on a daily basis and submitted to the Arizona Department of Education (ADE) through the district’s student information system (SIS), Synergy, following normal data submission processes.

Attendance reporting in Synergy will utilize an alternate reporting code. A drop-down menu titled, “Type of Instruction Hybrid Pattern” is available to indicate whether a student is “in-person” or “remote.” When a classroom, grade level, or school has been directed to shift from in-person to the remote ITM model, an administrator at each school will manually select “remote” in Synergy for each impacted student. When students return to in-person instruction, each student is manually changed back to “in-person.” This is how the district will report when the remote status starts and ends. Attendance in the “remote” and “in-person” mode will be reported to the state on a student-by-student basis.

Attendance will be recorded daily for all learners. Tracking attendance for all enrolled students who have been shifted to emergency and temporary remote learning will begin on the day that remote learning begins. Attendance will be determined by academic engagement in each class/content area. If a student does not meet the attendance criteria laid out in the emergency and temporary ITM, they will be marked absent.

When a student will be absent for a full or partial day, standard procedure is for the parent/guardian to call and inform the school prior to the start of the school day. When the school does not receive a call from a parent/guardian, school personnel will call the home, work, or emergency contact numbers to verify the absence. These procedures will not change during emergency and temporary remote instruction.

K-5 Attendance Procedure:

All K-5 teachers will record attendance in Synergy twice a day, once in the morning (before lunch) and once in the afternoon (before dismissal). Students will be considered “present” if they log in and participate in scheduled morning and/or afternoon synchronous lessons/sessions in Google Meet. Teachers will provide daily assignments that students will complete independently during the asynchronous portions of the day. They are considered “present” for those portions of the day if they complete and submit the assignments to Google Classroom by the end of the school day or by 9:00pm* each evening. These assignments will reflect the instructional time allotted to the asynchronous portions of the day.

*Parents may need to develop a check-in schedule that takes place in the evening with their younger student(s). Students who complete assignments or tasks for a lesson that were due that day, can be counted as present and not absent if the student submits the assignments by 9:00pm.

6-12 Attendance Procedure:

All teachers at grades 6-12 will record attendance in Synergy for each class period. Students are expected to log in to Google Meet and attend/participate in all livestreamed classes that are part of the student’s daily schedule. Students will be considered “present” if they attend their scheduled classes. Students who do not attend a class(es) will be marked absent. Students are expected to complete assignments and upload them to Google Classroom as directed by their teachers. Similar to in-person learning, students may need to complete make-up work for days that they are absent.

Procedures for make-up work, late work, redos/retakes at grades K-12 will be adhered to as they are during in-person learning.

SCHOOL INFORMATION

Directions: List the schools this plan applies to. Account for all schools in this ITM.

School Name: Catalina Foothills High School
School Entity: 5839

School Name: Esperero Canyon Middle School
School Entity: 5837

School Name: Orange Grove Middle School
School Entity: 5834

School Name: Canyon View Elementary
School Entity: 5835

School Name: Manzanita Elementary
School Entity: 5833

School Name: Sunrise Drive Elementary
School Entity: 5832

School Name: Ventana Vista Elementary
School Entity: 5838