Introduction from the Superintendent

In March of 2020, Governor Ducey issued an Executive Order in response to – COVID-19. Subsequent to this Executive Order, Tombstone Unified School District shared all available information and resources to parents, students, parents and caretakers during the extended spring break for students as they transitioned into distance learning. Arizona school districts responded to this call with inspired attitudes and tremendously innovative plans for distance learning to ensure students have a seamless transition to this new way of "going to school."

Distance learning is a huge paradigm shift from in-person instruction. We know that the road ahead will have challenges; but as an institution outside of the traditional K12 system, we are in a unique position to overcome those difficulties and thrive.

Our faculty are retooling courses and instruction to be fully realized through remote/online classes, with an appropriate balance of synchronous class time and asynchronous activities to balance high impact student learning with student health and wellness and required non-academic responsibilities.

Our resident counselors are adapting their programming to help students with social-emotion needs and to build life skills that will help them in a digital landscape and nurture friendships from a distance. Our staff continues to seek ways to optimally and equitably support our students while at home. The administration worked with a stellar IT Committee group to craft a distance learning policies that we think will best serve all TUSD students.

That being said, it is important to acknowledge the challenges distance learning will put on our students as well, and acknowledge that those challenges will look different for every student. While at home, our students will have more responsibility for their education because teachers won't always be able to pick up on their puzzled look or glance over their shoulder to quickly determine how their coursework is going. Moreover, we recognize our students may have greater distractions and increased non-academic responsibilities while at home.

As such, we need your help to ensure our students find ways to make online learning work for themselves while also prioritizing their health, safety and wellness. We sincerely hope this handbook will be a welcomed additional tool to assist you with to providing the best possible education we can. We will make mistakes and we will learn from those mistakes and learn how to better serve you all our students and stakeholders. We know our students are up to this challenge and we know you are as well.

Thank you for continuing us in #growing legends,

Robert Devere, Superintendent

<u>IMPORTANT NOTICE</u>

SEPTEMBER 23, 2020

PLEASE UNDERSTAND THAT THIS DOCUMENT IS SUBJECT TO CHANGE AT ANY TIME DEPENDANT ON LASTEST STATE REGULATIONS, EXECUTIVE ORDERS, COUNTY HEALTH DEPARTMENT MATRICES, BOARD POLICY OR SUPERINTENDENT DIRECTIVE. ANY TIME A CHANGE IS MADE THE DATE ABOVE WILL BE UPDATED.

Academic Support   Each school has an academic coach. At the time of this printing the exact times for this services are unavailable. We will notify everyone as soon as possible we determine the times for this support at your home school once this is in place.

In a typical classroom setting, there are many built-in norms that naturally encourage students to remain academically honest. In an online course, many of these barriers are removed; and the temptation to cheat can be strong. As a result, it will be even more imperative that students self-monitor their academic progress, hold themselves accountable to the appropriate conduct, and be honest with the level of their own understanding. To do otherwise deprives themselves of a true learning experience.

Activities Our TUSD administration and staff have been brainstorming ways to adapt typical school events to online formats during this COVID 19 pandemic.   We are researching new ideas to connect with our students and families, such as Virtual Spirit Week. We will continue to hold Site Council and PTO meetings via TEAMS (or other apps), and we're working on ideas for, student recognition, and even end-of-year traditions.

All participation in on campus activities requires a full day on campus. Hybrid attendees will still be required to have active participation in classes. All fall activities at the K-8 level have been canceled and so have all other after school activities until further notice.   **THS** activities such a ROTC Uniform Inspection will occur on a specific day to be determined. On that day students must stay on campus the entire day as travel time would conflict with other classes and so this is not an option.

Assignments Teachers will be giving assignments according to their shared lesson planning, weekly guide or syllabus. All students will be given adequate time to complete assignment   All remote students will have a way to electronically submit the assignments according to the schedule and expectations as determined by the classroom teacher. Assignments are due for ALL learners no whether you are an in person scholar, hybrid scholar or a full time remote scholar.

Students without internet access will be provided 2 flash drives on which to submit their work. TUSD will not be making paper packets unless required by an Individualized Learning Plan. This is being done to minimize possible transmission of viruses. Flash drives will be sanitized after received and before delivery on *a schedule to be determined by the grade level or team of teachers.* The teachers will have sole discretion as to when an assignment is overdue and whether there will be a reduction in grade for late work.

Athletics and Clubs Mr. Brian Miller is the Athletic Director for Tombstone High School sports. Efrain Galvez is the Athletic Director of Middle School sports. Schedules for practice sessions, team sport and schedules and game times will be provided by each coach DIGITALLY to reduce any potential of transfer of viruses. All students and parents/guardians must sign that you have read, understood and will comply with the district's **"NO HAZING POLICY"** before your child will be able to participate in any extracurricular activity. Our TRUST attorneys have provided the verbiage and required compliance. See your coach or principal for specifics.

Attendance *Required Daily* There is an expectation that students will attend all synchronous class sessions scheduled by their instructors and be present, on time and ready to work and engage. Therefore, **attendance will be taken while distance learning and unexcused absence and tardy points will be given, per policy.** Students found to "fake" attendance during virtual learning will be held accountable and may be subject to disciplinary action.
- Teachers will take attendance at the beginning of class and report it via Synergy;
- Teachers will submit student attendance period by period where applicable;
- Any absence, excused or unexcused, will be reported and recorded in Synergy by the Attendance Clerk. Families will have access to attendance information via Synergy;
- Re-arranged absences need to be approved by a parent and communicated to the attendance office a minimum of 24 hours in advance;
- Illness needs to be reported immediately to the attendance office by the parent/guardian and no later than 9:00 AM on the day classes will be missed;
- Per Arizona Revised Statute K-8 secretaries must call parents/guardians to verify absences

Benchmarks including End of Course Exam and Progress monitoring , SAT and ACT
The Arizona Department of Education the Governor's office has currently mandated that within the first six weeks after the beginning of face to face classes, all students will be administered a grade appropriate Benchmark test. There will be times when students in K-8 must be monitored for progress, assessed and or evaluated. All other students will require some prioritized testing or evaluations such as end of course exams, ACT, SAT and AZM2 state testing that cannot be performed on line. Student testing will require that the student/parent arrange a mutually agreed upon time to be tested in a sanitized room, on campus for individualized testing. Your child's teacher or principal will be able to update you as to this particular state edict and will arrange a time for your child

Building a Routine *See Learning environment at home*

Counselor Our counselors for this year have changed.
At the Tombstone High School we welcome Mr. Thomas McGoldrick.
He will be available from **11:00 – 11:55** daily**.** Please call THS at **520-457-2215**.

At Huachuca City and Walter J, Meyer we welcome Mrs. Jessica Smith.
She will be available from **1:30-2:30** daily. Please call **HCS** at **520-456-9842** or **WJM** at **520-457-3371**

Communication with teachers, counselors, and learning specialists will be available for communication at the end of the normal school day. Teachers may make themselves available beyond these times, at their discretion. Teaching staff can be contacted with questions about schedules, academics, and grading through e-mail, which we will strive to answer within 24 hours. School-wide communication will continue through automated phone calls, Facebook, Peach Jar and emails as needed. Teachers will be interacting with all remote students and personally at least twice per week.

Create a Designated Learning Space Wherever you decide to let your child set up shop, create a designated workspace at home. Associate that area with learning only for the time being. Try talking with your child about how this is their "work from home" desk! Just like their desk at school but at home. You can try to set this area up like their school desk by removing any home clutter. Consider adding items to the area that the student might need like a pencil case, calculator, and extra paper. Students should feel comfortable and have a sense of ownership to their home learning space.

It is easy to want to let your child learn from their bedroom, playroom, or the couch while you also work from home. Choose a designated learning space that allows your child to feel a sense of ownership and empowerment when they sit down to learn! You can try having them work alongside you at the kitchen table so they can see how you work from home! It is important to find a neutral space with limited distractions where you can check in periodically. When children go to school, we as parents are able to feel secure that they are being supervised. Same goes for your home. Now that our parent role has turned into a combination of parent and teacher, the responsibility lies on us to make sure they are engaged and learning. Once you choose your designated learning space, make sure your student feels comfortable learning there!

Discipline - Remote Discipline is progressive and could include a reduction in participation or performance grade. Low-level, first-time infractions will have lesser consequences than infractions that are repetitive or more serious in nature. *The following are for illustration purposes only. The appropriate progressive discipline steps for the individual would apply.*
- • Warning
- • Remote consequence
- • School-based consequences
- • Parent contact
- • Administration referral

There is a dramatic change in the State and District's expectations this year. Failure to participate and perform can reduce your grade on any assignment up to 25% in K-8 and similarly in High School.

Digital Code of Conduct   Proper behavior, as it relates to the use of technology, is no different than proper behavior in all other aspects of district activities. All users are expected to use the district technology resources in a legal, responsible, ethical, and polite manner. The digital citizenship guidelines are intended to clarify those expectations as they apply to computer and network usage and are consistent with the TUSD Board policy on use of technology resources in instruction. A student who knowingly violates any portion of the digital citizenship expectations will be subject to suspension of access and/or revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the school district disciplinary handbook.

Students will practice responsible use of digital information regarding intellectual property, including complying with software licenses, copyright laws, and all other state and federal laws governing intellectual property. See district fair use and copyright guidelines. Students will practice safe and appropriate online behavior including using professional etiquette while communicating online. Improper use of district technology resources is prohibited including, but not limited to:
- using racist, profane, pornographic, sexually oriented, or obscene language or materials
- attempting to send or sending anonymous messages of any kind
- using the network to access inappropriate and/or harmful materials
- bypassing the district's security measures to access sites that are filtered on the district network
- encrypting communications so as to avoid security review or monitoring by the system administrator
- using the network to provide addresses or other personal information that others may use inappropriately
- purposely engaging in activity that may harass, threaten, defame, slander, libel, malign, or abuse another (individual or group)
- forgery or attempted forgery of electronic messages; attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail
- using the network for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy or guidelines

Students will use the technology resources in a positive and responsible manner that promotes creativity, innovation, collaboration, communication, critical thinking, and problem solving. Improper use of the district's technology resources is prohibited including, but not limited to:
- using the network for political activity, financial gain, or commercial activity
- attempting to harm or harming equipment, materials, or data
- changing any computer configurations and/or settings
- installing software, including freeware and file sharing services, without permission from permission from the director of technology or his/her designee
- streaming media, such as radio, games, video, etc., for non-educational purposes
- proxy sites - bypassing or attempting to bypass the filtering device by using sites such as, but not limited to, proxy sites on the district's electronic communications system
- running security programs or utilities that reveal or exploit weaknesses in the security of a system such as password cracking programs, packet sniffers, or port scanners or any other non-approved programs on district technology resources
- otherwise engaging in acts against the aims and purposes of the district as specified in its governing documents or in rules, regulations, and procedures adopted from time to time.
- Students will understand the negative impact of inappropriate technology use including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of materials such as software, music, video, and other media.
- Students will log in to the district network using their own login credentials. Account information and passwords, or similar information used for identification and authorization purposes, must be kept private. Passwords should not be shared.
- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- Students will use technology resources cautiously to prevent damage.
- Students are asked to conserve district technology resources (such as network bandwidth and storage) by limiting usage to educational purposes. System users must not degrade the performance of district technology resources (i.e., streaming video, streaming audio, and Internet radio), deprive an authorized district user access to a district resource, obtain extra resources beyond those allocated, or circumvent district computer security measures.

- Creative credit and copyright - students have the right to protect their own creative works. Additionally, students must exercise academic integrity in a fair and legal manner when using other people's creative works. Failure to appropriately cite ideas or work other than your own will result in adverse academic and behavioral action.

Digital Codes of Conduct Continued
Academic integrity protects against the following:

- Cheating is fabricating written assignments; giving or receiving aid to another student without the consent of the instructor on tests, quizzes, assignments, or exams; or accessing unauthorized teacher's editions or answer keys. Cheating also includes the use of technology such as computers, phones, cameras, or any other device that provides access to unauthorized information related to graded course material, tests, quizzes, assignments, or examinations.
- Double assignments are also a form of cheating. This is defined as an assignment that is used to fulfill the requirements of more than one course without prior approval from all involved instructors.
- Colluding is allowing one's work to be copied or submitted by another student. This applies to individual as well as group work where the students are given individual grades. It also applies to work that is transferred electronically and then submitted by another student. Joint student projects where information is combined for a final product submission are acceptable.
- Plagiarizing is the act of presenting the ideas or works of another person as one's own. This includes presenting information, ideas, phrasing, words, artwork, music, figures, diagrams, graphs, song lyrics, films, maps, illustrations, data, computer programs, emails, CDs, and electronic files from the Internet. All of these must be acknowledged with the proper documentation. The instructor or the school links should be consulted for proper citation practices. All assignments submitted to instructors should contain the proper citation. Plagiarism occurs when a student does one of the following: fails to cite borrowed, quoted, or paraphrased material, even by accident; deliberately intends to deceive through lack of citation; or uses strings of words from a cited source without indicating these words are not his/her own (attempted paraphrase without quotations, even if there is a correct citation).

Dress Code TUSD has determined that there be a minimal dress code for participation during on line instruction. All parts of the body that are in view or could be in view of others must be covered with clothing that is suitable and complies with the district dress code. Please ensure that *anyone* that could come into view of the camera is appropriately dressed.

Important Notice! All district employees work under licensure from State of Arizona and are bound to Arizona Revised Statute 13-3620 which "imposes a duty on certain persons to report suspected child abuse, including *physical injury,* to governmental authorities." This could include neglect or abuse. Should any school official suspect or see any form neglect or abuse we are **mandatory reporters** and will call authorities. Please be discrete with what is observable in the field of vision of your computer's webcam. Consider a virtual background.

E

Emergency contacts must be up to date. It is necessary for us to have a workable set of emergency contact numbers for not only notifications regarding school closures, emergencies and general information

Remember **Hour of Power**! It is imperative that we have working numbers for all emergency contacts this year. In the event of a spike in temperature or suspicion of a communicable disease, children will be placed in an observable quarantined in a sanitized room with appropriate ventilation and Personal Protection Equipment. For all Face to Face and Hybrid students, we will refer to this room as the **Sick Bay.** Students will be held in Sick Bay and cared for by staff until the parent or guardian arrive. That active observer will likely be taken away from their regular duties and so we a requiring that if a parent/guardian is notified by a school official you MUST ARRIVE within the Hour of Power to retrieve your child. That child will not be able to attend face to face classes for the next day or at least **48 hours** whichever is greater.

F

Facebook Peach Jar, Automatic phones call and a to be determined website for remote learners will be the primary communications for schedule changes. We also had a good time posting pictures of your children actively participating in remote instruction. Call your site secretaries for instructions. Keep those cards, letters and pictures coming in.

Flash Drive responsibilities. Each remote learner WITHOUT internet access will be encouraged to utilize mobile hotspots being constructed or implemented. Locations will be forthcoming**.** If this avenue is unworkable we will provide students with their first two flash drives free of charge. We will very likely provide one with the week's lessons and assignment expectations if you have no internet. At the end of the week, the student(s) are expected to get the **flash drive with their name on it,** to the nearest bus stop every Friday. This flash drive should contain all expected gradable assignments. At that time the student/parent/guardian will be given the other **flash drive with their name on it.** That flash drive will include the following weeks assignments.

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Grading remote and hybrid students
Teachers should weigh their policies with the lens of equity and with the primary goal of first, doing no harm to students.

For students with disabilities, any changes to learning strategies or grading policies should, as appropriate, be done in conjunction with the student's Individualized Education Program (IEP) to ensure that the changes respond to their learning needs. Grading policies will likely differ for alternative schools, such as continuation schools and schools serving incarcerated youth, who may also need differentiated learning and grade strategies.

Assigning a grade in a distance learning context will require teachers to reconsider the kinds of materials they provide to and accept from students. Online resources, mobile applications, and web platforms can help teachers provide flexible means of furthering instruction. When students are working at home from other materials, these can be shown or displayed by photographs attached to text messages where computers are not used or accessible. TUSD will be using school buses to drop off and pick up flash drives and projects in cases where necessary or parents may choose having work delivered to and picked up from the school using car line processes.

Growing Legends As we embark on a time of 'Learning from Home,' our aim is to create framework that serves our students and supports parents as we all adapt to a different daily routine. It is important to us that the students' activity during this time be enjoyable, thoughtful, challenging and rewarding. Replicating exactly what happens in our classrooms is not something we can achieve at home as face to face education involves trained teachers delivering an approach to learning using many different resources and materials.

Therefore, our goal is to work in collaboration with families to keep alive the culture of learning, student achievement, leadership and performance that is unique to TUSD and provide families with support and activities that match the developmental needs and characteristics of children in our care.

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Hazing Policy Adherence to this policy is mandatory of every student. Please contact your Principal or the Superintendent' s office for a copy of this Policy

Help is available to parents TUSD has seen that there is a specific need for daily oversight and assistance to students and parents on a daily basis as we forge into distant learning. We won't get everything right and we know we will make mistakes. Our goal is not to make the same mistake twice. To maintain cohesion, fluidity and centrality of communications, TUSD has dedicated a principal to oversee the remote instruction component for our district. This effort will hopefully assist with full collaboration and cooperation with all site Principals, their staffs thus benefiting our greatest asset, the minds of your children. *Walt Disney*

Home Learning Environment As students across the country adapt to online learning, parents are creating an environment for their children to learn from home. Students typically go to school so they can put everything aside and focus on learning. As those lines blur, it is important to create guidelines for students to learn from home. A home-learning balance is simply drawing the line between what is learning time and home time.

Without after school activities, playdates, and daycare, children will be looking for other ways to entertain themselves. You have made it your life goal to ensure your children are happy and busy! Without their normal activities, it is important they find other ways to stay happy, healthy, and engaged while at home. By creating a home-learning environment with the right tools and resources, you will see your child will thrive at home! The best part is that you get to watch it happen.

Hybrid Option At this time the Arizona Department of Education and the State of Arizona has allowed a Hybrid model of remote instruction that is designed to meet the scheduling needs and childcare needs of all families. Under the hybrid model students are allowed to attend face to face classes when necessary. All state and district policies, rules and regulations regarding mandatory facemasks and social distancing apply whenever on campus.

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Information General For any unanswered questions please

Principal for Remote Learning	Scot Roppe	520-457-3371
Huachuca City K-8 Principal	Kevin Beaman	520-456-9842
Tombstone High School Principal,	David Thursby	520-457-2215
Walter J, Meyer K-8	Scot Roppe	520-457-3371

IT Team Expectation There is a signature portion on the last page of this handbook the verifies that you have read, understood and agree to the expectations set for in this Parent Remote Learning Handbook.

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Judgement Throughout this pandemic the Tombstone Unified School District has tried to build the best system within a system to provide every opportunity we can with the normal resources. Hopefully, good judgment and wisdom prevailed.

We are asking parents to think about the task before them, to use sound judgment, be an example to your children of a parent/caretaker that is committed to lifelong learning and your desire wisdom as we all work through this COVID-19 pandemic. If we are not part of the solution, we are part of the problem.

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Keeping track Learning is most effective when it is within a greater context. When we allow a degree of choice, freedom of movement, connect subjects and concepts, and respect the innate desire to learn and developmental needs, learning occurs naturally and joyfully. Above all, we want children to feel connected to their learning, not simply "complete assignments" while at home.

Learning together with a sense of exploration, curiosity and discovery results in deeper and more meaningful experiences for children. This instills a great sense of ownership and responsibility in the child. It is also important to us that we maintain a feeling of connectedness throughout this process. We will be in regular contact in a variety of ways and continued communication between teachers and families throughout the period of closure is assured.

Kindness techniques Having clear expectations that the entire family agrees upon will empower your kids too. Now is a good time to reflect on Mr. Roger's kindness technique, as you will "look to them to be your helpers." Reassure your children that, as a family unit, we'll do everything we know of to make sure everyone in our family stays as healthy as possible and that, if we get sick, then we're going to do everything we know how to do to make sure we get better again.

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Learning environment at home A good recommendation is having multiple designated areas for learning. These designated learning spaces can include:

- An area where your children can be creative with everyday items found in your home. This area where children can make things is often called a "makerspace." Ideally, a makerspace has room for children to leave out their works-in-progress over several days or weeks without getting in your way.
- A quiet reading and writing space where your children can get comfortable reading a good book, drawing, or completing a writing activity with minimal distractions.
- A technology zone where your children have a dedicated device to connect virtually with their extended families, teachers, and classmates. This area should be located within easy viewing distance, so you can monitor your child's learning activities and online interactions.
- An outdoor and physical activity area so your children can get some exercise, breathe some fresh air, enjoy game-based activities, and get the wiggles or frustrations out!
- In addition to planning for physical learning spaces, it's just as important to plan for virtual spaces for learning. Don't be afraid to set up accounts for online learning resources that support your child's specific interests.
- We will be in regular contact in a variety of ways and continued communication between teachers and families throughout the period of closure is assured.

Lesson Assignment Expectations The remote learner will be responsible for all assignments and assessments that are presented, expected or given to the face to face student. This can be accomplished the all the means provided within this handbook. Remember that this year, the teacher is allowed to grade your scholar's participation as well as the quality of their performance on all graded work. As mentioned before, failure to participate on a daily basis can result in a significant decrease in your child's overall grade.

M

Make Up work - Amount of credit Make up work will only be allowed for students that are absent due to illness. Teacher will collaborate with their colleagues to ensure that there a few or no major projects that are due at the same time. Teachers will take care to make sure all class assignments are due at a time that allows remote learners *without internet access to receive the work via Flash Drives and then return them before the due date.*

Mask policy Masks must be worn according to the most current Executive order or district policy.

Meals   Meals will only be offered to students that attend in person or are available for pickup on specific dates and times. Please contact site secretaries for further information. Director of Food Services is Jeremy Summers.

Microsoft 365 Platform is the universal platform supported by our IT department, our schools and our electronic devices.

Minimizing Distractions It is inevitable that your student will get distracted while at home. What we can do as parents is prepare for distractions before they happen. If you have a dog, consider putting a sign on the door to let solicitors or delivery drivers know not to knock. Other ways you can minimize distractions is to make sure that all toys, games, and activities are tucked away during learning hours. Practice the "out of sight, out of mind" mentality. If your student is having trouble focusing due to other distractions in the house, try noise cancelling headphones or moving their learning space to a quieter area. Take it day by day, if something isn't working, try something new!

N

Nurse and sick bay In an effort to keep students safe and for buses on schedule temperatures students will be temperature checked as they come onto campus.   For Hybrid Learners and full time learners, the district will have a nurse or medical assistant available on sight or ready for consult each day.

Temperatures will be taken for anyone entering campus. These temperature results will not be kept or recorded. If anyone is found to have a temperature of **greater than 100.4 degrees,** they will be sent to **Sick Bay** for a cool down period and then their temperature will be taken again. If the students' temperature is below 100.4 the child will be allowed to go to class. If the temperature is still **above 100.4** the parent or guardian will be notified an expected to arrive to pick their student up no later than 60 minutes from the time they are called. The child will remain in the **Sick Bay** and observed by staff wearing appropriate Personal Protective Equipment. That person will likely be interrupting the educational duties they typically perform so it is imperative that parents are ever ready to come pick up their child.

O

Occupational Therapy services will still be provided according to IEPs and provider schedules on each campus. Currently if the service is provided but a child is not present, the provider does not have to provide compensatory services. Please ensure your child is well and present on days when ancillary services are provided.

Option of attendance hybrid remote attendance allows children to attend school as described above in Hybrid Option above. We ask that you choose a routine schedule so that we can accurately determine the number of breakfast and lunches prepared each day.

Ownership of responsibility and tasks In order to foster a deep sense of ownership in students' learning, we focus on two things: the developmental needs and characteristics of the children and their interests. Here are a few key points that aid in cultivating a child's self-direction and attention to their work:

- Choice
- Participation in planning and organizing tasks
- Conversation
- Finding good resources
- Sharing of knowledge

You will be receiving regular communications from your child's classroom teachers in the coming weeks. We encourage parents to follow the teachers' suggestions and guidance when completing work at home. The more children are involved in developing and detailing their activities, the more they can achieve.

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Parent COVID -19 Acknowledgement Form signature is required

Parent resources Practical life is an important part of experiential learning and relevant to all age levels. These are life skills that our children will need to master to be successful adults. It is part of every great teacher's classroom and can be mirrored at home. This includes refining fine motor and movement skills and practicing coordination, self-care, planning and problem-solving. Foster order and sequence; develop concentration; foster physical independence; foster the development of fine motor control; and provide opportunities for planning and carrying out tasks.

Practical life experiences also provide students with opportunities to contribute to family life. Inherent in these activities is the development of key executive functions: decision making, organization, problem-solving, impulse control, collaboration and communication. These skills form the foundation of a child's academic learning of our young learners and carries through college.

Again take pictures of your successes and share them with your principal or secretary, We will try to keep them posted on our social media sites.

Participation IS Mandatory and will be graded up to 25% of each grade in K-8. That percentage is slightly lower in high school but non participation will very likely lower any students overall grade in at THS as well.

Physical Therapy services will still be provided according to IEPs and provider schedules on each campus. Currently if the service is provided but a child is not present, the provider does not have to provide compensatory services. Please ensure your child is well and present on days when ancillary services are provided.

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Questions Frequently Asked FAQs If you have questions that have not been answered please call you site principal or the remote learning principal or email them. We will do our best to respond within 24 hours except on night and weekend.

Principal for Remote Learning	Scot Roppe	520-457-3371	SRoppe@tombstone.k12.az.us
Huachuca City K-8 Principal	Kevin Beaman	520-456-9842	KBeaman@tombstone.k12.az.us
Tombstone High School Principal,	David Thursby	520-457-2215	DThursby@tombstone.k12.az.us
Walter J, Meyer K-8	Scot Roppe	520-457-3371	SRoppe@tombstone.k12.az.us

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Related Service (Speech, Occupation Therapy, Physical Therapy) Since all TUSD schools share the same ancillary service providers we have asked those providers to coordinate their services so that hybrid learners will be able to receive services on the day they are onsite at any one school. Schedules will be provided within the first two weeks of school once we get a final tally of student count for face to face, hybrid and totally remote students

Routine establishment Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home. Children are very familiar with this framework from school. In lower grades, children are given large blocks of time in order to explore their work deeply. This contributes directly to the development of concentration and provides opportunities to collaborate and problem-solve. Get familiar with your child's/teachers schedule;
- Read their lesson plans or syllabus;
- Know when breaks for physical activity lunch begins and ends;
- Know how to contact your teacher at available times;
- Make a calendar of when assignments are due, ensure those expectations are met.

This is a good deal of work at the beginning of the but in the end it will nurture success.

Schedules A master schedule for each school is currently being revised and will be available on request. A schedule for each teacher's specific academic, computer, physical education and break times will also be provided to you by each home room or class teacher.

Our students are used to being on school schedules so try to keep their schedule the same at home! There are pillars in the school day that you can mimic at home. Things like start-time, lunch, recess, and end times are good starting points for setting a schedule. Talk with your teacher about learning times and how they typically set the student's day. Having consistency in the schedule will instill your student with a sense of comfort. Let them know that this is how it is going to be for a little while but learning at home can be just as fun as learning in school! You may need to make adjustments in your day to compliment your child's at home schedule. This is a time of empathy and employers understand that without school, children will be at home. Try to block times off your calendar that align with your child's new home-learning schedule. Now you have an excuse to have recess!

School supply lists are currently available from your child's teacher, each site secretary and is typically posted online by each school site. They are also available at traditional shopping locations prior to school opening. We suggest that each remote student have the supplies requested available at home and readily available for the first day of school.

Sick Bay for Hybrid Students (See Nurse and Sick Bay above)

Social Distancing while on campus for Benchmarks and Hybrid Students! Our district website and Facebook will contain the most current mask expectations and social distancing norms.

Special Education - (Input from Denisse)

Speech Service services will still be provided according to IEPs and provider schedules on each campus. Currently if the service is provided but a child is not present, the provider does not have to provide compensatory services. Please ensure your child is well and present on days when ancillary services are provided. You should be contacted by your speech, occupational therapist or physical therapist, no later than the week of August 8th.

Teacher responsibilities. Teachers are expected to
- Contact you before school starts;
- Provide contact information and appropriate communication times;
- Provide the sign on and sign off times for remote instruction;
- Provide websites and all passwords necessary;
- Provide a schedule of instruction, breaks and transitions to other classes;
- Provide their grading policies
- Provide attendance and tardy expectations
- Provide their policy for late work and make up during illness or preapproved absences or death in immediate family.

Transportation All routes, pickup up and delivery times are posted on the district website and are update weekly.

Unacceptable Use of Technology includes, but is not limited to, the following:
- Using the network for illegal activities, including copyright, license or contract violations;
- Unauthorized downloading or installation of any software including shareware and freeware;
- Using the network for financial or commercial gain, advertising, or political lobbying;
- Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments.

Unforeseen Circumstances have shifted a lot of responsibilities onto parents' shoulders. YOU are a rock star and we will all get through this. Your encouragement, accountability, and dedication to your students' learning will help them thrive when they get back to the classroom. Have a positive attitude towards online learning and your student will have the same!

Uninterrupted Work Cycle Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home. Children are very familiar with this framework from school. In the classroom of a master teacher, children are given large blocks of time in order to explore their work **deeply**. This contributes directly to the development of concentration and provides opportunities to collaborate and problem-solve.

In this day and age of distractibility and addiction to devices, it is more important than ever to teach children how to focus intently and peacefully for appropriate periods of time. This is also the framework that fosters child-centered as opposed to teacher-directed learning.

V

Validate student work and teacher efforts Praise is as costless as it is priceless. Everyone likes to know they are sincerely appreciated for good work, behavior, habits and accomplishments. We are working hard to catch student in the act of behaving, participating and performing better on a regular basis at school. Please remember to the same at home.

Virtual Background Please try to learn how to set up a virtual background on your students' electronic device so there are no unintended photo bombs or video bombs. LOL so to speak.

Visitors are not allowed on campus other than office for any reason unless approved by the office or nurse. For any official business including enrollment all persons shall make an appointment with the site secretary. No visitors will be allowed without and appointment except to pick up a sick child.

W

Webcam Protocols   Web cams are to be used for educational purposes only, under the direction of a teacher an according to the district technology plan.
Examples include:
- Recording videos or taking pictures to include in a project;
- Recording a student giving a speech and playing it back for rehearsal and improvement;
- Evidence of work performed.

X

Xenial This is the word of the year. It means "Constituting hospitality and relations between host and guest."   You could choose to take your children to school anywhere BUT we appreciate that you have chosen to come to TUSD.

As such, our goal is to be hospitable, kind and communicative with you. If you have any difficulty please, first contact your child's teacher. Then an administrator can get involved if still necessary. This chain of command is part of our district policy. Failure to follow the protocol will likely cause administrators to refer you back to your child's teacher Typically about 90% of problems can be resolved with xenial communication**. Let us be "xenial" in 20-21!**

Y

Youth that are educated well are the future of our country. It takes a village to raise a new generation to follow our K-8 school RULES as seen below.

R espectful
U seful
L oving
E thical
S afe

Let's work together for your child's brightest future.

Z

Zany - If ever there was a year that is amusingly unconventional and idiosyncratic this is the year. None of us are perfect. We expect and will make mistakes. We just ask you to positively communicate any errors, short-comings or mistakes and work with us to fix them. Thank you in advance**.**

CITATIIONS

www.epsnj.org/cms/lib/NJ01912667/Centricity/ModuleInstance/7312/eLEARNINGStudent-ParentHandbook.pdf.

Solodev. "Best Practices for Distance Learning." *Www.fldoe.org*, www.fldoe.org/em-response/distance-learning.stml.

"2020-2021 Student Handbook Remote Learning Addendum." https://www.imsa.edu/wp-content/uploads/2020/07/2020-2021-Student-Parent-Handbook...

"Intel Parents' Guide to Remote Learning." https://www.intel.com/.../us/en/documents/guides/parents-guide-to-remote-learning.pdf

"Parent's Guide for Remote Learning." *Script*, 11 June 2020, www.scriptapp.com/general/parents-guide-for-remote-learning.

"Parent Handbook for Distance Learning." https://buttecreek.silverfallsschools.org/wp-content/uploads/sites/24/2020/04/BC-Distance-Learning-Handbook-2.pdf

"Remote Learning Handbook" https://princetonmontessori.org/wp-content/uploads/2020/03/PMONTS-Remote-Learning-Handbook.pdf

"Remote Learning Handbook." *Galena Illinois School District 120*, gusd120.k12.il.us/Pirates/remote-learning-handbook/.