



Handbook

for students, families and staff

CGESD Online Learning Academy
2021-2022

Principal

Scott Raymond

Teacher On Assignment (TOA)

Denia Lopez

COIL

Center for Online Innovation and Learning

1000 N. Amarillo St.

Casa Grande, AZ 85122

(520)836-6694

www.cgesd.org

[CGESD Online Learning Academy](http://www.cgesd.org)



Welcome to CGOLA

Welcome CGOLA Families!

We're so happy that you have chosen the CGESD Online Academy for your child this year. There are many options in the state of Arizona for online learning and it is an honor to have the opportunity to teach your child and to collaborate with you in meeting their educational needs.

The CGESD Online Learning Academy (CGOLA) is the Casa Grande Elementary School District's state approved Arizona Online Instruction(AOI) program. CGOLA is a public K-8 school open to all Arizona residents. We offer quality online academic instruction, flexible learning schedules, small class sizes, opportunities for students to explore their interests, and place an emphasis on connecting learning to our students' daily lives.

A unique feature of CGOLA is our ability to offer in-person learning, socializing, and extra support from our Center for Online Innovation and Learning(COIL) campus located at 1000 N. Amarillo St, Casa Grande, AZ 85122. All CGOLA teachers will have a physical classroom space at COIL where they can teach their online lessons, but also invite students on campus for optional interventions, projects, and fun! While on campus, students will have access to our new makerspace complete with 3D printers, robotics, and the supplies needed for their creativity to come alive. Our library will be open at various times throughout the week and our playground equipment will be available for recreation. We're excited about the future and how our school can evolve to be a center of community activity.

The following document serves as a Student/Family handbook. This document may see some adjustments as the year progresses while we seek to implement positive changes and grow as a school. It is our hope that you can refer to the handbook for answers to the questions you have pertaining to the upcoming school year. As we get closer to our July 26th start date, we will be providing additional information specific to your child's classroom and from their teacher(s). If you are unable to find the information you need or develop questions from what you have read, please reach out to us directly and we'll be more than happy to help.

On behalf of the CGOLA staff, I'd like to once again thank you for the opportunity to work alongside you and your child. We are looking forward to getting the 2021-20022 school year underway!

Sincerely,

Scott Raymond
Principal, Casa Grande Online Learning Academy
520-836-6694
scott.raymond@cgesd.org

July 2021



Casa Grande Online Learning Academy

Vision

Connected, Driven, High-Achieving Innovators

The Casa Grande Online Learning Academy is an innovative and connected online school community providing quality instruction, supportive collaboration, high achievement, and fun.

Mission

Quality, Flexibility, Engagement, and Support

The Casa Grande Online Learning Academy engages students with high-quality online instruction, flexible learning environments, in-person and online support, community connections, and with opportunities to embrace challenges.

Goals

Engagement -To create an environment that encourages active participation. Student learning provides opportunities for application and for context building. Our students explore their creativity and pursue their interests as part of the overall school experience.

Flexibility -To meet people where they are using trauma informed approaches to learning. Understanding that each student has a lived experience that is unique and that every family has circumstances that guide educational decisions. Our students can learn when and where it is convenient and best meets their needs. The integration of school and daily life is an intended outcome.

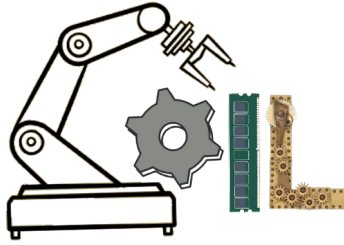
Community -To create a space that honors, models, and celebrates diversity by providing community-rich experiences that connect students to the world around them. The community contributes to student learning and our students contribute to the community. Community investments provide experiences for our students to discover career pathways and to open new inquiries of study.

Expectations -To empower students and families to achieve and exceed. Our students will possess the skills necessary to thrive in their chosen secondary school environment. Their ability to utilize technology in appropriate ways provides access to information and promotes the creation of learning networks of collaboration and friendship. Student voice and agency is celebrated and instilling confidence in every learner is a goal.

Rigorous and Relevant Curriculum- Guided by the AZ State Academic standards, our teachers leverage a variety of instructional resources and platforms to allow access for all students. All learning styles are represented by providing diverse opportunities for students to demonstrate their understanding of concepts. Sustained academic growth for all of our students is the expectation. Data guides instructional decisions with frequent feedback to our learners and families. This communication provides the basis of a strong working relationship.

Support- To assess the needs of every student and to respond to those needs in a timely manner. The academic, physical, and social-emotional well-being of students is priority number one. We provide a multi-tiered system of supports, ensuring all learners are receiving specific interventions that result in improved outcomes. These individual and small group interventions are an integral part of our programming and are a daily focus of our entire team. Online and In-person support is provided based on the needs of the students along with the choice of our families. Healthy social interactions between students is encouraged and promoted through activities designed to address specific needs or interests.

Technology- To ensure all CGOLA students are technology literate, knowing how, when, and what tool to use to accomplish a task. Students possess the knowledge and skills necessary to collaborate with their peers, teachers, and community effectively in a digital space. Responsible technology usage is taught and applied on a daily basis.



Center for Online Innovation and Learning

Vision

Student Learning and Engagement

To provide a fun, diverse, and challenging learning environment centered around student choice to foster critical thinking, innovative solutions, and well-rounded lifelong learners.

Community Partnerships

COIL is guided by the assessed needs and interests of the diverse students and families we serve. We model active engagement, strengths-based community building, and civic responsibility. Our partners contribute to the learning community by providing real-world connections to educational and career pathways. Through our collective efforts, we strengthen family resilience.

Successful Students

Students are involved in directing their learning pathways of purpose, through connections with the school community, opportunities to take appropriate risk, by embracing challenges. They are supported by a qualified and caring staff that recognizes individual strengths, celebrates diversity, and encourages exploring nontraditional ways to become socially and emotionally competent lifelong learners.

School Environment

COIL provides an engaging and creative environment where authentic and flexible learning fosters connections for empowered students, parents, and the community.

Technology

Students confidently leverage technology to use as tools to learn in innovative ways. They reimagine opportunities allowing them to open doors and access the world and new ideas. Our students create meaningful connections using high levels of digital responsibility.

Enrollment

Residency Requirements

All students enrolled in CGOLA must reside in the state of Arizona. Proof of Residency will be required upon enrollment and is required to be reaffirmed annually.

Application

The application process begins by visiting <http://www.cgesd.org/enroll>.

1. Submit an Open Enrollment Application to CGOLA.
2. Once notified your open enrollment application has been accepted, an online enrollment form must be completed, which can be found at the same link.
3. Additional documentation is then required to be submitted on site. Application for enrollment is not considered complete until all required documentation is submitted to the COIL office.

Open Enrollment can be renewed each year by completing the intent to return form in January of each academic year for the following school year. If this deadline is not met, you will be required to submit a new Open Enrollment application and you will be subject to priority groupings as outlined in [CGESD Governing Board Policy JFB](#).

Attendance and Progress Requirements

Attendance Requirements

As an Arizona Online Instruction approved institution, students are required to participate in instruction a minimum number of minutes per school year. The minimum number of hours/minutes required are:

Grade Level(s)	Required Annual Hours	Required Annual Minutes	Required Weekly Hours	Required Weekly Minutes	Required Daily Hours	Required Daily Minutes
Kinder	356	21,360	10	600	2	119
1-3	712	42,720	20	1,200	4	238
4-6	890	53,400	25	1,500	5	297
7-8	1,000	60,000	30	1,800	6	300

[ARS §15-901](#)

Parents and legal guardians **must complete a weekly attendance log for each student logging the number of minutes they participated in academic tasks each day of that week for each enrolled course.** Academic tasks may include online synchronous (live) instruction, online asynchronous (independent) instruction, in-person, and offline learning activities directly related to the courses in which the student is enrolled. Attendance minutes can be generated at any hour, any day of the week between the first day classes begin and student check-out per the CGESD School Calendar.

For students not meeting these minimum requirements, a team including the parent and/or legal guardians, teachers, and principal shall meet to determine whether the student should be allowed to continue enrollment in CGOLA per [Governing Board Policy IHBHD](#) and [ARS §15-808](#).

When the school notices a student is not on track, parents or guardians (Learning Coaches) will be notified by the teacher and school office. Our goal is to ensure that every student enrolled in CGOLA is receiving a quality experience, is engaged and participating in their education and that no matter the distance; has a connection to someone here. We will work together as a team to put a plan in place to improve attendance, increase understanding, arrange a supply drop or ensure all tools for success are in place. We care about our students and families, we are committed to working together for success.

School Calendar

Casa Grande Elementary Schools School Calendar 2021 - 2022

ICA

Adopted: 3-10-2020

Revised: 5-11-2021


JULY					OCTOBER					JANUARY					APRIL						
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F		
			1	2					1#	20	3!	4	5	6	7					1	
5\$	6	7	8	9	4*	5*	6*	7*	8*	21	10	11	12^	13	14	31	4	5	6^	7	8
12	13	14	15	16	11*	12*	13*	14*	15*	22	17\$	18	19	20	21	32	11	12	13	14	15\$
19	20	21!	22!	23!	18	19	20^	21	22	23	24	25	26^	27	28	33	18	19	20^	21	22
26	27	28^	29	30	25	26	27	28	29	24	31					34	25	26	27	28	29

AUGUST					NOVEMBER					FEBRUARY					MAY							
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F			
2	3	4^	5	6	13	1	2	3^	4	5	25	7	8	9^	10	11	35	2	3	4^	5	6
9	10	11	12	13	14	8	9	10	11\$	12	26	14	15	16^	17	18	36	9	10	11	12	13
16	17	18^	19	20	15	15	16	17^	18	19	27	21\$	22	23	24	25	37	16	17	18^	19	20
23	24	25^	26	27	16	22	23	24+	25\$	26*	28	28					38	23	24	25	26^	27
30	31				17	29	30											30\$	31			

SEPTEMBER					DECEMBER					MARCH					JUNE								
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F				
			1	2	3				1^	2	3	29	7	8	9	10#	11#				1	2	3
6\$	7	8^	9	10	18	6	7	8^	9	10		14*	15*	16*	17*	18\$		6	7	8	9	10	
13	14	15	16	17!	19	13	14	15	16	17+		21*	22*	23*	24*	25*		13	14	15	16	17	
20	21	22^	23	24		20*	21*	22*	23*	24\$	30	28	29	30	31		20	21	22	23	24		
27	28	29	30#			27*	28*	29*	30*	31\$								27	28	29	30		

Qtr	Cut-off Date	# of Days in Qtr	Issue Date
1st	09/24/21	43	PTC
2nd	12/17/21	47	01/07/22
3rd	03/04/22	42	PTC
4th	05/26/22	48	05/26/22

PARENT-TEACHER CONFERENCES	
September 30 & October 1, 2021	
March 10-11, 2022	



**CASA
GRANDE
ELEMENTARY
SCHOOL
DISTRICT #4**

SCHOOL DAYS		NO SCHOOL	
^ Early Dismissal	! District in-service/	work day	NEW STAFF ONLY
# Parent-Teacher Conference	\$ Paid holiday		
+ Early Release Staff/Students	* No school/no work		

SCHOOL HOLIDAYS	
Labor Day	September 6
Fall Break	October 4 - 15
Veterans Day	November 11
Thanksgiving	November 25 - 26
Winter Break	December 20 - 31
Martin Luther King Day	January 17
Presidents Day	February 21
Spring Break	March 14 - 25
In-Lieu Day	April 15
Memorial Day Observed	May 30

OTHER SPECIAL DATES	
New Teacher In-Service	July 14 - July 20
Teacher In-Service/Work Days	July 21 - July 23
Classes Begin	July 26
Teacher In-Service/Work Day	September 17
Teacher In-Service/Work Day	January 3
State Testing Window	TBD
Student Check Out	May 26
Teacher Check Out	May 26


Testing Requirements

All students enrolled in CGESD Online Learning Academy (CGOLA) are required to participate in all district and state assessments per [Governing Board Policy IHBHD](#) and [ARS §15-808](#). To participate in these assessments to ensure validity of the tests, students must participate in these assessments in person at the Center for Online and Innovative Learning. An anticipated assessment schedule will be provided at the start of each school year. These assessments may include, but are not limited to:

- Fall, Mid-Year, and Spring Benchmarks (iReady, ESGI, DIBELS)
- State Assessments- AZELLA, AZM2, AIMS
- COGAT and Dyslexia screenings
- Progress Monitoring (ESGI, DIBELS)

If a student fails to participate in state assessments as required and the test is administered by CGOLA to less than 95% of enrolled students, the student's open enrollment to CGOLA will be revoked and the student will not be allowed to participate in Arizona online instruction.

District Testing Dates



CGESD 2021-2022 Assessment Calendar

Month	Key Dates
July 2021	26 First Day of School for Students
August 2021	9-20 iReady Math/Reading 23-27 iReady Math/Reading: Kindergarten
September 2021	11 CogAT
October 2021	4-15 Fall Break 18 AZELLA SAFT Oct 11-December 10
November 2021	25-26 Thanksgiving
December 2021	29-10 iReady MOY Math Reading 10 AZELLA SAFT Completion Date 20-31 Winter Break
January 2022	3 District In-Service Day 10-14 CogAT 2nd Grade Screener 17 MLK Day 31 AZELLA Reassessment Window Opens
February 2022	5 CogAT 21 President's Day
March 2022	11 AZELLA Reassessment Window Closes 14-28 SPRING BREAK 28-1 AzSci Grades 5 and 8
April 2022	4-8 AASA 3-8 Writing Assessments 4-22 AASA 3-8 Reading/Math <small>*AASA= Arizona's Academic Standards Assessment</small>
May 2022	2-13 EOY iReady Math/Reading 26 Students' Last Day of Schol



The calendar above is provided for planning purposes. The specific test dates and times for each grade level will be provided as the testing windows open. These will be communicated by your child's teacher and the school site.

Academic Growth Expectations

All students enrolled in CGOLA are expected to meet their academic growth goals each year. Failure to show academic progress may result in the revocation of open enrollment to CGOLA. Academic growth is defined as progressing toward, meeting, or exceeding targeted individual English Language Arts (ELA) & Mathematics growth goals based on our district-wide assessment system. Additional measures of growth may also be used such as teacher observation, report cards, and performance on classroom assessments.

Full time students in grades 1-8 will be enrolled in a minimum number of 4 subjects per the Arizona Department of Education.

If academic achievement declines, a team including the parent and/or legal guardians, teachers, and principal shall meet to determine whether the student should be allowed to continue enrollment in CGOLA.

Schedule- Grades K-5

CGOLA Sample K-5 Learning Schedule

Time	Subject	Description	Type	Minutes
8:30-8:45	Getting Ready to Learn	Students should spend this time getting ready for the day's learning.	Independent	15
8:45- 9:15	Morning Meeting	Teachers will provide a daily Classroom check-in allowing students to interact and prepare for the day's learning. SEL curriculum will be a focus.	Synchronous	30
9:15-9:45	Reading Instruction*	Daily Reading Lesson	Synchronous	30
9:45-10:15	Reading Practice	Students will work on daily reading practice as assigned by teacher	Independent	30
10:15-10:30	Break	Take a brain break, get a snack, and get ready for Math	Independent	15
10:30-11:00	Math Instruction*	Daily Mathematics Lesson	Synchronous	30
11:00-11:30	Math Practice	Students will work on daily math practice based off of Math Lesson	Independent	30
11:30-12:15	Lunch	Refuel the body and mind with a healthy lunch	Independent	45
12:15-12:45	Science/Social Studies	Daily Science and Social Studies Lesson	Synchronous	30

Synchronous- Teacher and students are live on Zoom
Independent- Students complete assignments and classwork on their own

AZ State Req.	Annual Minimum Hours	Weekly Minimum Hours	Daily Minimum Hours
Kinder	360	10	2
1st-3rd	720	20	4
4th- 6th	900	25	5
7th- 8th	1080	30	6

In-person learning and support opportunities will be offered and communicated to students by the teacher. All in-person opportunities will be optional and will count towards daily learning minutes.

Intervention Block				
1:00-1:30 A	Reading/Math Intervention	Students will receive more specific instruction based on their needs in a small group setting. Students will be assigned to (1) reading and or math group to receive this additional support	Synchronous	30
1:30-2:00 B	Reading/Math Intervention			
2:00-2:30 C	Reading/Math Intervention			
Student Support Block				
2:30- 3:30	Scholar Hour	Teacher is available for parent/student questions or to provide individual support for students as needed	Synchronous	60

***All Daily Reading and Math Lessons will be recorded by the teacher and posted by 4pm on that day. It will be the students responsibility to view the recorded lesson and to complete the assigned work if that session is missed.**

All daily learning minutes will count towards attendance goals at each grade level. This includes any combination of synchronous instruction, asynchronous learning, online program usage, in-person supports/learning, and off-line independent learning. It will be the student and parent's responsibility to accurately log all accrued daily minutes and to submit by the end of the week.

Independent Learning Opportunities	
i-Ready	Sight Word Practice
Wonders	Handwriting
St Math	Art
Project-Based Learning	Lesson-based Assignments
Coding	Extra-Curricular Activities
In-Person Interventions and Enrichment	Field Trips
Zearn	Watching Recorded Lessons
Independent Reading	Collaborating With Classmates or Teacher Through Email
Music	Recording Video Responses
Physical Education	Assessments
Your child's schedule will be provided by their teacher. Please contact them with any questions.	

Schedule- Grades 6-8

CGOLA Sample 6-8 Learning Schedule

Time	Subject	Description	Type	Minutes
8:30-8:45	Getting Ready to Learn	Students should spend this time getting ready for the day's learning.	Independent	15
8:45- 9:15	Homeroom	Teachers will provide a daily Classroom check-in allowing students to interact and prepare for the day's learning. SEL curriculum will be a focus.	Synchronous	30
9:15-9:55	Block 1 Instruction*	Daily ELA**, Math, or Science Lesson	Synchronous	40
9:55 - 10:25	Block 1 Independent Practice	Students will work on daily assignments Block 1 lesson	Independent	30
10:25- 10:35	Break	Take a brain break, get a snack, and get ready for your next class	Independent	15
10:35-11:05	Block 2 Instruction*	Daily ELA**, Math, or Science Lesson	Synchronous	40
11:05 - 11:35	Block 2 Independent Practice	Students will work on daily assignments Block 2 lesson	Independent	30
11:35 - 12:10	Block 3 Instruction*	Daily ELA**, Math, or Science Lesson	Synchronous	40
12:10- 12:40	Block 3 Independent Practice	Students will work on daily assignments Block 3 lesson	Independent	30

Synchronous- Teacher and students are live on Zoom
Independent- Students complete assignments and classwork on their own

AZ State Req.	Annual Minimum Hours	Weekly Minimum Hours	Daily Minimum Hours
Kinder	360	10	2
1st-3rd	720	20	4
4th- 6th	900	25	5
7th- 8th	1080	30	6

In-person learning and support opportunities will be offered and communicated to students by the teacher. All in-person opportunities will be optional and will count towards daily learning minutes.

12:40-1:05	Lunch	Refuel the body and mind with a healthy lunch	Independent	30
1:05-1:55 pm	Block 4 Instruction*	Daily ELA**, Math, or Science Lesson	Synchronous	40
1:55- 2:25	Block 4 Independent Practice	Students will work on daily assignments Block 4 lesson	Independent	30
Intervention Block - Time for students to get small group assistance in core content or to finish daily assignments and learning opportunities				
2:25- 2:55 A	Reading/Math/Science Intervention	Students will receive more specific instruction based on their needs in a small group setting. Students will be assigned to (1) reading and or math group to receive this additional support. When not in small group intervention, students should be finishing up daily assignments.	Synchronous	30/ea
2:55 - 3:25 B	Reading/Math/Science Intervention			
Student Support Block				
3:30-4:00pm	Scholar Time	Teacher is available for parent/student questions or to provide individual support for students as needed	Synchronous	30

*All Daily Reading and Math Lessons will be recorded by the teacher and posted by 4pm on that day. It will be the students responsibility to view the recorded lesson and to complete the assigned work if that session is missed.

**Social Studies Content will be integrated in ELA lessons and assignments

All daily learning minutes will count towards attendance goals at each grade level. This includes any combination of synchronous instruction, asynchronous learning, online program usage, in-person supports/learning, and off-line independent learning. It will be the student and parent's responsibility to accurately log all accrued daily minutes and to submit at the end of the week.

Independent Learning Opportunities	
i-Ready	Sight Word Practice
Wonders	Handwriting
Project-Based Learning	Lesson-based Assignments
Coding	Extra-Curricular Activities
In-Person Interventions and Enrichment	Field Trips
Zearn	Watching Recorded Lessons
Independent Reading	Collaborating With Classmates or Teacher Through Email
Music	Recording Video Responses
Physical Education	Assessments

Your child's specific schedule will be provided by their teacher. Please contact them with any questions.

Partnership

Communication is the most important element in succeeding with online learning. If you or your student experience any problems along the way, contact us immediately. We have multiple supports available for students and families, including enrollment help, computer/technical support, academic assistance, and social emotional support. We are ready and willing to assist you—give us a call. Communication is key to both your students and our program's success. We are here and ready to help.

Learning Roles

Student: Attends teacher-led online Zoom sessions and conducts much of the work in Clever and Google Classroom, with support from hands-on materials such as workbooks.

Parent/Guardian as Learning Coach: As your child's Learning Coach, you (or another responsible adult) will work with the teacher to help ensure attendance and monitor mastery of skills, completion of assignments and online assessments. On average, the time commitment is 4–6 hours a day. Parents are responsible for submitting their child's daily attendance log.

Educators: One primary teacher manages the student's instruction and progress. Resource teachers are available for students with IEPs. Academic coaches and administrators support students' academic progress through Impact Team Meetings and student data discussions.

Guidance for Students

1. Follow your Daily Schedule and Routines

Your teachers will provide you with a daily learning schedule that will have synchronous(live), asynchronous(on your own), and offline learning activities. Follow your schedule and routines on a daily basis. By following this schedule you'll have access to all of the learning necessary to grow academically this school year.

2. Stay Focused

Staying focused while learning from home can be challenging at times however, it is critical to becoming an efficient and productive learner. Your learning space should remain tidy and well organized. Making a checklist of daily to-do items can be helpful to staying on task. Make sure you are well rested, get in those daily meals and snacks, and stay well hydrated throughout the day. Most importantly, your teacher will provide you with many opportunities to take breaks. Take advantage of this time to step away from your device and engage in activities that are relaxing, fun, and involve physical activity.

3. Ask Questions

We encourage all students to be in control of their learning. A responsibility in that is to know when you are not understanding a particular concept or lesson being taught. Asking questions is important to

ensure you are learning at all times. There are many opportunities and ways you can ask questions: raising your hand during live sessions, submitting a question through the chat feature, emailing your teacher after a lesson, showing up to small group lessons, or by attending office hours. Asking questions is a powerful way to take control of your learning.

4. Collaborate with Classmates and Teachers

Working effectively with others on projects, tasks, and during lessons is an important way to learn. It is also a life-long skill that will open many future opportunities. While some classwork will require you to work independently, teachers are encouraged to have students collaborate frequently at CGOLA. This is a great way to learn from one another, to share ideas, and to socialize with friends. Effective collaboration requires patience, a willingness to share responsibilities, and respectful communication. When done right, effective collaboration will allow you to learn more, be more efficient, and make learning more enjoyable.

5. Engage in Learning Opportunities Offline

As a student in an online school, you will be provided with an extraordinary amount of activities and programs to engage in “screen time learning”. It is equally important to participate in learning offline. It is healthy to develop your curiosity and to explore your passions without being connected to a device. Whether it’s building legos, playing sports, board games, or music, activities such as these are learning and will help lead you to a well-rounded educational experience.

Guidance for Families

Having a child enrolled in an online school has many benefits. The ability to learn when most convenient, to have greater latitude in studying topics of interest, and the ability to apply learning in a setting closest to your child’s daily life are important and exciting. There are several ways our families can support their learners on a path towards success. Families will provide the structure and support that allows CGOLA students to thrive in an online environment. Here is some guidance:

1. Establish Routines and Expectations

From the first day of school, families should implement routines and expectations for what the school day looks like.

- Families are encouraged to set regular hours for their child’s schoolwork
- Prior to the day’s morning meeting, families can ensure that students have eaten breakfast, have gathered their school supplies, and are dressed in school appropriate clothing.
- Keep your child’s normal bedtime routines.

Your child should move regularly throughout the day and take periodic physical/brain breaks as they study. It is important that families start implementing these expectations and routines on Day 1.

2. Certify that your child is completing their school work each day

Upon enrollment, parents agree to submit a daily learning log for attendance purposes. This certifies that students are meeting the state required learning minutes criteria. However, having conversations throughout the day regarding the topics that your child is learning is equally as important. By engaging in dialog about their learning, students are solidifying their understanding of a topic. When parents ask questions of their child about their learning, they are helping their child to process the new information.

Begin and end each day with a simple check-in. This will help you gauge the level of support your child may need and to ensure they have the resources necessary to be successful. Check-in routines will establish structure and give parents insight into your child’s learning.

3. Define the physical space for your child to do the majority of their online learning

Your student may already have a physical space for doing homework or to read a book. However, this workspace may not be ideal for extended learning due to the presence of distractions(noise, access to toys, video games, etc.). We encourage families to designate an in-home classroom space where your child will learn most of the time. That area should be relatively quiet, free of unnecessary disruptions, has basic supplies and resources available(pencil, paper, textbooks), and a quality internet connection.

Importantly, this space should allow for families to have access to and to be able to passively monitor the learning.

Please be aware that there will be times that your child is expected to have their cameras and microphones on during lessons. Reminder: Everything that a microphone can pick-up and a camera can view will be broadcast and be heard by other students and the teacher.

4. Encourage Physical Activity and/or Exercise

Make sure your child is up and moving throughout the day. It is critical to their overall health and well-being that they participate in daily physical activity and/exercise. The mind-body connection is powerful and keeping physically active is an essential part of school. Students will have access to Physical Education content that can help guide this.

5. Monitor communications from your child’s teachers

Teachers will communicate frequently with families through email or through other apps made available for the purposes of school/family communication. This correspondence will include updates on your child’s progress, upcoming school events, or to schedule a meeting. If at any time you have questions or concerns, do not hesitate to reach out to your child’s teacher or to our office at **520-836-6694**.

CGOLA Staff

Position	Name	Email Address
Principal	Scott Raymond	scott.raymond@cgesd.org
TOA	Denia Lopez	denia.lopez@cgesd.org
Admin Assistant	Kristen Miller	Kristen.Miller@cgesd.org
Office Specialist	Victoria Taylor	victoria.taylor@cgesd.org
Digital Learning Coach	Kim Franco	kimberly.franco@cgesd.org

Digital Literacy Assistant	TBA	TBA
Kindergarten	Abbey Armijo	abbey.armijo@cgesd.org
1st Grade	Dr. Sonya Prince	sonya.prince@cgesd.org
2nd Grade	Katie Sturgeon	kathryn.sturgeon@cgesd.org
3rd Grade	Nicole Grimm	nicole.grimm@cgesd.org
4th Grade	Jenny Duenas	jenny.duenas@cgesd.org
5th Grade	Sara Quarles	sara.quarles@cgesd.org
6th Grade	Kevin Forrest	kevin.forrest@cgesd.org
7th/8th ELA/SS	Jeanie Chenoweth	jeanie.chenoweth@cgesd.org
7th/8th Math	Jackie Roeber	jaclyn.roeber@cgesd.org
6-8 STEM	Jessica Love	jessica.love@cgesd.org
K-8 Reading Intervention	Lisa Nedom	lisa.nedom@cgesd.org

Curriculum

The Casa Grande Online Learning Academy has a core curriculum shared with all schools in the Casa Grande Elementary School District. This core curriculum and Governing Board approved supplemental curriculum aligned to the Arizona Academic Standards. The curriculum focuses on students' active engagement in the learning, opportunities for higher level thinking and problem solving, as well as providing for remediation when necessary.

CGOLA Teachers use CGESD pacing guides to ensure all standards are taught and to assist in the progression of learning. Our teachers are provided with multiple professional learning opportunities to stay up to date with current research and techniques. A focus of CGOLA is to assist each child in reaching their fullest potential academically and providing the necessary support to achieve that goal.

ELA	Math	Science	Social Studies
K-5 McGraw Hill - Wonders K-5 Step-Up to Writing	K-5 Open Ed Resources based on EngageNY	K-5 Discovery Education	K-5 McGraw Hill- Adventures in Time and Place
6-8 Prentice Hall 6-8 Step-Up to Writing	6-8 enVisionMath 2.0	6-8 Amplify	6-8 Pearson- My World Interactive

K-8 iReady Reading	K-8 iReady Math		
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Student Code of Conduct

PBIS

We utilize Positive Behavior Interventions and Supports (PBIS) at COIL. PBIS is an evidence-based multi-tiered framework for improving and integrating systems, data, and practices affecting student outcomes. It is a way to support every student on their journey to success.

OUR PBIS MISSION

CREATE AND FOSTER A POSITIVE COMMUNITY WHERE EVERYONE BELONGS.

Discipline is teaching, not punishment. – T. Berry Brazelton

CREATED 2021

The goal of this section of the handbook is to provide all CGOLA Community members with one place to locate information about Positive Behavior Interventions and Supports. It is an expectation that all staff members adhere to the processes and procedures in this handbook, as well as remember that positive behavior interventions are more effective than ‘punishment’ and ‘revenge’ toward a student.

On our campus, we have 1 rule:

No one has the right to interfere with the long term learning, safety, and well-being of others.



Our three expectations for upholding that rule are:

Be safe, Be Positive and Be Responsible.

Part 1 - Campus Wide Expectations and Other Expectations

At CGOLA, the following expectations are campus-wide no matter the grade level or setting. We focus on these during the first month of school, but know that they will need to be reviewed, students need opportunities to practice, the expectation must be modeled, and then reinforced when shown correctly. Most importantly, the expectations should be retaught in times of challenges.

CGOLA Expectation Matrix

	 <u>Positive</u>	<u>Safe</u>	<u>Responsible</u>
On Campus	<ul style="list-style-type: none"> ★ Share your smile with those that need one. ★ Share and collaborate with others. ★ Wait patiently for your turn. ★ Respect the privacy of others. 	<ul style="list-style-type: none"> ★ Walk quietly. ★ Follow classroom procedures. ★ Return to class promptly. ★ Stay with your class. ★ Go directly to your destination. 	<ul style="list-style-type: none"> ★ Always be honest. ★ Be prepared and ready to learn. ★ Listen to the speaker. ★ Keep hands, feet and all items to ourselves.
At Home	<ul style="list-style-type: none"> ★ Encourage your peers. ★ Say please, thank you and you're welcome. ★ Include others. ★ Treat others as you want to be treated. ★ Keep conversations positive. 	<ul style="list-style-type: none"> ★ Respect the privacy of others. ★ Only visit websites you trust and websites that are school related. ★ Don't give your personal information to strangers online. ★ Always asks for adult's permission before joining any Social Media sites. 	<ul style="list-style-type: none"> ★ Ask a grown up to help you set up a quiet work space. ★ Keep your device charged and supplies ready. ★ Log in for live classes on time. ★ Complete your work before you play. ★ Turn in all of your work on time. ★ Ask for help. ★ Set goals for yourself.

Expectation Matrix

PBIS Lesson Plans for Teaching Expectations:

The CGOLA expectation is that the school wide behavior expectations will be taught and modeled at the beginning of the school year. They will be referred to frequently and opportunities for re-teach and reinforcement as Cheetah Achievement tickets are handed out. The expectations will then be reviewed in depth following any school break such as Fall Break, Thanksgiving Break, Christmas Break and Spring Break. Any time a student is experiencing a behavior challenge, the expectations should be referred to and considered. *What expectation is the student not exhibiting and how can the behavior be modified to reflect the expectation?*

Part 2: Cheetah Achievements~

Cheetah Achievements is the positive behavior management system used by all staff to recognize positive behavior being displayed. This is considered Tier 1—which means that this system will work for 80-85% of our students. This system allows students to be recognized for the positive things they are already doing and serve as role models for their peers.



The form is a rectangular ticket with a dashed border. In the top left corner is a small square image of a cheetah's face. To the right of the image, the text "Cheetah Achievement" is written in a yellow, sans-serif font. Below this, the text "Thank you for being:" is written in a green, sans-serif font. Underneath, there are three checkboxes, each followed by a word in yellow, sans-serif font: "Positive", "Safe", and "Responsible". At the bottom of the form, there are two lines of text: "Student Name: _____" and "Teacher: _____".

[Cheetah Achievement Ticket](#)

CGOLA students can earn Cheetah Achievements virtually, no matter where they are located. During the course of the day, students will receive Cheetah Achievements, which are emailed tickets that look exactly like the paper business card tickets that the in person students will receive. These can be earned for demonstrating positivity, safety or responsibility; based upon the behavioral choices each student makes. Positive behavior causes the student to earn more Cheetah Achievements. Each time they earn one, they are reinforced with specific positive 'verbal' praise which will be indicated in the email that accompanies the Cheetah Achievement as to why they earned the ticket, for example the staff member handing out the ticket may say (Thank you for respecting others by..., I appreciate you learning by taking risks by..., Great job engaging in safe activities by...Thank you for being responsible and keeping your camera on as you entered class today, Sally...Thank you for being positive and showing us a way to answer with our hands when the mic would not unmute, Johnny...

Cheetah Achievement tickets are NOT given out to an entire class at one time, given out as a reward for academic performance, given out more than one at a time. **Once a student earns a Cheetah Achievement, they fill it out with their information and it can not be revoked for any reason.*

CGOLA Reinforcement Matrix

Reinforcement	When	What
Frequent	<ul style="list-style-type: none"> When students are observed exhibiting Expectations, they will receive a Cheetah Achievement from staff. Cheetah Achievements list Expectations plus student name and staff name. The student's name will be listed on a spreadsheet shared with Admin. 	<ul style="list-style-type: none"> All staff will have access to the virtual Cheetah Achievements and the spreadsheet. They will hand them out when students demonstrate Expectation(s). An email is sent to the student and grown up with the attached Cheetah Achievement as soon as the student receives it.
Intermediate	<ul style="list-style-type: none"> Mr. Raymond will draw 5 names from the PBIS spreadsheet every Friday afternoon. Students pick up prizes from the office when on campus. If the student is not on campus, an email prize will be sent. 	<ul style="list-style-type: none"> Student name announced by Mr. Raymond. Photo on Social Media (when available)
Long Term	<ul style="list-style-type: none"> Mr. Raymond draws 5 names from the PBIS spreadsheet at the end of semester award assembly. Students are given prizes during the assembly. 	<ul style="list-style-type: none"> PTO donated gift cards Community partnership donated prizes Photo on Social Media (when available)
Staff	<ul style="list-style-type: none"> At all drawings, when a student is recognized, the referring teacher is also recognized. 	<ul style="list-style-type: none"> \$5 gift card @ weekly draw Lunch @ monthly draw \$25 Gift card @ semester assembly <p>*Prizes can change based on donations.</p>

[Reinforcement Matrix](#)

Part 3 Student Support, Behavior Flow Chart & Referrals~

Staff members follow the behavior chart and referral procedures for major and minor offenses. Use the response flowchart to help decide what is classroom vs office managed. A 'referral' is sent to admin via a google form if a disruption to the online learning environment resulted in a need for a teacher to stop teaching to address a situation and/or there was a situation that occurred in class that the school may receive calls by other families about and would need information. Examples include a background interruption on screen by a family member or friend of a student, or off-screen due to language, improper dress, loud and obscene music/TV being played off-screen, an uninvited Zoom guest, any other interruption that a teacher would want the school to be made aware of if they were a parent of the students in their class.

Anytime the school admin receives a report of this nature, it is reviewed and based on the information provided, which includes if parents or families have been made aware already, next steps are decided. Teachers discreetly handle these situations and we understand that we are entering your home to educate your child. As our partner and your child's learning coach, we ask that you remind them of the behavior expectations, that you model them for and with your child and that you help them to always act as if the camera and microphone are on when they are in live lessons. We want to honor the privacy of all of our students and families, this lesson begins with each of us.

Behavior plans and contracts

Introducing a behavior plan or contract with a student is an early step in the PBIS process. Students that may need Tier 2 support often benefit from clear goals and positive rewards. Contracts and plans will be communicated with parents, and built in conjunction with student and parent input. The first step for any student exhibiting behaviors that are not aligned with our Expectations is to begin a Plan for Positivity and begin documenting the behaviors as well as when, where, time and parent contact to ensure all team members are updated and working to support the student.

Plan for Positivity

Is a Student tracking form used for any student exhibiting behaviors that are not aligned with our Expectations. The teacher begins documenting the behaviors, while reteaching expected behaviors; as well as when, where, time of behaviors and makes frequent family contact to ensure all team members are updated and working to support the student. The intent is to ensure that all needs are met and resources are in place to provide support for student success.

[Plan for Positivity](#)

*Behavior Flow Chart and Matrix should be posted in all classrooms and classroom settings.

[Evergreen Student Behavior Flowchart](#)

Bullying

JICK-EB ©

STUDENT BULLYING / HARASSMENT / INTIMIDATION

The Governing Board of the Casa Grande Elementary School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment, or intimidation in any form will not be tolerated.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,*
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,*
- C. occurs when there is a real or perceived imbalance of power or strength, or*
- D. may constitute a violation of law.*

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- A. verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,*
- B. exposure to social exclusion or ostracism,*
- C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and*
- D. damage to or theft of personal property.*

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other

Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying, harassment, or intimidation on school grounds, school property, school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying, harassment, or intimidation which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school-sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied, harassed, or intimidated or suspect another student is bullied, harassed, or intimidated should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying, harassment, or intimidation shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying, harassing, or intimidating others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under Policy JICK or this exhibit shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of Policy JICK or this exhibit, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying, harassment, or intimidation is a violation of the law.

When any instance of bullying is investigated, we use this time to review the difference between rude, mean and bullying as well as help students understand that conflicts, or disagreements, are a part of learning and social relationships. We use the following graphic to help students understand and use this as a reminder and conversation starter. Our intention is to ensure a true understanding of the term “bullying” and to uphold the zero tolerance policy.

Plagiarism

All students are responsible for ensuring their submitted assignments are original work of the student. Plagiarism is considered academic misconduct per CGESD Governing Board Policy JK-R. It is defined as the act of using someone else’s work as one’s own work without acknowledging the original source. An example of plagiarism is cutting and pasting text from a website into one’s own work or using a picture from a website without permission from the creator or without citing the source. All teachers will proactively teach Digital Citizenship lessons, including lessons about plagiarism, and age-appropriate expectations will be provided for citing sources in one’s work.

Technology

Student Devices

All students enrolled in CGOLA are required to have an internet connected device. CGOLA will check out, at no charge, an iPad to Kindergarten students and a Chromebook to students in grades 1-8. Parents/Guardians are required to sign a Device Agreement in order to check out a device for the academic year. Families are responsible for lost, stolen, or damaged devices. A Device Protection Plan will be offered to help offset the cost of any lost, stolen, or damaged devices.

If a CGOLA checked out device incurs damage or malfunctions, it will be necessary to bring the device and/or accessories to the school site for troubleshooting and replacement.

Student Email

All students will be provided a CGESD GMail address and access. Student email may be used to communicate directly with the teacher(s) and additional staff. In order to access student email:

- Log into GMail at mail.google.com with the student's district email address and Google password.
- OR
- Log into Clever (app or <https://clever.com/in/cgesd>), click on the GMail link.

Helpdesk

Student Helpdesk to troubleshoot technology issues will be available during the following hours:

Phone: 7:30am - 3:30pm Monday-Friday
Online (Zoom): By appointment
In Person: 7:30-3:30 Monday - Friday

If your student needs assistance with their device, with accessing their Google Classroom, or with Clever, please contact your child's teacher first to resolve your problem. If your teacher is unable to assist or if there is an issue with the device (Chromebooks and iPads), contact:

TBD
CGOLA Digital Literacy Assistant
520-836-6694
[Email]

If you need immediate assistance, and are unable to get in touch with someone due to business hours, class times or any other extenuating circumstance, browse through the links below for common tech issues and solutions:

[CGESD Device Troubleshooting Process](#)
[Google Classroom Quick Reference Guide- Students](#)
[How to add pics to assignments-Google Docs](#)
[Student Parent Tutorials](#)
[Tips for Successful Video Calls](#)

[Connecting to McGraw-Hill on iPads](#)

[McGraw Hill- iPad Allow Pop-Ups](#)

[Installing Apps on iPads](#)

[Clever Student Directions](#)

[Student Log in Help](#)

[Logging in on a personal Chromebook](#)

[Inicio de sesión en una Chromebook personal \(Espanol\)](#)

[Virtual Classroom Norms](#)

[Chromebook-How to take a Screenshot](#)

[Chromebook- How to split the screen](#)

[Updating Chrome OS on Chromebooks](#)

Student Internet Safety & Network Etiquette

All students and parents/guardians will sign an Acceptable Use Policy upon enrollment and annually.

CGESD utilizes Bark to monitor our students' devices. Bark will alert school administrators to potential student and school safety problems. Additional information about this service can be found at

<https://www.bark.us/schools>. Because we recognize parents and guardians are our partners in ensuring our students stay safe and utilize district devices appropriately, parents are invited to set up a free Bark account to be alerted to this behavior as well. Invitations will come directly to the parent/guardian email on file from Bark with directions on how to sign up for this service.

Internet Service

Internet service is required for enrollment in CGOLA. There are a few options for low cost or free internet service from internet service providers in our community:

- Free internet service is available for CGESD students within the CGESD boundaries from [MitreLink](#).
- [Cox Communications](#) offers reduced internet services to qualifying families through the Connect 2 Compete program.
- Additional service providers for your address may also be offering free or reduced internet through the FCC's [Emergency Broadband Benefit Program](#).

Additional information about these services is available on our district website at www.cgesd.org. If neither of these are an option, please contact the school site to determine if you are eligible to check out a cellular hotspot device.

Student and Parent Agreement

2021-2022 School Year

Student Name:

Student Number:

Student Agreement

I understand and agree to follow the rules in this Student Handbook. I understand that violation of these terms and conditions may result in disciplinary action and the revocation of my use of district technology, devices, and software.

I have read and understand the attendance and progress information and requirements for CGOLA. I understand that by being enrolled in CGOLA, I am committing to:

- Participating in academic tasks as assigned by my CGOLA teachers at least 5 days per week, for the minimum number of minutes required per week.
- Using notifications in email and Google Classroom to manage my assignments in order to submit them when they are due, no later than the week it is due.
- Contacting my teacher when I need help or have a question by email, Google Classroom, calling, or during office hours.
- Reading all emails sent to me by my CGOLA teachers and administration.
- Responding to all emails and calls in a timely manner.
- Completing all assignments myself, using my own ideas and words.
- Participating in all required district and state assessments.

I understand that failure to show academic growth and failure to complete the minimum number of minutes may result in involuntary withdrawal from CGOLA.

Signature:

Date:

Parent Agreement

I have read and understand the information and requirements contained in the Student Handbook. I accept full responsibility for supervision if, and when, my child's use of district technology, devices, and/or software when not in an in-person school setting.

I have read and understand the attendance and progress information and requirements for CGOLA. I understand that by enrolling my child in CGOLA, I am committing to:

- Ensuring my students logs in at least 5 days per week, for the minimum number of minutes required per week.
- Completing the daily attendance log no later than 11:59 PM on Sunday each week.
- Logging in to Google Classroom (grades K-8) and PowerSchool (grades 6-8) at least once weekly to check my child's progress.
- Updating contact information immediately if the information changes.
- Reading all emails sent to me from CGOLA teachers and administrators.
- Responding to all calls and emails in a timely manner.
- Ensuring my child participates in required district and state assessments per Governing Board Policy IHBHD and [ARS §15-808](#).
- Participating in scheduled meetings with teachers, administrators, and/or additional CGESD staff regarding the progress of my child.

I understand that failure to submit the daily attendance log, failure to submit accurate attendance records, failure of my child to show academic growth, or failure to participate in required district or state assessments may result in involuntary withdrawal of my child from CGESD Online Learning Academy.

Signature:

Date: