Handbook
for students, families, and staff

CGESD Online Learning Academy
2022-2023

Principal
Scott Raymond

COIL
Center for Online and Innovative Learning
1000 N. Amarillo St.
Casa Grande, AZ 85122
(520)836-6694
www.cgesd.org
CGESD Online Learning Academy

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June 2022

Welcome CGOLA Families!

We are so excited that you have chosen the CGESD Online Learning 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. Our core mission is to provide our students with High-Quality Instruction, Flexibility, Engagement, and Individualized Support.

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 children. Our classroom teachers are highly qualified and have years of experience delivering online instruction.

A unique feature of CGOLA is our ability to offer in-person learning, socializing, and extra support from our Center for Online and Innovative Learning(COIL) campus located at 1000 N. Amarillo St, Casa Grande, AZ 85122. 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 maker space 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 2022-20023 school year underway!

Sincerely,

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

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 opportunities to embrace challenges.

Goals

Engagement - To create an environment that encourages active participation. Student learning provides opportunities for application and 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 are 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 for 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 support, 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 are 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 daily.

Center for Online and Innovation 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 the appropriate risk, and embrace 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 onsite. The enrollment application 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.

Casa Grande Online Learning Academy

Instruction and Learning

The mission of the Casa Grande Online Learning Academy is <u>Quality, Flexibility, Engagement, and Support</u>.

Our goal is to engage all of our students with high-quality online instruction, flexible learning environments, in-person and online support, community connections, and opportunities to embrace challenges. The learning our students can participate in is varied and follow numerous different formats. All activities and tasks are aligned with Arizona State Standards and are designed for students to progress through the grade-level curriculum towards content mastery.

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

AZ State Minimum Required Learning Time per Grade Level

Grade Level(s)	Required Annual Hours	Required Annual Minutes	Required Weekly Hours	Required Weekly Minutes	Required Daily Hours	Required Daily Minutes
Kinder	356	22,400	10	560	2.5	140
1-3	712	44,480	20	1,112	4.5	278
4-6	890	55,520	25	1,388	6	347
7-8	1086	67,840	30	1,696	7	424

CGOLA provides a unique blend of **online synchronous, online asynchronous, in-person, and offline learning** environments/opportunities to meet the needs of each of our learners. This provides maximum flexibility for students and families alike. While participation in some things may be optional, it is important to remember, a) the number of minutes logged per day, 2) completion of teacher-assigned classwork, and 3)mandatory participation in assessments are required for students to remain enrolled at CGOLA. In the table below we have listed the variety of CGOLA learning environments along with examples of activities students may participate in. All activities will count towards learning time and subsequent attendance submissions.

Types of CGOLA Learning

Synchronous Online Learning What is it?	Asynchronous Online Learning What is it?
LIVE Teachers and students are **online at the same time with a set schedule**. The teacher provides learning resources and tasks through Zoom during the **set class time.** Students have cameras on and interact with teachers and classmates. *Live Lessons are recorded for anytime-access	YOUR OWN TIME Teachers and students are <u>not online at the same time</u>. The teacher provides lessons, learning resources, and tasks in Canvas. Students *access learning and tasks at a time that works for their current living situation and family responsibilities.*
### Synchronous Online Learning Examples 1) Morning Meetings 2) Reading, Math, Science, Social Studies* 3) Office Hours 4) Reading/Math Small Group 5) Friday Morning Announcements(School-wide) 6) Individual and Small Group Tutoring 7) Teacher Read Alouds 8) Interactive, Virtual Activities and Programs like Kahoot, Blooket, Nearpod, Canva, or Jamboard 9) Breakout Groups to allow students to work collaboratively in groups 10) Show and Tell 11) Cooperative Research Projects 12) Writing Sessions with Live Feedback 13) Collaborative projects	### Asynchronous Online Learning Examples 1) Pre-recorded Math Lesson with Tasks 2) Pre-recorded Reading Lesson with Tasks 3) Pre-recorded Language Arts Lesson with Tasks 4) Pre-recorded Science and Social Studies lessons with tasks 5) i-Ready Reading Program 6) iReady Math Program 7) Daily Calendar Routine 8) ST Math 9) Online learning game/activity 10) Independent student research/projects 11) Nearpod presentations 12) Teacher Read Alongs 13) Google Slides Assignments 14) Hyperdocs/Choice Board
### In-person Learning All CGOLA students have access to the classrooms and facilities located at the Center for Online and Innovative Learning, 1000 N. Amarillo St., Casa Grande, AZ 85122. Classroom teachers and the school offer a variety of supervised learning opportunities for students to explore, create, and collaborate safely on our campus.	### Offline Learning Students engage in learning without connectivity to the internet. Offline learning is more traditional in nature and allows students the flexibility to explore topics accessible across multiple mediums and locations. Students learn independently either without technology or with minimal use of technology.
● Student Collaboration: Structured Recess, Group Projects ● Hands-On Activities: Robotics, Art, Science Lab ● Celebrations: Class Parties for Achievement, Holiday Celebrations ● Clubs ● Learning Support	● Science or Social Studies Weekly Reader ● Independent Reading ● Writing Journals ● Arts and Crafts ● Physical Education ● Field Trips

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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 for full-time equivalency status are:

Grade Level(s)	Required Annual Hours	Required Annual Minutes	Required Weekly Hours	Required Weekly Minutes	Required Daily Hours	Required Daily Minutes
Kinder	356	22,400	10	560	2.5	140
1-3	712	44,480	20	1,112	4.5	278
4-6	890	55,520	25	1,388	6	347
7-8	1086	67,840	30	1,696	7	424

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.

If attendance is not submitted for 10 consecutive days, students will be withdrawn from CGOLA. Parents will have to re-enroll their child(ren) in order for them to continue their education at CGOLA. If a waiting list exists at the withdrawn student's grade level, their spot will be filled by the child that is first on the waitlist. The CGOLA staff will contact families prior to withdrawing students to provide an opportunity for attendance to be submitted and verify a family's desire to continue enrollment. Withdrawal of a student due to not submitting attendance is a disruption to their education and something we seek to avoid.

For short school weeks, such as the week of Labor Day, the week of Thanksgiving, the week of Veterans Day, the week of a school in-service, or a week containing an Early Release Day, the required annual minutes have been adjusted to reflect these changes. Students are not expected to complete assignments over breaks such as Fall Break, Christmas Break, or Spring Break.

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.

Live Classes

A unique feature of our school is that CGOLA teachers provide live lessons via Zoom on a daily basis. Schedules are located in each teacher's Canvas course. While live instruction is offered, it is not mandatory that your child attends. We encourage you to prioritize this live instruction as it will help to establish a structured daily learning schedule for your child while giving them an opportunity to interact with their teachers and classmates. It is a great time to ask questions and to learn new content. Attending Live instruction is not a replacement for completing assignments or submitting required classwork. This classwork must be done by students on their own time and turned in by the due date listed by their teacher. The assignments make up the bulk of your child's grade and provide our teachers with the information they need to better plan future instruction.

On-Campus Activities

We offer opportunities for in-person learning, support, and fun. The schedule for these events is driven both by the classroom teacher and at the school level. It is dependent on many factors; however, it is our hope to continue to increase our offerings so that all students have an opportunity to be on campus working with their teachers, school staff, and classmates if parents choose that option. Drop off and pick-up times are set by the teacher, please do your best to ensure you are on time for both. If you have questions about the times, please reach out to the teacher offering the activity. We also ask that parents sign all students in at the front office. If you would like to volunteer in any capacity to assist with on-campus events and activities, please contact your child's teacher or Mr. Raymond to discuss. We'd welcome the assistance.

Academic Intervention

Student Learning is a top priority at CGOLA. Academic intervention opportunities are made availible for students demonstrating achievement below grade level standards. This may be based on i-Ready assessment data, module formative data, teacher observation, or through analysis of data collected from a variety of student work samples. The purpose of our academic intervention program is to give students a second dose of grade level content or to provide foundational skill instruction to ensure grade level standards can be mastered. When CGOLA students are assigned to an academic intervention group, participation in those live sessions are required. Teachers will notify parents of the additional times that students will need to login to ensure arrangements are made in advance. Intervention groups take place in the afternoons online 2 days per week. Students assigned to intervention groups will have their participation and progress monitored by the classroom teacher and will remained assigned to their group until academic growth and achievement reach levels consistent with grade level academic expectations. Please communicate directly with your child's classroom teacher for more information regarding the additional academic support we can provide when enrolled at CGOLA.

District Calendar

Casa Grande Elementary Schools
2022-2023 School Calendar
4 Day School & Work Week*

Total Student Contact Days: 154

Total Site Based Staff Days: 167 (+4 new staff)

JULY
M	Tu	W	Th	F
				1
4$	5	6	7	8
11	12	13@	14@	15*
18@	19@	20^	21^	22^
25	26	27	28	29*

OCTOBER
M	Tu	W	Th	F
3	4	5	6#	7#
10*	11*	12*	13*	14*
17	18	19	20	21*
24	25	26	27	28*
31				

JANUARY
M	Tu	W	Th	F
2$	3	4	5	6!
9	10	11	12	13*
16$	17	18	19	20*
23	24	25	26	27*
30	31			

APRIL
M	Tu	W	Th	F
3	4	5	6	7*
10	11	12	13	14!
17	18	19	20	21*
24	25	26	27	28*

AUGUST
M	Tu	W	Th	F
1	2	3	4	5!
8	9	10	11	12*
15	16	17	18	19*
22	23	24	25	26*
29	30	31		

NOVEMBER
M	Tu	W	Th	F
	1	2	3	4!
7	8	9	10	11$
14	15	16	17	18*
21	22	23$	24$	25*
28	29	30		

FEBRUARY
M	Tu	W	Th	F
		1	2	3*
6	7	8	9	10!
13	14	15	16	17*
20$	21	22	23	24*
27	28			

MAY
M	Tu	W	Th	F
1	2	3	4	5*
8	9	10	11	12!
15	16	17	18	19*
22	23	24	25+	26*
29$	30	31		

SEPTEMBER
M	Tu	W	Th	F
			1	2*
5$	6	7	8	9!
12	13	14	15	16*
19	20	21	22	23*
26	27	28	29	30*

DECEMBER
M	Tu	W	Th	F
			1	2*
5	6	7	8	9!
12	13	14	15	16*
19*	20*	21*	22*	23*
26$	27*	28*	29*	30*

MARCH
M	Tu	W	Th	F
		1	2	3*
6	7	8	9#	10#
13*	14*	15*	16*	17$
20	21	22	23	24*
27	28	29	30	31*

JUNE
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

ISSUANCE OF REPORT CARDS
Qtr	Cut-off Date	# of Days in Qtr	Issue Date
1st	09/29/22	39	10/7/2022 PTC
2nd	12/15/22	38	01/05/23
3rd	03/09/23	37	3/23/2023
4th	05/25/23	40	05/25/23

PARENT-TEACHER CONFERENCES
October 6 & 7, 2022
March 9 & 10, 2023

School Days (student and staff attendance required)	
Non-School Days (staff workdays/holidays/breaks noted below)	
@ Pre-Service (new staff only)	! District Professional Workday
^ Pre-Service	$ Paid holiday
# Parent-Teacher Conference	* No school/work
/ Summer Break (no school/work)	+ Early Release (staff checkout)

SCHOOL HOLIDAYS
Labor Day	September 5
Fall Break	October 10 - 14
Veterans Day	November 11
Thanksgiving Break	November 23 - 25
Winter Break	December 19 - January 2
Martin Luther King Day	January 16
Presidents Day	February 20
Spring Break	March 13 - 17
Memorial Day Observed	May 29

OTHER SPECIAL DATES
New Teacher Pre-Service	July 13 - July 19
Teacher Pre-Service/Work Days	July 20 - July 22
Classes Begin	July 25
State Testing Window	TBD
Student and Staff Check Out	May 25

*Revised 4-26-22

CASA GRANDE ELEMENTARY SCHOOL DISTRICT #4

[Casa Grande Elementary Schools School Calendar 2022 - 2023](#)

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 the 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(Will Update When 22-23 Assessment Calendar is Published by the District)

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.

Student Success Team (SST)

The Student Success Team (SST) is a positive team-oriented approach to assisting students that may need support related to academic, behavioral, and/or social-emotional health.

1. Overview and Purpose

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.

The Student Success Team (SST) is a positive, team-oriented approach to assisting students and families back on track to success related to their school performance and experience. The purpose of the SST is to identify and intervene early to design a support system 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.

2. Best Practices

Student Success Team (SST) Referral Process

Necessary Materials:
- Student folder- contains information related to student's attendance of small groups, interventions, and any live Zoom lessons as well as grades of students, and work samples, behavior data if applicable, and a record of family contact made regarding concerns.
- A completed SST Referral Form

Suggested Materials:
- Cumulative Folder review of previous data

1. **Requesting a Student Success Team Meeting**
   a. SST meeting requests are made by the teacher or other school staff and can be made by the administrator, school counselor, or sometimes a community partner.
   b. The SST Referral Form includes information regarding specific concerns and previously attempted interventions and parent communication regarding concerns. The SST Referral Form also includes known data as listed below.
   > *Teachers/counselors should discuss the concern with each other before requesting the SST.

c. The completed SST Referral Form is submitted to the administrator and then reviewed to determine if appropriate.

2. **Reviewing an SST Request**

 a. Completed SST Referral Form is submitted to the administrator or their designee.

  While reviewing the SST, Admin will make contact with families as necessary and complete their Admin documentation form when they speak to the student's family and will be used for tracking communication specifically related to the SST meeting and student progress from referral.

 b. Forms are reviewed for:

  i. Completion – are all fields completed?

  ii. Attempted interventions and parent communication – what has the referring party tried to meet this student's need? Has the referring party communicated their concerns to parents?

  iii. Consistency of presenting concern(s) – is the student struggling in just one subject, or many? Are standardized test scores low in addition to class scores? Are named attendance issues persistent? Is classwork being completed and not homework or vice versa?

 c. Determination and communication:

  i. If the request is determined appropriate for SST, a meeting will be scheduled

  ii. If the request is determined NOT appropriate for SST, the administrator communicates with the referring party and provides suggestions/next steps.

3. **Scheduling the SST Meeting**

 a. Communicate the need for a meeting with the student's family and set a date and time when all members may participate and be actively involved in the problem-solving process. This is likely to be a Wednesday afternoon for CGOLA planning purposes.

 b. Communicate meeting date/time/location to parent(s) via both a phone call home and email, with the calendar invite. Attempts to contact families will be logged in PowerSchool as well- Parent Contact.

  i. A calendar invite is sent to all participants with the date and time, including a reminder for the day before and an hour before the time of the meeting.

  ii. If contact cannot be made by families within two business days, a meeting will be set and contact will continue to be made until a parent is reached. If a parent cannot be reached, the Administrator decides whether to move forward and what the next steps will be.

4. **Preparing for the SST Meeting**

 a. Facilitator (Admin or designee) collects:

  • Copy of original SST Referral Form

  • SST Initial Meeting Form to fill out during the meeting

  • Cumulative folder

 b. Teacher compiles updated:

  •Work samples

  • Relevant assessments

3. Team Member Roles & Responsibilities

Scheduler

• Manage the case file through the SST process: log relevant dates, schedule meetings

• Support all parties through follow-up within the first week to ensure all members are invited and have responded.

Facilitator
• Call meeting to order
• Introduce team members
• Review purpose of meeting
• Summarize strengths/needs of the student
• Lead group in the problem-solving effort
• Allot specified amount of time per agenda item
• Monitor team progress
• Re-direct discussion as necessary

Recorder
• Record problem-solving process
• Note contributions made by all members

Referring Teacher/Staff
• Email admin about student needs- include the link to the student's folder so all documentation can be reviewed
• State concerns in observable and measurable terms
• Be prepared to clearly define student's strengths, then state expected behavior – academic, attendance, and/or social AND have some solutions
• Attend scheduled meetings
• Agree to share responsibility in the implementation of the action plan
• Collaborate with team to problem-solve solutions

Parent / Student
• Share perspective – developmental history, contributing factors, etc.
• Clearly define student's strengths
• Share interventions implemented in the home
• Share student's concerns and perceptions
• Share parent's concerns and perceptions
• Collaborate with team to problem-solve solutions

After the SST Meeting

The terms of the agreed-upon plan will be monitored and the team will reconvene in four weeks to assess the progress made toward improvement. If at that time it is determined that no progress has been shown, The family may be asked to return to his/her home school site. If progress has been shown, the team will continue to monitor improvement and another meeting may be necessary to review the terms of enrollment. If at any time after the SST meeting during the same school year, the family decides to withdraw their child from CGOLA, they will not be able to re-enroll their child at CGOLA. If the family chooses to withdraw their child in place of working with the team, they will not be eligible for re-enrollment at CGOLA. If the student, or parent, does not make sufficient progress in the actions proposed and set forth within the time frames imposed, they will be asked to return to their homeschool and be ineligible for enrollment at CGOLA this school year.

CASA GRANDE
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SCHOOL DISTRICT #4

Schedule- Grades K-5

CGOLA Sample K-5 Learning Schedule

Time	Subject	Description	Type	Minutes
8:00-8:15	Getting Ready to Learn	Students should spend this time getting ready for the day's learning.	Independent	15
8:15- 8:30	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**	15
8:30-8:50	i-Ready	Guided i-Ready lessons, alternate subjects, individual student meetings.	**Synchronous**	20
8:50-9:00	Break	Restroom, Snack, Check Messages	Independent	10
9:00-9:30	Reading Instruction	Whole Group Reading Lesson	**Synchronous**	30
9:30 - 9:50	Reading Independent Practice	Student will work on daily reading practice as assigned by the teacher	Independent	20
9:50-10:00	Break	Restroom, Snack, Check Messages	Independent	10
10:00-10:30	Math Instruction	Whole Group Math 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	356	10	2.5
1st-3rd	712	20	4.5
4th- 6th	890	25	6
7th- 8th	1086	30	7

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.

June 2022

Time	Subject	Description	Type	Min
10:30 -10:50	Math Independent Practice	Student will work on daily reading practice as assigned by the teacher	Independent	20
11:30 - 11:50	Science/Social Studies	Students will work on daily science/social studies assignments	Independent	20
11:55-12:30	Lunch	Refuel the body and mind with a healthy lunch	Independent	35
Intervention Block - Time for students to get small group assistance in core content or to finish daily assignments and learning opportunities				
12:30-2:30 2x/week online	Targeted intervention or enrichment	Students will receive more specific instruction based on their needs in a small group setting. In person opportunities also include interest based activities and clubs. When not in a small group intervention or attending in-person, students should be finishing up daily assignments.	**All**	Varies by group or opportunity offiered
12:30-3:45 2x/week In person	Targeted intervention or enrichment			
Student Support Block				
2:30-3:00 (2x/wk) 3:45-4:15 (2x/wk)	Office Hours	The teacher is available for parent/student questions or to provide individual support for students as needed	**All**	30

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 support/learning, and offline 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.

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

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
Independent Reading	Collaborating With Classmates or Teachers Through Email
Music	Recording Video Responses
Physical Education	Assessments

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CGOLA Sample 6-8 Learning Schedule

Time	Subject	Description	Type	Minutes
8:00-8:15	Getting Ready to Learn	Students should spend this time getting ready for the day's learning.	Independent	15
8:15- 8:30	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	15
8:30-8:50	i-Ready	Guided i-Ready lessons, alternate subjects, individual student meetings.	Synchronous	20
8:50-9:00	Break	Restroom, Snack, Check Messages	Independent	10
9:00-9:40	Block 1 Instruction*	Daily ELA, Math, Science, Social Studies Lesson	Synchronous	40
9:40 - 10:00	Block 1 Independent Practice	Students will work on daily assignments Block 1 lesson	Independent	20
10:00-10:40	Block 2 Instruction*	Daily ELA, Math, Science, Social Studies Lesson	Synchronous	40
10:40 - 11:00	Block 2 Independent Practice	Students will work on daily assignments Block 2 lesson	Independent	20
11:00 - 11:40	Block 3 Instruction*	Daily ELA, Math, Science, Social Studies Lesson	Synchronous	40

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	356	10	2.5
1st-3rd	712	20	4.5
4th- 6th	890	25	6
7th- 8th	1086	30	7

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.

Independent Learning Opportunities

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Time	Block	Description	Type	Minutes
11:40 - 12:00	Block 3 Independent Practice	Students will work on daily assignments Block 3 lesson	Independent	20
12:00-12:35	Lunch	Refuel the body and mind with a healthy lunch	Independent	35
12:35-12:40	Break	Use restroom, prepare for class	Independent	5
12:40-1:20	Block 4 Instruction*	Daily ELA, Math, Science, Social Studies Lesson	**Synchronous**	40
1:20- 1:40	Block 4 Independent Practice	Students will work on daily assignments Block 4 lesson	Independent	20
Intervention Block - Time for students to get small group assistance in core content or to finish daily assignments and learning opportunities				
1:40-2:40 2x/week online	Targeted intervention or enrichment	Students will receive more specific instruction based on their needs in a small group setting. In person opportunities also include interest based activities and clubs. When not in a small group intervention or attending in-person, students should be finishing up daily assignments.	**Synchronous**	Varies by group or opportunity offiered
2:00-3:45 2x/week In person	Targeted intervention or enrichment			

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

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.

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

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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 student's 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 Canvas, 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 daily. 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 stay 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 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, share ideas, and 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 is 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 schoolwork 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(ren) 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 ensure they have the resources necessary to be successful. Check-in routines will establish structure and give parents insight into their 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 reading 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 their 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 the 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 school/family communication. This correspondence will include updates on your child's progress, upcoming school events, or scheduling a meeting. If at any time you have questions or concerns, do not hesitate to reach out to your child's teacher or our office at **520-836-6694**.

CGOLA Staff

Position	Name	Email Address
Principal	Scott Raymond	scott.raymond@cgesd.org
Admin Assistant	Kristen Miller	Kristen.Miller@cgesd.org

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Office Specialist	Victoria Taylor	victoria.taylor@cgesd.org
Digital Learning Coach	Kim Franco	kimberly.franco@cgesd.org
Resource	Jenny Duenas	jenny.duenas@cgesd.org
Kindergarten	Abbey Armijo	abbey.armijo@cgesd.org
1st Grade	Rhonda Villaverde	rhonda.villaverde@cgesd.org
2nd Grade	Denia Lopez	denia.lopez@cgesd.org
3rd Grade	Lisa Nedom	lisa.nedom@cgesd.org
4th Grade	Dedra Boynton-Crudup	dedra.boynton-crudup@cgesd.org
5th Grade	Sara Quarles	sara.quarles@cgesd.org
6-8 Social Studes	Kevin Forrest	kevin.forrest@cgesd.org
6-8 ELA	Jeanie Chenoweth	jeanie.chenoweth@cgesd.org
6-8 Math	Jackie Roeber	jaclyn.roeber@cgesd.org
6-8 STEM	Jessica Love	jessica.love@cgesd.org
Guest Teacher	Alexis Logue	alexis.logue@cgesd.org
Digital Literacy Assistant	Eric Hernandez	eric.hernandez@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 HMH 6-8 HMH Writing	6-8 enVision Math 2.0	6-8 Amplify	6-8 Pearson- My World Interactive
K-8 iReady Reading	K-8 iReady Math		

Grading

K-5 Students receive Standards-Based grades in the following forms

E represents Exceeds the standard, means:

- I fully comprehend the standard and can teach others
- My work was neat and complete

M represents Meets the standard, means:

- I understand most of the standard but can use more practice
- My work is mostly complete and neat

A represents Approaching the standard, means:

- I understand the standard with the help from a peer or adult
- My work is not all complete or neat

FFB represents Falling Far Below the standard, means:

- I don't understand the standard
- My work is not complete
- I need to ask for help and will not
- I may have been offered help and will not accept it

 # accompanied with one of the above standard-based letter grades, Indicates one of two things:

- The student is enrolled in a special program and receives services for that academic area, ie. ELL student.
- The student has an IEP and the Resource Teacher and General Education Teacher collaborated on his/her grade to reflect the student's ability level on the grade level work assigned report card.

N/A means:

- Standard was not assessed this quarter

SC means:

- See comment- commonly seen for students receiving IEP services and their IEP progress report serves as a grade for that academic area.
- Not enough evidence of learning for this standard to be assessed- work not turned in and/or multiple absences. There will be a comment in the comment box to accompany the blank standards indicating the reason.

It is important to note that while some standards are only assessed during one quarter, the end-of-year outcome for students is the comprehension of the grade-level standard and readiness for the following grade level. If a child receives an 'A' in one academic area in the first quarter, then an 'FFB' in the second quarter, they can continue to progress and meet the standard by the end of the year. As some standards are assessed for the entirety of the year, the progression of the standard increases the difficulty of the work in that area, preparing the student for work in the next grade-level standards.

6-8 students receive traditional letter grades (A,B,C,D,F):

The course grade will consist of two (2) parts, including content knowledge of the standards and student skills. The content portion of the grade will comprise eighty percent (80%) of the course grade and will be based upon the pupil's performance in meeting the standards for content in the course. The student skills portion of the grade will comprise twenty percent (20%) of the course grade and will be based on the student's demonstration of basic student skills.

The following scale will serve as a guide for the distribution of grades:

90% through 100% *equals*   *A*

80% through 89% *equals*   *B*

70% through 79% *equals*   *C*

60% through 69% *equals*   *D*

Below 60%   *equals*   *F*

Late Work Policy

To abide by the CGOLA Parent/Student agreement, the definition of late work is an assignment that was assigned to a student with a due date in Canvas that is more than one week past the current calendar date and has not yet been completed and submitted by the student.

Upon enrollment to CGOLA, each student agreed to:
- Participating in academic tasks as assigned by my CGOLA teachers at least 4 days per week, for the minimum number of minutes required per week.
- Using notifications in email and Canvas to manage my assignments in order to submit them when they are due, no later than the week it is due.

Additionally, parents agreed to:
- Logging in to Canvas (grades K-8) and PowerSchool (grades 6-8) at least once weekly to check my child's progress.

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In an attempt to remain flexible and allow students and families that may need additional time to complete assignments for extenuating circumstances, the following policy will be implemented.

Late work will be accepted, and the student will receive full credit for the grade they earned, for the current quarter up until 4:00 pm Arizona time on the Friday of the week before the grading period ends. Any work that is past the assigned due date, will not be accepted after that. This is a hard deadline and will not be altered. Our teachers work extremely hard and they need to be able to meet their deadline of finalizing all of our students' grades before report cards are printed and ready for families. Your cooperation in ensuring all work is submitted on time is greatly appreciated.

Students may be permitted to retake a quiz, at the request and discretion of the teacher. If a teacher feels the student will benefit from a retake of a classroom quiz after the student completes a review or set of review activities to show increased comprehension. The student must complete this review and retake it within the given time frame by the teacher.

End of 1st Quarter 9/29/22- late/missing assignments due 9/22/22 by 4:00 pm
End of 2nd Quarter 12/15/22- late/missing assignments due 12/8/22 by 4:00 pm
End of 3rd Quarter 3/9/23- late/missing assignments due 2/28/23 by 4:00 pm
End of 4th Quarter 5/25/23- late/missing assignments due 5/11/23 by 4:00 pm*

Retention

We follow the CGESD Board policy (IKE-RA) for student retention:

Procedure for Retention of Elementary School Students

At the end of the first grading period, each teacher in a common school should send to the principal a list of the students who are experiencing difficulty in their classes. At the earliest parent conference, this must be shared with the parents and recorded in the student's cumulative folder. The teacher and the parent will discuss ways to assist the student in attaining expected achievement levels.

At the end of the second and subsequent grading periods, students - including new students - who achieve below expected grade-level standards will be reviewed by the principal and staff members to consider retention. Parent conferences will be held to inform parents of the concern and to involve them in this process.

No decision for retention shall be made without parent involvement and student counseling. Late entries should receive special consideration.

The final recommendation to retain should be made by the teacher. Consultation with the principal and other staff members, and involvement of parents in all steps of the retention process are vital.

Student Code of Conduct

At CGOLA, 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 Innovative, Be Empowered and Be Engaged.

Campus-Wide Expectations and Other Expectations

At CGOLA, the following expectations are campus-wide no matter the grade level, person, or setting. We focus on these continuously and reference them in Friday Thursday Morning Live announcements.

Like all CGESD schools, CGOLA is committed to Positive Behavior Interventions and Supports(PBIS). PBIS at CGOLA is evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day.

Casa Grande Online Learning Academy Expectation Matrix

CGOLA Students are:	Innovative	Empowered	Engaged
	• Share your ideas • Try new things & fail, try again • Build your personal portfolios • Advocate for your learning • Follow your passion	• Ask for Help • Encourage your peers • Set goals for yourself • Use technology appropriately • Advocate for your academic needs	• Turn in all assignments • Keep your device charged and supplies ready • Log in for live classes on time • Reflect on your learning • Use digital tools to express your ideas • Communicate with teachers and classmates

[CGOLA Behavior Flowchart](#)

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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 admin. A 'referral' is sent to the 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, an impromptu lesson in anatomy due to improper dress by a students family member, 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, the 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.

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

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. We intend 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 work without acknowledging the source. An example of plagiarism is cutting and pasting text from a website into one's 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, a Chromebook to students in grades K-8. Parents/Guardians are required to sign a Device Agreement 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. 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: (520) 836-6694 7:30am - 3:00pm Monday-Friday
Online (Zoom): By appointment
In-Person: 7:30-3:00 pm Monday - Friday: By appointment to accommodate family needs as well as the needs of the school and our device management system and Media Center availability.

After the initial device distribution at the start of the year, any new enrollments will be issued devices on Wednesday morning from 9:00 - 10:00 am. This allows students to begin school on Monday morning as well as allows for minimal disruption to our school processes.

Families needing device replacements and exchanges due to damage or other issues affecting the operation of the device will need to make an appointment with our Digital Literacy Assistant to ensure a replacement device is available. Please see his contact information below.

If your student needs assistance with their device, with accessing Canvas, 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:

Mr. Eric Hernandez
CGOLA Digital Literacy Assistant

520-836-6694
eric.hernandez@cgesd.org

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](#)
[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](#).

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

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I have read and reviewed the 2022-2023 Student/Family Handbook with my child.

Signature

Date