

## School District Information

\*School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact [EmergencyDL@azed.gov](mailto:EmergencyDL@azed.gov) with any questions.

School District Name	San Simon Unified School District #18	School District Entity ID	4172
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan).		Kari Wade	
Representative Telephone Number		(520) 845-2275	
Representative E-Mail Address		kwade@sansimon.org	

## School Information

\*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.

School Name	Entity ID	CTDS
San Simon USD #18	4172	020218000

## Distance Learning Background Information

### a. Number of Instructional Days (3.b)

Each school district shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the school district operate for School Year 2020-2021?	144
How many instructional days did the school district operate for School Year 2019-2020?	144

### b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	100	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year-100	20	Estimated Number of Students Participating in Distance Learning for a Portion of the year-100	100
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the		

	classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).  <input checked="" type="checkbox"/> 5. Other (Please explain below)
--	---

<p><b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b></p>
<p>We will begin with one on one parent/teacher/student trainings on the use of chrome books, how to find their online classrooms, where to find assignments, etc. August 17<sup>th</sup> is the first day of in-school as per Governor Ducey. With the help of Cochise County Health Department, we hope to be in-person until we have to go online due to COVID-19 cases. We do have students who will be strictly online, parents have been contacted to let us know ahead of time so that we can better prepare for their online learning. We will give parents a choice to keep their children in distance learning due to any COVID-19 related issues specific to their family/children. This will include students who are in quarantine or who are at high risk due to other health related issues.</p>

<p><b>Is the school district requiring students to do distance learning?</b></p>	<p>No</p>
<p><b>If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?</b></p>	<p>Yes</p>

*\*In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

### Attendance Tracking (1.a.i, 1.i)

- Describe how the school district will track attendance for students attending remotely, whether full time or intermittently. The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
  - Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
  - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
  - Daily assignments completed and submitted by the student.
  - A parent attestation or documentation of time spent on educational activities.

**The school district is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>**

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>1. Develop attendance guidelines and procedures for teachers to take daily attendance.</li> <li>2. Provide teachers guidelines and procedure for daily attendance while students are using the online platform.</li> <li>3. Superintendent will meet with teachers and review attendance guidelines and procedures. Teachers may ask clarifying questions.</li> <li>4. Teachers will take attendance as directed by their school site guidelines and procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent and teachers.</li> <li>2. Superintendent and teachers.</li> <li>3. Superintendent and teachers.</li> <li>4. Teachers and office staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. End of July</li> <li>2. Early August</li> <li>3. First 9 weeks of school.</li> <li>4. Daily</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance Guidelines and Procedures Document</li> <li>2. Time stamp emails when Attendance and Guidelines and Procedures were emailed to teachers.</li> <li>3. Superintendent Staff Meetings Logs</li> <li>4. Teachers’ Daily Attendance Logs-as list in guidelines.</li> </ol>

*a. Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>1. Develop attendance guidelines and procedures for teachers to communicate with students daily.</li> <li>2. Email to teacher the guidelines and procedures for daily communication with students.</li> <li>3. Superintendent will meet with teachers and review daily communication guidelines and procedures. Teachers may ask clarifying questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent and teachers.</li> <li>2. Superintendent and teachers.</li> <li>3. Superintendent and teachers.</li> <li>4. Teachers and office staff</li> </ol>	<ol style="list-style-type: none"> <li>1. End of July</li> <li>2. Early August</li> <li>3. First 9 weeks of school.</li> <li>4. Daily</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication Guidelines and Procedures Document.</li> <li>2. Time stamp emails when Attendance and Guidelines and Procedures were emailed to teachers.</li> <li>3. Superintendent Staff Meetings Logs</li> <li>4. Teachers’ Daily Attendance Logs-as list in guidelines.</li> </ol>

4. Teachers will communicate with students per the guidelines and procedures.			
---	--	--	--

### Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop teacher and staff expectations during virtual learning. 2. Email to teachers and staff the expectations of teachers and staff during virtual learning. 3. Superintendent will meet with teachers and staff to review expectations. Staff may ask clarifying questions.	1. Superintendent and teachers. 2. Superintendent. 3. Superintendent.	1. Early August 2. Early August 3. Early September	1. Staff Expectations Document 2. Time stamp on emails 3. Superintendent Staff Meeting Logs, daily conversations, emails, etc.

b. Describe commitments on delivery of employee support services including but not limited to:

- o Human resource policies and support for employees; and
- o Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Policies and support for employees will remain the same as in-person learning. This will include sick leave procedures.	1. Superintendent	1. Continuous	!. District tracking of support and services.

c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Our professional development schedule will remain the same.	1. Superintendent 2. Superintendent	1. Monthly 2. August in-service days.	1. Attendance logs. 2. Attendance logs.

Distance Learning Plan Template 2020-2021

<p>One Friday each month will be a required in-service day.</p> <p>2. Training to enhance online teaching/learning/COVID-19 updates or information.</p>			
---	--	--	--

**List Specific Professional Development Topics That Will Be Covered**

<ol style="list-style-type: none"> <li>1. Google Classroom</li> <li>2. Remote learning strategies and support</li> <li>3. Assessment support</li> <li>4. Data Analysis</li> <li>5. Misc. additional PD activities as determined by need throughout the year.</li> </ol>
---

**Connectivity (1.a.iii)**

*Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.*

	Students	Teachers	Staff
<b>What was Used to Establish Need?</b>			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	x
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
Other:			

### Instructional Methods and Monitoring Learning (1.a.iii)

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<i>Direct Instruction w/Zoom, Independent Study, Pre-recorded videos</i>	<i>Saxon Math, IXL, ABC Bootcamp, Beyond Textbooks</i>	<i>Beyond Textbooks and teacher made materials-As needed per subject</i>	<i>Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May</i>
1-3	<i>Direct Instruction w/Zoom/Google Meets, Independent Study, Pre-recorded videos</i>	<i>Saxon Math, IXL, ABC Bootcamp, Beyond Textbooks</i>	<i>Beyond Textbooks and teacher made materials-As needed per subject</i>	<i>Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May</i>
4-6	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>Saxon Math, IXL, Beyond Textbooks</i>	<i>Beyond Textbooks and teacher made formative assessments as needed per subject.</i>	<i>Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May</i>
7-8	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>Prentice Hall, IXL, Beyond Textbooks</i>	<i>Beyond Textbooks and teacher made formative assessments as needed per subject.</i>	<i>Collection of unit testing, chapter or unit tests, Galileo benchmark testing: Sept, Jan, and May</i>
9-12	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>Prentice Hall, IXL, Beyond Textbooks, Odysseyware</i>	<i>Beyond Textbooks and teacher made formative assessments as needed per subject.</i>	<i>Collection of unit testing, chapter or unit tests, Galileo benchmark testing: Sept, Jan, and May</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>

Distance Learning Plan Template 2020-2021

Kindergarten	Direct Instruction w/Zoom, Independent Study, Pre-recorded videos	ABC Bootcamp, Beyond Textbooks, Learning A-Z	Beyond Textbooks and teacher made materials-As needed per subject	Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May
1-3	Direct Instruction w/Zoom/Google Meets, Independent Study, Pre-recorded videos	ABC Bootcamp, Beyond Textbooks, Spelling City, Learning A-Z, Evan Moore Spelling, IXL	Beyond Textbooks and teacher made materials-As needed per subject	Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May
4-6	Direct instruction w/Zoom/Google Meets, independent study	Saxon Math, Beyond Textbooks, SRA, Spelling City, Harcourt, MacMillan, IXL	Beyond Textbooks and teacher made formative assessments as needed per subject.	Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May
7-8	Direct instruction w/Zoom/Google Meets, independent study	Prentice Hall, Beyond Textbooks, Newsela	Beyond Textbooks and teacher made formative assessments as needed per subject.	Collection of unit testing, chapter or unit tests, Galileo benchmark testing: Sept, Jan, and May
9-12	Direct instruction w/Zoom/Google Meets, independent study	Prentice Hall, Newsela, Beyond Textbooks, Odysseyware	Beyond Textbooks and teacher made formative assessments as needed per subject.	Collection of unit testing, chapter or unit tests, Galileo benchmark testing: Sept, Jan, and May

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Direct Instruction w/Zoom, Independent Study, Pre-recorded videos	Beyond Textbooks, Mystery Science, Mother Goose Time, Scholastic News, Learning A-Z, Studies Weekly	Beyond Textbooks and teacher made materials-As needed per subject	Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May
1-3	Direct Instruction w/Zoom/Google Meets, Independent Study, Pre-recorded videos	Beyond Textbooks, Mystery Science, Mother Goose Time, Scholastic News, Learning A-Z, Studies Weekly	Beyond Textbooks and teacher made materials-As needed per subject	Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May



Distance Learning Plan Template 2020-2021

4-6	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>IXL, Scholastic Science News, Learning AZ, MacMillan, Studies Weekly</i>	<i>Beyond Textbooks and teacher made formative assessments as needed per subject.</i>	<i>Collection of unit testing, Galileo benchmark testing: Sept, Jan, and May</i>
7-8	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>Prentice Hall, IXL, Beyond Textbooks</i>	<i>Beyond Textbooks and teacher made formative assessments as needed per subject.</i>	<i>Collection of unit testing, chapter or unit tests, Galileo benchmark testing: Sept, Jan, and May</i>
9-12	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>Prentice Hall, IXL, Beyond Textbooks, Scholastic Science news, Odysseyware</i>	<i>Beyond Textbooks and teacher made formative assessments as needed per subject.</i>	<i>Collection of unit testing, chapter or unit tests, Galileo benchmark testing: Sept, Jan, and May</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction w/Zoom, Independent Study, Pre-recorded videos</i>	<i>Beyond Textbooks, Studies Weekly</i>	<i>Beyond Textbooks and teacher made materials-As needed per subject</i>	<i>Collection of unit assessments throughout each quarter</i>
<i>1-3</i>	<i>Direct Instruction w/Zoom/Google Meets, Independent Study, Pre-recorded videos</i>	<i>Beyond Textbooks, McGraw Hill, Studies Weekly</i>	<i>Beyond Textbooks and teacher made materials-As needed per subject</i>	<i>Collection of unit assessments throughout each quarter</i>
<i>4-6</i>	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>Beyond Textbooks, McGraw Hill, Studies Weekly</i>	<i>Beyond Textbooks and teacher made materials-As needed per subject</i>	<i>Collection of unit assessments throughout each quarter</i>
<i>7-8</i>	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>Beyond Textbooks, McGraw Hill</i>	<i>Beyond Textbooks and teacher made materials-As needed per subject</i>	<i>Collection of unit assessments throughout each quarter</i>
<i>9-12</i>	<i>Direct instruction w/Zoom/Google Meets, independent study</i>	<i>Beyond Textbooks, McGraw Hill, Odysseyware</i>	<i>Beyond Textbooks and teacher made materials-As needed per subject</i>	<i>Collection of unit assessments throughout each quarter</i>

<b>Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12	<i>Direct Instruction and Independent Study</i>	<i>ICEV</i>	<i>As scheduled in online program</i>	<i>Collection of unit testing throughout each quarter in our online instruction</i>

**Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)**

### Meeting the Needs of Students with Disabilities and English Learners.

a. Describe how the school district will ensure access and meet the needs of students with disabilities.

**In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.**

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
1. All students with an IEP will continue to have their goals and accommodations met. Services will continue via telephone, home visits when possible, on campus visits, and zoom.	1. Special education teacher and aide.	1. Weekly communication will be a minimum for all Special Education students.	1. Contact logs and progress reports.

#### **Process for Implementing Action Step**

Special Education teachers will review the regular classroom teacher’s weekly assignments being given to the students. Accommodations for the special education students will be reviewed. Contact will be made with the students to ensure they understand the assigned material. IEP’s, services and accommodations will be updated by due dates.

b. Describe how the school district will ensure access and meet the needs of English learners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All EL students will continue to receive the support in their language development.	1. EL Coordinator	1. Weekly communication will be a minimum requirement for all EL students.	1. Contact logs and progress reports.

**Process for Implementing Action Step**

The EL Coordinator will work closely with EL students providing one-on-one assistance and support just as we do during in-person instruction/learning.

**Social and Emotional Learning Support for Students (1.a.v)**

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
<b>Social Emotional Learning</b>	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone	X	X	X	X	X
	Webcast					
	Email/IM	X	X	X	X	X
	Other:					

Provide a description of how the school district will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>Students/parents/staff can contact the counselor if they feel there is a need.</li> <li>Counselor will make contact by phone, email or DM with those students.</li> </ol>	<ol style="list-style-type: none"> <li>School Counselor</li> <li>School Counselor</li> </ol>	<ol style="list-style-type: none"> <li>As needed, ongoing.</li> <li>As needed, ongoing.</li> </ol>	<ol style="list-style-type: none"> <li>Meeting log.</li> <li>Contact log.</li> </ol>

### Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the school district will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>Ongoing assessment of the content being covered.</li> <li>Quarterly assessments.</li> </ol>	<ol style="list-style-type: none"> <li>Classroom teacher.</li> <li>Classroom teacher.</li> </ol>	<ol style="list-style-type: none"> <li>Throughout the school year.</li> <li>Throughout the school year.</li> </ol>	<ol style="list-style-type: none"> <li>Grades in classroom gradebooks.</li> <li>Grades in classroom gradebooks.</li> </ol>

### Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Galileo	In person if possible. Online as a second option.	Prior to Sept. 20, 2020. January, 2021 May, 2021

Distance Learning Plan Template 2020-2021

1-3	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>
4-6	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>
7-8	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>
9-12	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>

<b>Benchmark Assessments (ELA)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>
1-3	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>
4-6	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>
7-8	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>
9-12	Galileo	<i>In person if possible. Online as a second option.</i>	<i>Prior to Sept. 20, 2020. January, 2021 May, 2021</i>

**Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).**

### Additional Information (Optional)

**The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.**

In-person, one-on-one tutoring and support will be offered for those students who are struggling with the instructional material or with the online platform. These students may request the one-on-one support or it may be recommended by a teacher. A safe place has been designated here at the high school for more vulnerable populations or students who need computer/internet access.