

# AmeriSchools Perspectives

VOLUME ONE NUMBER FOUR  
SUMMER QUARTER 2020 ISSUE  
AMERISCHOOLS ACADEMY

## Back to School with “AmeriSchools Choice”

Choose the best option for your child’s success  
with our new “multi-option” learning program.

(see page 4 for details)



**SCHOOL**



**REMOTE**



**Governor Doug Ducey**

On June 29, Arizona Governor Doug Ducey announced all schools shall delay the start of in-person classes for the school year that begins July 1 until August 17, but schools may begin the school year on their regularly planned start date prior to August 17 through distance learning. <https://azgovernor.gov/executive-orders>



**The American Academy of Pediatrics**

\*To read the entire directive, please visit: <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>



**The Centers for Disease Control and Prevention**

(CDC) will issue additional guidance on reopening schools. <https://www.cdc.gov/>



Dear AmeriSchools Parents,

As the AmeriSchools learning community prepares to re-open our doors in the very near future, the Board of Directors desires to convey to all parents and students an understanding of schooling challenges and expectations.

For the publishing date of this issue, **Governor Ducey has provided by executive order that regular on-site schooling is to begin August 17, 2020.** For virtual home study, the regular AmeriSchools calendar will apply (see pages 6-9).

**The American Academy of Pediatrics** has provided important guidance\* for school re-entry of students. As physicians, they strongly advocate for the coming school year a goal of students being physically present in school. The importance of in-person learning is fully documented, providing evidence of the negative impact of school closures. It has been concluded that lengthy periods away from school and related interruptions are not conducive to a positive learning environment.

The result of social isolation away from school is difficult to overcome. Beyond the educational and social ramifications of school closures, there has been a substantial impact on the entire family. (For more information, please visit **The American Academy of Pediatrics** website: <https://www.aap.org/>). This being said, virtual at-home instruction is to be available at all AmeriSchools locations for an individual student’s health and security.

Extensive time and energy have been expended anticipating the best and most meaningful ways to protect our students and staff during this pandemic. As a result, schooling activities, whether in the classroom or at home, must follow the **Centers for Disease Control (CDC)** and local health department guidelines involving social distancing practices, helping to control the spread of Novel Coronavirus, or COVID-19. These guidelines require students and staff to significantly follow distancing behaviors resulting in positive outcomes.

Each student and staff member is to be provided face masks and instructed to follow sanitation procedures to reduce the risk of exposure to the virus. Face mask use has become a significant means to define social distancing. There are many additional guidelines that complement the protection of students, including instructional schedules, school dismissal,

# iSchools" Update\*

after-school activities and of course, lunchroom and restroom behaviors.

Recently expressed concerns, both from and to state authorities, reinforce the importance of following authoritatively recommended health and safety guidelines as we proceed with the new school year.

**The Superintendent of Public Instruction, Kathy Hoffman**, provides a word of caution in her most recent memorandum of July 7th: "While young students may be at lower risk for infection, the educators who make learning possible — including instructional aides, librarians, bus drivers, nutrition workers, and more — are at risk, as are students with medical conditions." She further stated that she could not provide "assurances for the adults and students who are vulnerable in our school communities at this time."

Echoing her apprehension, over 60 school board members from across Arizona submitted their concerns to Governor Ducey in a July 9th letter. They strongly called for the governor to delay on-site schooling until October, and allow reopening then, only if data indicate that it is safe to do so.

The administrators strongly encourage each parent to review these critical guidelines with their child prior to attending school (*see page 5*). Of course, even adhering to all stated guidelines protecting students, the Board of Directors for AmeriSchools Academy cannot guarantee that your child will not be exposed in some fashion to the Novel Coronavirus, or COVID-19.

With this understanding, the school will do all that it can to guard against possible exposure. This includes removing a student from on-site classroom activities and re-assigning them to at-home learning for failure to fully comply with written and oral instructions.

Working together as an extended AmeriSchools learning community, we can overcome the spread of this virus as well as other communicable diseases. Each staff member is eager to welcome their students in this new year of challenge and learning.

Sincerely,



*Dr. Reginald E. Barr, CEO, AmeriSchools Academy*

**\*This is a rapidly evolving situation. AmeriSchools will provide updated information as it becomes available: [www.AmeriSchools.org](http://www.AmeriSchools.org)**



**AMERISCHOOLS PERSPECTIVES** is a publication of The Charter Foundation, Inc., a non-profit 501(c)(3) Corporation, doing business as The AmeriSchools Academy, or AmeriSchools. Visit: [AmeriSchools.org](http://AmeriSchools.org)



<https://www.azed.gov/communications/2020/07/07/superintendent-hoffmans-response-to-the-white-house-summit-on-safely-reopening-america-schools/>



**Dr. Reginald Barr** former president of The Arizona State Board of Education and Associate Superintendent of the State Department of Education, is the founder of Charter Foundation, Inc., a non-profit organization dedicated to developing charter schools throughout the State of Arizona, including AmeriSchools Academy, & University High School, Tucson Unified School District.

# Learning Options at AmeriSchools

# Classroom and Remote

Many will remember the year 2020 as a year of challenge, but AmeriSchools parents will remember 2020 as a year of dedication, innovation, and amazing progress in their children's education, for the present and future. Just as AmeriSchools successfully partnered with parents to quickly and successfully implement our online learning program in the first half of 2020, we are now delighted to provide you with even more value by introducing a "multi-option" learning program that will accommodate all students, regardless of their particular circumstances.

AmeriSchools Academy believes that positive relationships develop the whole child through higher expectations, academic outcomes, and social/emotional wellbeing. We also believe in the educational solutions we provide for kindergarten through eighth grade, which are based upon our understanding of the AmeriSchools community. In this spirit, we offer the following learning options:

## PLEASE CHOOSE THE BEST OPTION FOR YOUR CHILD



### 1. At the School with the Classroom Teacher

Classes will occur each day and students attend during the scheduled times. The school will review safety protocols, schedules, and new routines to be implemented addressing the COVID-19 pandemic. These classes begin August 5th in a temporary virtual format, and transition to face-to-face classroom instruction August 17th. Information will be shared via Parent Square. Once school Dojo accounts have been activated, information will come through both portals.



### 2. The Virtual Classroom

Students will attend class virtually via a home computer. They will be provided two-way communication with the teacher and students at the school to participate in activities, discussions and assignments during the school day, just at home. School work will be provided digitally and may require picking up texts or worksheets that complement the daily instruction. Class is the same hours as if the child were dropped off at school and picked up. If students in Yuma are interested in Middle School, they would be included in classrooms in either Phoenix or Tucson.



### 3. Online Curriculum

Students will have online textbooks, online worksheets, and will have daily work to be delivered. The teacher will grade, provide feedback, and check with students weekly. The online curriculum is different from what is taught in the classroom or virtual classroom, but is designed to address the state standards. Classes are flexible and not designed around the school day, allowing families to work throughout the day on tasks. Task completion and mastery are determined in the grading.

**We are here to serve our families. Please let your school site know which option works best for you. Classes will start virtually according to our school calendar. See pages 6 through 9.**

# Guidelines for Parents: Talking to Children About COVID-19

## Remain calm and reassuring

- Children react to/follow your reactions.
- Your words/actions about COVID-19 can increase or decrease children's anxiety.
- Remind them that you and school staff are there to keep them safe and healthy.

## Make yourself available to children

- Provide extra attention if children want to talk about their concerns, fears, and questions.
- It is important to listen to them; make time for them.
- Provide plenty of love and affection.

## Monitor television viewing and Internet

- Limit television viewing/Internet due to rumors and inaccurate COVID-19 information.
- Information designed for adults can cause anxiety/confusion in children.
- Engage your child in games or other activities.

## Maintain a normal routine

- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage children to keep up with schoolwork and extracurricular activities.

## Be honest and accurate

- Without factual information, children often imagine situations far worse than reality.
- Don't ignore children's concerns but explain that very few people are sick with COVID-19.
- Tell children disease spreads between people in close contact, often by coughs or sneezes.
- For factual information: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

## Know COVID-19 symptoms

- CDC believes symptoms appear 3-14 days after exposure to someone with the disease:
  - Fever, Cough, Shortness of breath
- For questions, ask your child's healthcare provider.



## Review/model basic hygiene & healthy lifestyle

- Encourage your child to practice good hygiene:
  - Wash hands multiple times/day, for at least 20 seconds (Singing *Twinkle, Twinkle Little Star* slowly takes about 20 seconds).
  - For sneeze or cough, cover mouth with a tissue or bend of elbow.
  - Do not share food or drinks.
  - Avoid handshakes.
- Giving children guidance on health/hygiene will help reduce their anxiety.
- For a strong immune system, encourage healthy eating, sufficient sleep, and regular exercise.

## Discuss new school rules or practices

- Review/discuss school information/policies related to virus prevention with your child.
- Contact your school with any specific questions.

## Communicate with your school

- Inform school if your child is sick; keep them home. If child diagnosed with COVID-19, inform school so they can inform/get guidance from local health authorities.
- Inform school if child has anxiety/stress related to COVID-19, so child can get guidance/support at school.
- Follow all instructions from your school.

These guidelines are a summary of recommendations from the National Association of School Psychologists and recommended by the Arizona Department of Education. For additional information see: [www.nasponline.org](http://www.nasponline.org) and [www.nasn.org](http://www.nasn.org)

# AMERISCHOOLS ACADEMY YUMA NORTH | 2020-2021 CALENDAR

JULY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**30** First Day for Teachers

**1** Winter Break  
**8** Progress Reports  
**18** MLK Jr. Day  
**22** 100<sup>th</sup> Day

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

105/181

AUGUST 2020						
S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**4** Open House  
**5** Open House  
**6** First Day of School

18/181

**12** No School  
**15** President's Day  
**19** End of 2<sup>nd</sup> Trimester  
**26** Report Cards

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

124/181

SEPTEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**4** No school  
**7** Labor Day  
**18** Progress Reports

38/181

**26** No School  
**29-31** Spring Break

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**12** Columbus Day  
**12-16** Fall Break

55/181

**1-2** Spring Break  
**2** Good Friday  
**9** Progress Reports

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**6** End of 1<sup>st</sup> Trimester  
**11** Veterans Day  
**13** Report Cards  
**26-27** Thanksgiving Break

73/181

**26** Last Day of School ½ Day

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

181/181

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**18** No school  
**21-31** Winter Break

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**School Information**  
Office Hours 8:00-4:00 PM M-F  
K-2 - 8:30-3:00 PM – M,T,W,F  
3-6 - 8:30-3:15 PM – M,T,W,F  
Thursdays K-6 - 8:30-1:00 PM

Green	Early Release
Red	No School
Yellow	First & Last Day
Blue	School Activities
Purple	Conferences ½ Day
Orange	End of Trimesters
Pink	Summer School

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1		

Report absences by 9:00 AM @ 928-919-7203

**This schedule is subject to change. AmeriSchools will provide updated information as it becomes available. Visit: [www.AmeriSchools.org](http://www.AmeriSchools.org)**

# AMERISCHOOLS ACADEMY YUMA SOUTH | 2020-2021 CALENDAR

JULY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**30** First Day for Teachers

**1** Winter Break  
**8** Progress Reports  
**18** MLK Jr. Day  
**22** 100<sup>th</sup> Day

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

105/181

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**4** Open House  
**5** Open House  
**6** First Day of School

**12** No School  
**15** President's Day  
**19** End of 2<sup>nd</sup> Trimester  
**26** Report Cards

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18/181

124/181

SEPTEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**4** No school  
**7** Labor Day  
**18** Progress Reports

**26** No School  
**29-31** Spring Break

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

38/181

143/181

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**12** Columbus Day  
**12-16** Fall Break

**1-2** Spring Break  
**2** Good Friday  
**9** Progress Reports

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

55/181

163/181

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**6** End of 1<sup>st</sup> Trimester  
**11** Veterans Day  
**13** Report Cards  
**26-27** Thanksgiving Break

**26** Last Day of School ½ Day

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

73/181

181/181

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**18** No school  
**21-31** Winter Break

**School Information**  
**Office Hours 8:00-4:00 PM M-F**  
**K-2 - 8:30-3:00 PM – M,T,W,F**  
**3-6 - 8:30-3:15 PM – M,T,W,F**  
**Thursdays K-6 - 8:30-1:00 PM**

Green	Early Release
Red	No School
Yellow	First & Last Day
Blue	School Activities
Purple	Conferences ½ Day
Orange	End of Trimesters
Pink	Summer School

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1		

86/181

Report absences by 9:00 AM @ 928-919-7203

**This schedule is subject to change. AmeriSchools will provide updated information as it becomes available. Visit: [www.AmeriSchools.org](http://www.AmeriSchools.org)**

# AMERISCHOOLS ACADEMY COUNTRY CLUB | 2020-2021 CALENDAR

JULY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 8&15** Family Orientation 4:00-7:00 PM
- 13-17** Leadership Camp 6<sup>th</sup> & 7<sup>th</sup> Level
- 30** First Day for Teachers

- 1** Winter Break
- 18** MLK Jr. Day
- 22** 100<sup>th</sup> Day

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

105/180

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 4** Curriculum Night
- 6** First Day of School
- 19** Cookie Dough Starts
- 21** Family Movie Night

- 5** Science Fair
- 12** Kids Heart Challenge
- 19** End of Trimester 2
- 24** Awards Ceremony
- 24** Conferences ½ Day
- 25-26** Rodeo Break

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

123/180

SEPTEMBER 2020						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 7** Labor Day
- 9** Cookie Dough Ends
- 11** Picture Day
- 24** Family Math Night

- 8-12** Spirit Week
- 12** Field Day
- 15-19** Spring Break

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

141/180

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 9** ½ Day
- 12-16** Fall Break
- 23** Picture Retakes
- 26-30** Book Fair
- 27** Family Reading Night
- 28** Grandparents Day

- 2** Good Friday
- 9** Promotion Pictures
- 30** Spring Fiesta

APRIL 2021						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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NOVEMBER 2020						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 10** End of Trimester 1
- 11** Veterans Day
- 18** Awards Ceremony
- 19-20** Conferences ½ Day
- 25-27** Thanksgiving Break

- 24** Awards Ceremony
- 26** Last Day of School ½ Day

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

180/180

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 7-11** Kidz Korner Shop
- 10** Family STEM Night
- 18** No School
- 21-31** Winter Break

- School Information**  
**Office Hours 8:00-4:00 PM**  
**K-5 8:30-3:15 PM**  
**6-8 8:30-3:30 PM**  
**Wednesdays 8:30-1:45 PM**  
**Release ½ Day at 12:30 PM**

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1		

Green	Early Release
Red	No School
Yellow	First & Last Day
Blue	School Activities
Orange	Conferences ½ Day
Purple	End of Trimesters
Pink	Summer School

7-July 1 Summer School

Revised 3/11/2020  
 Report absences by 9:00 AM @ 520-620-1100

86/180

**This schedule is subject to change. AmeriSchools will provide updated information as it becomes available. Visit: [www.AmeriSchools.org](http://www.AmeriSchools.org)**

# AMERISCHOOLS ACADEMY CAMELBACK | 2020-2021 CALENDAR

JULY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**29** First Day for Teachers

**1** Winter Break  
**15 - 18** MLK Jr. Day Recess  
**22** 100<sup>th</sup> Day

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

105/180

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**4** Title 1 Meeting 5:30-6:00  
 Meet the teacher night 6:00-7:00  
**5** First Day of School w/ Students – Early Dismissal 1:45

19/180

**10** Kids at Hope – Community/Service Day  
**12** No School  
**15** President's Day No School  
**19** End of Trimester 2

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

123/180

SEPTEMBER 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**4** No School  
**7** Labor Day No School  
**11** Kids at Hope – Home and Family Day

39/180

**10-12** ½ day Parent Teacher Conferences  
**15-19** Spring Break

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

141/180

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**7-9** ½ Day Parent Teacher Conference  
**12-16** Fall Break

56/180

**1** Kids at Hope – Hobbies/Recreation Day  
**2** Good Friday No School  
**5** No School  
**30** Spring Fling 6:00-8:00

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

161/180

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**6** Dinner/Movie Night 6:00-8:00  
**10** End of Trimester 1  
**11** Veterans Day No School  
**24** ½ day  
**25-27** Thanksgiving Break

73/180

**27** Last Day of School ½ Day

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

180/180

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**10** Kids at Hope – Education/Career Day  
**17-18** ½ Day Parent Teacher Conferences  
**21-31** Winter Break

87/180

**School Information**  
 Office Hours 7:45-3:45 PM  
 K-5 8:00-2:30 PM  
 6-8 8:00-2:45 PM  
 Wednesdays 8:00-1:30-1:45 PM  
 Release ½ Day at 12:30 PM

Green	Early Release
White	No School
Yellow	First & Last Day
Blue	School Activities
Orange	Conferences ½ Day
Purple	End of Trimesters
Pink	Summer School

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Report absences by 9:00 AM @ 620-532-1100

**This schedule is subject to change. AmeriSchools will provide updated information as it becomes available. Visit: [www.AmeriSchools.org](http://www.AmeriSchools.org)**



## Remote Learning: An Idea Whose Time Has Come

As the saying goes: “Necessity is the mother of invention,” but sometimes necessity can be the spark to use an already existing invention.



Today, the already existing invention is remote learning technology and the necessity is the education of our children during the current pandemic, and beyond. During the spring of 2020 schools across America scrambled to respond to the new reality of teaching their students without the use of their classrooms. School facilities in most areas were closed by state or local decree as a safety measure to combat the coronavirus. Many did next to nothing for the remainder of the semester. Few had comprehensive remote learning systems to fall back on. A very few rose to the challenge and implemented remote learning when it was needed most, but fewer still were successful in their attempt.\*

American education has reached an inflection point. Thanks to the coronavirus pandemic remote learning is no longer optional. All schools should now have a comprehensive educational strategy that includes remote learning. Other emergencies,

large and small, no doubt await us in the future: weather disturbances such as hurricanes or tornadoes (see Paul G. Vallas’ op-ed on Hurricane Katrina’s effect on Louisiana schools, *Wall Street Journal*, March 13, 2020) and other wide-spread, localized, or individual health ordeals.

Do not misunderstand, remote learning is not a permanent replacement for the classroom teacher. As we have learned in 2020, it is indispensable as a temporary emergency stand-in. And even without future emergencies, remote learning, with today’s increasingly effective technology, makes sense as a supplement to traditional classroom instruction. It can help individualize and expand upon what the classroom teacher presents. Remote learning, for these reasons and more, is truly an idea whose time has come.

\*Please see *AmeriSchools Perspectives Spring 2020* issue for parents’ glowing reviews of AmeriSchools’ remote-learning response to school closings due to the pandemic.

## School Districts & Teachers Unions Receive Failing Grade in Remote Learning

“We cannot continue to leave learning to chance for any student.”

The Spring 2020 report card on remote learning is in for school districts and teachers unions, and the results are lacking.

### SCHOOL DISTRICT FAILURE

A June 2020 report from the University of Washington’s Center on Reinventing Public Education (CRPE), surveying 477 school districts, uncovered the following:

- Just 36% of the surveyed districts expected teachers to check-in regularly with students.
- Only 27% of districts require teachers to record whether students are engaging in the remote learning process.
- 40% of districts had no expectation that teachers would provide feedback or monitor student progress.

### TEACHERS UNION FAILURE

According to the *Wall Street Journal*, “teachers unions never want teachers’ performance judged by student achievement,” they have therefore “lobbied to ensure a lack of accountability and assessment during the shutdowns.”

Because wealthier families can more easily afford private tutoring and technology, compared to lower-income families, the unions deem that “the only equitable solution is to deprive all students of for-credit instruction” during this time of remote learning.

Teachers unions maintain that assessing students’ performance throughout the current period of remote learning is unfairly assessing their access to technology and the stability of their home environment, so they believe *no assessment* is preferable, but for who?

### STUDENTS SUFFER

The “equal educational approach” urged by the teachers unions condemns many lower-income and minority students to an ongoing educational impediment. The 2019 “Nation’s Report Card” showed overall stagnant results, with many lower numbers than in 2009.

These results will only be compounded by the urging of the districts and teachers unions who seek *rhetorical* equality between greater- and lesser-advantaged students, while all but guaranteeing increased *actual inequality* of educational opportunity for many minority and lower-income students. The CRPE report sums it up best: “We cannot continue to leave learning to chance for any student.”

# Florida Expands School Choice Vouchers, Students Win!

*“When data does the talking, and not the teachers unions, school choice becomes a clear choice.”*

## WHAT?

The Florida *Family Empowerment Scholarship* program, begun in 2019, was recently expanded by Florida Governor Ron DeSantis. This program provides parents vouchers to pay for *their choice* of schools for their child: district, charter, or private.



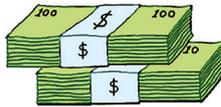
## WHO?

Students with family incomes below 300% of the federal poverty level (\$77,250 for a family of four) are eligible, with priority given to those below 185% of the federal poverty level (\$47,637 for a family of four). According to a *Wall Street Journal* report, the majority of these students are black or Hispanic.



## HOW MUCH?

The annual vouchers are from \$6,775 to \$7,250 per student.



## HOW MANY?

This voucher program had originally been capped at 18,000 students with annual increases of 7,000 students. With the recent expansion, the annual increases are now at 28,000 students.



## WHY?

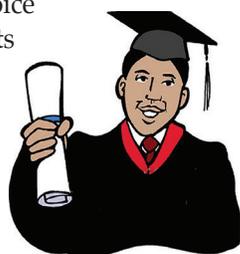
Teachers unions opposed the governor’s voucher expansion because any school choice program “forces unionized public schools to compete for students,” as reported by the *Wall Street Journal*. When data does the talking, and not the teachers unions, *school choice* becomes a *clear choice*. The “Nations Report Card” shows fourth grade performance in Washington, D.C. and Miami schools to be greatly improved over the past decade, as compared with several other major urban areas. Not coincidentally, these two cities also enjoy a tremendous amount of school choice through voucher systems.



## WHAT’S NEXT?

Eighteen states now have some form of school choice voucher program, but more are needed. The results of school choice voucher programs are *expanded educational opportunity* for millions of students who otherwise might never reach their potential. Which states will soon be adding (or expanding) a school choice voucher program?

**Could Arizona be next?**



# New York Charters Outperform Traditional Schools Despite Teachers Unions’ Rhetoric

*“In a head-to-head comparison there is no comparison”*

New York City charter schools, with predominantly black and Hispanic students from low-income neighborhoods, have proven that educational disparity can be overcome.

In fact, in a head-to-head comparison there is no comparison. The following test results compare traditional and charter schools that are sharing the *same physical school buildings*, in the *same low-income neighborhoods*, taking the *same tests*.

ENGLISH:	
14%	of traditional public school classes had proficient students
65%	of charter school classes had proficient students
MATHEMATICS:	
10%	of traditional public school classes had proficient students
68%	of charter school classes had proficient students
<small>Results of Grade-level Proficiency Tests, New York State Education Dept. 2019</small>	

Despite these results, and more like them, there are still those who believe charter schools to be ineffective, or even harmful. They (teachers unions and public school administrators) claim that charter schools “skim the cream” (the motivated students) away from traditional public schools, leaving the public schools in a worse position.

Last year (2019) there were more than 50,000 students in New York City on waiting lists for transfer into charter schools. If charters attract only the motivated students, then the 50,000 motivated New York students who are waiting to gain access to charters are certainly not stopping traditional public schools from appropriately educating their students.

The backstory of these 50,000 potentially new charter school students is the \$20,000 in New York public funding per student that tradition public education stands to lose. The total financial loss to the charter school critics in New York public education would be measured at over one billion dollars, to start.

The only people who suffer when charter schools are maligned, attacked, or persecuted unjustly are the students, disproportionately minority and low-income, whose opportunity for a life-enriching education is being needlessly put at risk by those more interested in their own self-interest and power.

*Source material for this story comes from Thomas Sowell’s recently published book, **Charter Schools and Their Enemies**, Basic Books, 2020*

# Why I To Teach

*by Ms. Brooke Roberts, English Language Arts, Camelback Campus*

*"I encourage students to think outside of the box and embrace all their strengths and weaknesses because that is what makes them unique."*



**A**s far back as I can remember, especially being the oldest child, I have always found myself naturally gravitating towards a teacher role. Throughout my young adult years working as a nanny and tutor I quickly realized I loved teaching people new things and talking about my passions. I chose to teach Middle School English because I am passionate about reading and writing and have fond memories of novels from those academic years, such as *The Outsiders* and *To Kill a Mockingbird*.

### Learning Together

I feel like a warrior of knowledge teaching students not only about English but also about making connections and relating topics to the world around us, and even to their own lives. I believe when students make connections to personal experiences or feelings the lessons become more engaging and relevant. I learn just as much, if not more, from my students than I could have ever imagined; they are so unbelievably creative and wise. They allow me to practice patience, understanding, listening and compassion.

Teachers are also students just as much as the kids in our classroom are. We grow and learn exponentially, trying out new strategies and scrapping ones that aren't effective. It is an ever changing art — no two years, classes, days or even hours are ever the same. One of the most gratifying feelings being a teacher is seeing a student overcome an obstacle that they believed to be impossible. I take great pride in being their teacher, confidant, cheerleader and an advocate to never say never!

### Embracing Challenges Leads to Growth

The biggest challenge teaching during the pandemic was not being able to make those cherished face to face connections. So much of why I love to teach stems not from the big picture but the day to day moments where we connect, breakthrough and cheer each other on. I encourage students to think outside of the box and embrace all their strengths and weaknesses because that is what makes them unique. It felt more difficult to achieve these moments through a screen. I am definitely looking forward to being back in the classroom soon!

A positive note from this time teaching during the pandemic was that we were all forced out of our comfort zones — learning new technology, finding creative ways to motivate and engage our students and teaching valuable life skills, such as time management. I am a believer that you grow through what you go through and most of the time that growth begins at the end of your comfort zone. ❤️



### My story:

*My name is Brooke Roberts. I am the Middle School English Language Arts teacher at AmeriSchools Academy Camelback. Next year will be my fifth year teaching at AmeriSchools Academy. I graduated from Arizona State University where I majored in English with a minor in Creative Writing. Reading and writing have always been passions of mine as well as inspiring creativity. I am a proud dog mom of two and do my best to radiate positivity.*



*I proudly lead The National Junior Honor Society, which teaches leadership and citizenship, and these are my students volunteering at the St. Mary's Food Bank Alliance.*

Camelback Campus / Phoenix

# Victory Garden Progress Report:



# The PPPs of Growing a Vegetable Garden: Planning, Patience, Persistence



In early May 2020, ten of our students at the Camelback campus planted a vegetable garden from seeds. Each child received about fifteen seeds to begin, with another ten sunflower seeds from a sunflower that was grown on campus a few months earlier.

The vegetable seeds that were sowed include corn, tomato, cucumber, yellow summer squash, sunflower, and white and brown bush beans. The seed packets were mailed to the participating children in May, and the seeds were sowed shortly after. Most of these seeds were sowed during the end of their optimal planting season for warm climate regions.

Two months later, we are proud to report that although we have plants that are thriving, growing our Victory Gardens has had its challenges. Due to the time of year, the balance between the proper amounts of shade, sunlight, water, and temperature has placed challenges on our progress. We also have reports of bugs and rodents eating the plants, which has caused some setbacks.

Every challenge brings a lesson to be learned. Here are a few lessons we are learning after less than two months.

## PLANNING

Growing a vegetable garden in the Arizona heat requires special planning. For future Victory Gardens, it would help to start planting earlier in the warm climate planting season. Had we been able to plant our seeds in early spring, or even late winter, we would probably be harvesting our vegetables now, or even back in May.

With hot weather comes the need for consistent watering. If plants are allowed to dry out, or wilt, they can succumb to diseases and are more susceptible to pests. Additionally, tomato plants may suffer from “blossom drop” if daytime temperatures reach 85 degrees. Without blossoms, we may have healthy plants, but may not be able produce any fruit. Even with proper planning, the home vegetable garden can be imperfect, bewildering, and a lesson in patience and persistence.

## PATIENCE

Seeds take time to grow, and with a short growing season, this can produce challenges. In regions with short growing periods, gardeners often start their vegetable gardens with plants purchased from a nursery that have already been given a head start. Starter plants take much of the hard work out of cultivating the plants because they are grown in a controlled environment for weeks or months before they are offered to you. Many of these plants come with blossoms, or even





fruit already on them!

While growing from starter plants can lead to a successful garden, especially in areas with short growing seasons, much of the hard work has been taken out of the process, and that's where most of the lessons are learned. Growing from seeds is much more challenging, yet the lessons learned are more fulfilling.

### PERSISTENCE

Maintaining healthy plants should be one of our goals for this project. Sometimes we are attentive to our plants' care and maintenance, yet may still receive bad luck in the form of pests.

Controlling pests is a challenge that every gardener will face at some time. Growing the healthiest vegetables requires organic gardening practices: growing and planting vegetables without the use of any chemicals or pesticides. This gardening technique is becoming more and more popular today because of the numerous health benefits that it has, not only for ourselves, but also for the earth.

Some pests can be removed by hand. For instance, if you notice leaves on tomato plants have been eaten, worms or caterpillars can usually be found on the undersides of the leaves, and they can be plucked off. It's good practice to remove leaves that appear diseased or eaten by bugs. Other pests such as rodents or birds present more difficult challenges. If you don't have a pet hawk — or a house cat! — it may help to cover susceptible plants with garden netting.

### THE ULTIMATE LESSON

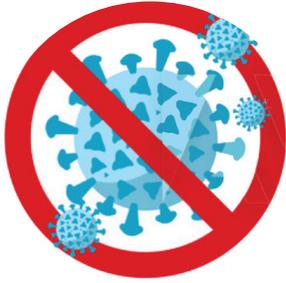
The thing about gardening is that you realize that you can't rush things. You are growing something with factors that can't be controlled. A seed takes a certain amount of time to sprout, no matter what you do. The squirrel that eats your first tomato knew a good thing when it saw it!

Every Victory Garden is going to be accompanied by common challenges and setbacks; this is where we find the most valuable lessons. Cultivating patience may be the ultimate lesson. ❤️

*Pests present a challenge, but they can be removed.*



# What is the virus and what does it do?

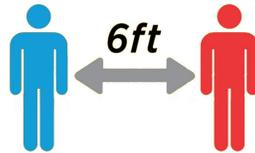


## COVID-19

A new coronavirus, first identified in China in Dec. 2019, has caused an outbreak of respiratory illness that the World Health Organization named COVID-19 in Feb. 2020.



The virus usually spreads from **CLOSE PERSON-TO-PERSON CONTACT** through respiratory droplets from coughing and sneezing.



The virus may also spread **THROUGH AIRBORNE TRANSMISSION**, when tiny droplets remain in the air even after an infected person leaves the area.

## Once the virus enter your body, you can have:



Fever



Sore throat



Dry cough



Runny nose



Shortness of breath

## What can you do to stay healthy?



Wash hands



Avoid crowds



Wear a mask



Use sanitizer



See a doctor

## What is AmeriSchools Academy doing?



Providing masks for students & staff



Temperature checks each morning



Focused cleaning on high-touch areas



Communicating with local health officials



Monitoring situation closely

AmeriSchools Academy is closely monitoring the recent news surrounding COVID-19, and is taking the appropriate steps and planning accordingly. With the unknowns surrounding this virus, we understand the concerns of parents and staff members. Take a few minutes to learn what AmeriSchools is doing and how you can help keep our schools, students, and staff healthy.

**This is a rapidly evolving situation. AmeriSchools will provide updated information as it becomes available. Visit: [www.AmeriSchools.org](http://www.AmeriSchools.org)**

# *Life Lessons for Kids: Cooking, Cleaning & Contribution*

*As a “gift” to other family members, children can learn to prepare the favorite foods of their parents, grandparents, or younger siblings.*



**A**s parents, we determine most, if not all, of our child's schedule. Included in this responsibility is ensuring a *balance* between academic/school time and *productive* non-academic time. But what are productive non-academic activities? In addition to personal grooming, exercise, and sleep, there are activities such as family mealtime and enjoying individual and family activities at home (reading, playing games, spending time outdoors, selective television viewing).

Have we forgotten anything? What about *support tasks* for mealtime and other home happenings? Where do your clean clothes come from? How does your food get to the table? Do your activities at home depend upon anything happening first? The missing, but vital, piece of the puzzle is *chores*. And in this year of more time at home and safeguarding against the pandemic, there are two types of chores that are especially important: cooking and cleaning.

## Cooking

### **Parent's Assistant, Kid Chef with Parental Help, Solo Kid Chef**

If approached in the right way, this could be the "chore" that your son or daughter really enjoys. "Kid chefs" across America would tell you to take the hands-on approach: involve your child in the actual food preparation process. Start by getting them to *do something*: stir ingredients, butter toast, place lumps of cookie dough on a baking sheet, toss a salad—anything that gets them *involved*.

Depending upon the complexity of the task, your child will fall somewhere on the following natural progression of cooking ability: (1) parent's assistant, (2) kid chef with parental help, (3) solo kid chef. You, as the parent, are obviously the judge of what your child is capable of, from making a sandwich or cooking eggs to baking a pie or cake.

One way to develop or expand your child's cooking skills is the "favorite family foods" method. Allow/teach your child to prepare their favorite (appropriate) foods on a regular basis. Also, as a "gift" to other family members, children can learn to prepare the favorite foods of their parents, grandparents, or younger siblings. This combines the useful life skill of cooking with the act of giving to others, a winning combination indeed.



## Pizza Quesadillas

### **Ingredients (Makes 4-6 small wedges)**

One 8-10" Flour Tortilla,  $\frac{3}{4}$  Cup  
Marinara/Pizza Sauce, 1-3 oz.  
Cheese (Mozzarella, Parmesan), 1  
Cup Fresh Spinach or Kale Leaves, 4  
Tbsp Sliced Black Olives, 3-5 Sliced  
Mushrooms, 1 large Parsley Sprig  
(Chopped)

### **Directions**

1. Place all filling ingredients on only one half of tortilla, beginning with the marinara sauce.
2. Subtract or add ingredients according to preference.
3. Fold the tortilla in half forming a half-circle.
4. Sauté the filled tortilla in skillet (with a small amount of oil, if desired) for 2-3 minutes on each side.
5. Cut pizza quesadillas into four to six wedges, similar in shape to small pizza slices. Use extra marinara sauce for dipping.



## **Cleaning (and Disinfecting)** ***The Domains of Cleaning***

At first thought, the idea of your child cleaning something (anything) may seem like wishful thinking. You can transition your “kid chef” to cleaning by focusing on cleaning after preparing food and clearing / washing dishes after meals. You could try using cooking (often a more enjoyable task) as a reward for a well-done cleaning job.

As far as the domains of cleaning go, experts recommend transitioning from: (1) the personal, to (2) the narrowly personally responsible, to (3) the broadly personally responsible. Personal cleaning generally includes personal hygiene, grooming, and keeping personal use areas (bed, sink, bathtub / shower, study area) clean after you use them. This is the smallest, but most crucial, area of cleaning responsibility.

Next, is the narrowly personally responsible area of cleaning, which includes spaces used with one or a few others, such as siblings (bathrooms, bedrooms, play areas). Cleaning up after less responsible parties (younger siblings, pets, sick family members) is also a part of this second band of cleaning responsibility.

Finally, there is the broadly personally responsible area of cleaning. This includes the broader family domain (cleaning common areas, taking out the trash, car washing, yard cleaning) that the child may not feel they personally “messed up.” Cleaning chores in this realm expand the child’s thinking regarding *their* responsibility.

Remember to carefully supervise your children’s use of potentially toxic cleaning agents as they take up the cleaning routine. And in these days of high virus awareness, cleaning that includes *disinfecting* (to minimize harmful viruses and bacteria) is obviously an important part of the process.

## **Contribution** ***The Bigger Picture***

As you help your child develop competence and confidence in cooking and cleaning you begin to instill in them a sense of broader responsibility. This expands to caring for more than just themselves, and ultimately more than just their immediate family. You can foster in them a sense of contributing to others’ welfare (helping friends and neighbors with cleaning projects) and civic duty (cooking and volunteering in community endeavors). This is where the true benefits of these “mundane” tasks really begin to shine.

All children need to know at least the basics of these skills for the broader rewards they bring. Of all the things that parents can instill in children, the development of their child’s character is among the most important. Who they are inside, when no one is watching, and how they relate to others is what all parents are concerned about as their children progress to adolescence and adulthood. And the simple chores of cooking and cleaning can help them along the journey. ❤️

# Your Child's Success is Our Priority! Let Them Experience The AmeriSchools Difference.



**Y**our child's achievement in reading, language and mathematics is the core of what we do.

AmeriSchools Academy offers quality, child-centered, tuition-free, public education. Instruction is delivered in a multi-age, multi-level environment to enhance student success. Small class size offers your child a personalized education utilizing skill-based instruction and assessment. Please call the campus of your choice, fill in and mail us the form below, or go online to: [www.AmeriSchools.org](http://www.AmeriSchools.org), to enroll your child today.

## OUR CORE VALUES

- 1. Multi-Age, Skill-Based Instruction** provides a challenging environment where students promote their own advancement in the time they need to achieve the academic requirements.
- 2. Low Student to Staff Ratio for instruction with minimal turnover of personnel** allows for more direct student instruction for the acceleration of students.
- 3. Nurturing Student Behavior, positive social development and anti-bullying policies** ensure students are receiving the best education possible in a comfortable, consistent environment.
- 4. Supporting Classroom Instruction utilizing technology and internet resources.**
- 5. Non-graded, Integrated Curriculum** allows students to express themselves through their creative abilities, and promotes a positive self image.

## TWO THINGS PARENTS NEED TO KNOW ABOUT AMERISCHOOLS:

- 1. We are focused on keeping your kids safe.**
- 2. We will provide every opportunity in the world for them to succeed.**

**Please fill out this form and mail it to the school nearest you, at the address below.**

PARENTS' NAME(S) \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_ AGE & GRADE \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_ AGE & GRADE \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_ AGE & GRADE \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY/ZIP \_\_\_\_\_

PHONE (\_\_\_\_) \_\_\_\_\_ EMAIL \_\_\_\_\_

### **YUMA NORTH (K-6)**

1220 South 4th Avenue  
Yuma, AZ 85364  
(928) 919-7203

### **YUMA SOUTH (K-6)**

2098 South 3rd Avenue  
Yuma, AZ 85364  
(928) 329-1100

### **COUNTRY CLUB (K-8)**

1150 N. Country Club Road  
Tucson, AZ 85716  
(520) 620-1100

### **CAMELBACK (K-8)**

1333 W. Camelback Rd.  
Phoenix, AZ 85013  
(602) 532-0100

# AmeriSchools Perspectivas en español



## Estimados padres de AmeriSchools,

A medida que la comunidad de aprendizaje de AmeriSchools se prepara para volver a abrir nuestras puertas en un futuro muy cercano, la Junta de Directores desea transmitir a todos los padres y estudiantes una comprensión de los desafíos y expectativas de la escuela.

**Para la fecha de publicación de este número, el gobernador Ducey tiene provisto por orden ejecutiva que la educación regular en el sitio comenzará el 17 de agosto de 2020.** Para el estudio virtual en el hogar, se aplicará el calendario regular de AmeriSchools.\*

**La Academia Estadounidense de Pediatría** ha brindado una guía importante para el reingreso escolar de los estudiantes. Como médicos, abogan firmemente por el objetivo del próximo año escolar de que los estudiantes estén físicamente presentes en la escuela. La importancia del aprendizaje en persona está completamente documentada, proporcionando evidencia del impacto negativo del cierre de escuelas. Se ha concluido que largos períodos fuera de la escuela y las interrupciones relacionadas no conducen a un ambiente de aprendizaje positivo.

El resultado del aislamiento social fuera de la escuela es difícil de superar. Más allá de las ramificaciones educativas y sociales del cierre de escuelas, ha habido un impacto sustancial en toda la familia. (Para obtener más información, visite el sitio web de la Academia Estadounidense de Pediatría: <https://>

[www.aap.org/](http://www.aap.org/)). Dicho esto, la instrucción virtual en el hogar estará disponible en todas las ubicaciones de AmeriSchools para la salud y seguridad de un estudiante individual.

Se ha gastado mucho tiempo y energía anticipando las mejores y más significativas formas de proteger a nuestros estudiantes y al personal durante esta pandemia. Como resultado, las actividades escolares, ya sea en el aula o en el hogar, deben seguir las pautas de los **Centros para el Control de Enfermedades (CDC)** y del departamento de salud local que involucran prácticas de distanciamiento social, lo que ayuda a controlar la propagación del Nuevo Coronavirus o COVID-19. Estas pautas requieren que los estudiantes y el personal sigan significativamente los comportamientos de distanciamiento que resulten en resultados positivos.

Cada estudiante y miembro del personal recibirá máscaras faciales y se les indicará que sigan los procedimientos de saneamiento para reducir el riesgo de exposición al virus. El uso de mascarillas se ha convertido en un medio importante para definir el distanciamiento social. Hay muchas pautas adicionales que complementan la protección de los estudiantes, incluidos los horarios de instrucción, el despido escolar, las actividades después de la escuela y, por supuesto, los comportamientos en el comedor y en el baño.

Las preocupaciones expresadas recientemente, tanto por parte de las autoridades estatales como a ellas, refuerzan la importancia de seguir las pautas autorizadas de salud y seguridad recomendadas a medida que avanzamos con el nuevo año escolar.

## La Superintendente de Instrucción Pública, Kathy Hoffman,

brinda una palabra de advertencia en su memorando más reciente del 7 de julio: “Si bien los estudiantes jóvenes pueden tener un menor riesgo de infección, los educadores que hacen posible el aprendizaje, incluidos los asistentes de instrucción, bibliotecarios, conductores de autobuses, los trabajadores de nutrición y más, están en riesgo, al igual que los estudiantes con afecciones médicas

“. Además afirmó que no podía brindar “garantías para los adultos y estudiantes que son vulnerables en nuestras comunidades escolares en este momento”.

Haciéndose eco de su aprensión, más de 60 miembros de la junta escolar de todo Arizona presentaron sus inquietudes al gobernador Ducey en una carta del 9 de julio. Pidieron encarecidamente al gobernador que retrasara la escolarización en el sitio hasta octubre y permitiera la reapertura en ese momento, solo si los datos indican que es seguro hacerlo.

Los administradores recomiendan encarecidamente a cada padre que revise estas pautas críticas con sus hijos antes de asistir a la escuela (consulte la página 4). Por supuesto, incluso cumpliendo con todas las pautas establecidas que protegen a los estudiantes, la Junta de Directores de la Academia AmeriSchools no puede garantizar que su hijo no esté expuesto de alguna manera al Nuevo Coronavirus o COVID-19.

Con este entendimiento, la escuela hará todo lo posible para protegerse de una posible exposición. Esto incluye eliminar a un alumno de las actividades de clase en el sitio y reasignarlo a un aprendizaje en el hogar por incumplimiento de las instrucciones escritas y orales.

Trabajando juntos como una comunidad de aprendizaje extendida de AmeriSchools, podemos superar la propagación de este virus y otras enfermedades transmisibles. Cada miembro del personal está ansioso por dar la bienvenida a sus estudiantes en este nuevo año de desafío y aprendizaje.

## Sinceramente

Dr. Reginald E. Barr,  
CEO, AmeriSchools Academy

**\*Esta es una situación en rápida evolución. AmeriSchools proporcionará información actualizada a medida que esté disponible: [www.AmeriSchools.org](http://www.AmeriSchools.org)**

# We have not forgotten our commitment to our students.

In late fall of last year, we announced our 2020 Vision for AmeriSchools, which was to encourage parents to start saving for their child's future by opening an Education Savings Account (ESA). Due to the coronavirus threat and the closing of our physical campuses, our schedule has been delayed, but not abandoned, and is now as follows:

Starting this fall, October 2020, AmeriSchools Academy will begin the process of establishing a Government-authorized, Education Savings Account\* for every child enrolled in grades 3 through 8.



## ESA Implementation Timeline

1. **Registration of students** is currently complete.
2. **Parent orientations** will begin at the Tucson Campus in September 2020.
3. **Verification of student registrations** according to student attendance records will take place in August 2020.
4. **Opening of initial Education Savings Accounts\*** for students in grades 3 through 8 (**with private funding of \$10.00 for each account**) will begin in October 2020.
5. **Attendance and Academic Growth rewards** will be provided at the end of each semester for each student in grades 3 through 8 (Future Academic Year 2020-2021).

\*An Education Savings Account with an initial deposit of \$10.00 will be opened in your child's name with a federally insured financial institution. **(All contributions are from private corporations and individuals—no state assistance.)** AmeriSchools is a non-profit, Pre-Kindergarten thru 8th Grade Charter School, licensed in the State of Arizona, with campuses in Phoenix, Tucson and Yuma.

# AmeriSchools Academy

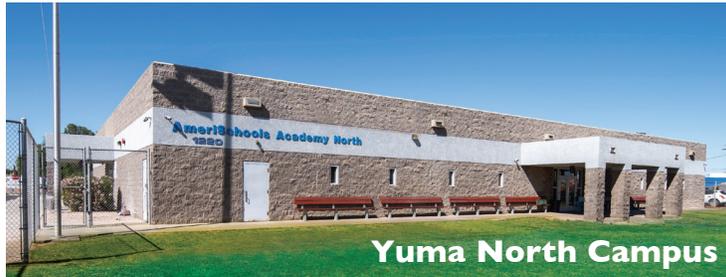
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## AmeriSchools Perspectives

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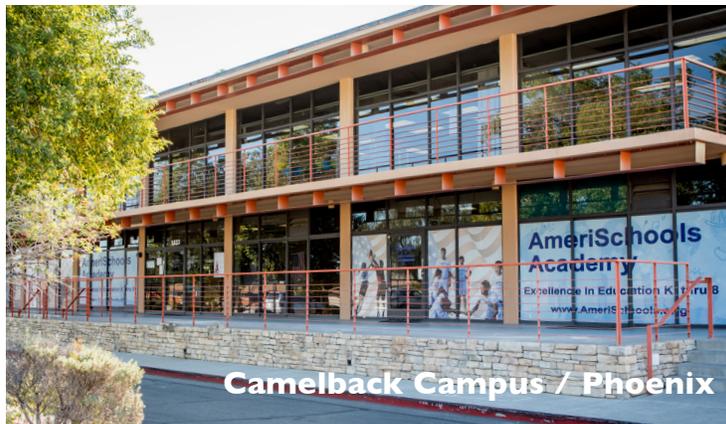
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### AMERISCHOOLS ACADEMY

A system of charter schools for children K-8

To learn more visit:  
[www.AmeriSchools.org](http://www.AmeriSchools.org)

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### SCHOOL LOCATIONS:

#### YUMA NORTH (K-6)

1220 South 4th Avenue  
Yuma, AZ 85364  
(928) 919-7203

#### YUMA SOUTH (K-6)

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#### COUNTRY CLUB (K-8)

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