Secondary Schedule 4th Quarter
Review and discussion
Information and Data

- Updated MCDPH Guidance
- Surveillance testing
- Spring Break considerations
- Experience of Neighboring Districts
- Mountainside Middle School Pilot Project/K-8 experience
- Lunch Mitigation Strategies
- Survey results (parents, students, staff)
- Social emotional/mental health concerns
Based on CDC mitigation strategies
- Consistent and proper mask-wearing (except when eating)
- Six feet or more physical distance to the greatest extent possible
- Careful surveillance for COVID-19 cases and outbreaks on a school-by-school level
Surveillance Options

- Pooled testing
- Random weekly testing
- Bridge Diagnostics (UC Irvine)
  - Pooled testing – up to 24 samples per test, $150 each; results next day (coordinates add’tl testing for positive pool - no cost to District)
  - Mobile Units – No cost to District (insurance or CARES Act)
- Gingko Bioworks (Boston)
  - Pooled testing – up to 25 samples per test, $150 each, results 36-72 hrs from sample collection
- Embry Health I TestNOW
  - Mobile Unit – 1 provider @ $175 per/hr, 30-35 tests; next day services available; results 32-48 hrs (Rapid test available $125)

- Cost-Benefit Analysis and Obstacles
Spring Break Considerations

- Voluntary quarantine request for those who have traveled
- First week online for MS and HS students
- First week online for HS only
- Other
Neighboring Districts Experience and Approach

- Mesa
- Paradise Valley
- Peoria
- Deer Valley
Mountainside Middle School Pilot Project

Mitigation Strategies
- Filmed "how to" video to teach behavioral expectations during lunch
- Practiced lunch expectations by level prior to full day
- Teacher collaboration and communication to staff and parents
- Collaboration with facilities
  - Paw prints painted 6 ft apart in lunch areas and around campus
  - Extra supplies as needed

Data from first week
- 1 student moved from EDL to In-person
- No Office Discipline Referrals for mask noncompliance
- No COVID cases during week of Feb. 22nd
- Limited absences from teachers
Lessons Learned

- Altered cart locations for food distribution resulted in an increase of lunches served.

Feedback from Principal

- Overall great attitude on campus
- Students are tired, but happy to be back
- Enjoying lunch and following protocols
- Passing periods are not an issue
- There is an overall sense of happiness from the students; appreciative, polite and respectful
- Teachers are still adjusting to the balance of online students versus in person, their struggle comes from wanting to help the online student, while still focusing on live instruction.
SUSD K-8 Schools have provided full day instruction since early January.

- In-person students are displaying a higher level of engagement when compared to online learning
- Lunch mitigation strategies have been a focus to achieve the greatest possible physical distance
- "Grades improved overall when students returned in-person. Those remaining online are performing slightly lower or typical of historical records."
- Attendance: "In comparison to last year absences are higher for quarantine and health safety precautions."
- All four K-8 schools report a successful transition to a full day in-person learning schedule
Mitigation Strategies: Lunch
Lunch Mitigation Strategies

- Site visits with Chief Security Officer, Building Services, Nutritional Services, and Principals/Assistant Principals.
- Assessment of indoor space and identification of additional furniture (tables, chairs, etc.).
- Identification of outdoor locations to maximize space for students to socially distance.
- Identification of lunch distribution locations for "grab and go" lunches; add as needed to decrease crowded lunch lines.
- Identification of "mask-zones" for students who choose not to eat during lunch and desire an alternative location.
Key Points

- Identification of lunch locations were determined based on adequate adult supervision.
- Consideration of splitting lunches without altering academic minutes.
  - Middle Schools already have multiple lunches
  - High School-Chaparral currently 2 lunch periods
- While additional space has been identified for social distancing, there is no guarantee of 6ft separation during lunch period.
- Inclement weather (rain, heat, etc.) will limit the use of outdoor space.
- Need for ongoing monitoring of lunch period including evidence of any spread of COVID.
Survey Results
Parent Survey
5,616 Responses

Is your child currently attending school in-person or online (EDL)?
- 75% In-Person
- 25% Online

Which school does your child attend?
- 12% Acanza High School
- 23% Chaparral High School
- 11% Cacapon Middle School
- 6% Conreda High School
- 5% Desert Canyon Middle School
- 11% Desert Mountain High School
- 8% Ingleside Middle School
- 6% Malard Middle School
- 8% Sequoia High School

What is the current grade level of your child?
- 11% 6th
- 10% 7th
- 10% 8th
- 19% 9th
- 10% 10th
- 17% 11th
- 16% 12th
- 12% 13th
Support Level Statements Overall

- **Secondary schools should be virtual for all**
  - No Opinion: 16%
  - Support: 44%
  - Do Not Support: 42%

- **Stay on a 2/3rds day for the rest of the school year**
  - No Opinion: 9%
  - Support: 38%
  - Do Not Support: 53%

- **Full day, if community spread of COVID is moderate**
  - No Opinion: 10%
  - Support: 40%
  - Do Not Support: 52%

- **Full day, regardless of COVID**
  - No Opinion: 10%
  - Support: 44%
  - Do Not Support: 52%

Legend: No Opinion, Support, Do Not Support
Middle School Results

Secondary schools should be virtual for all
- No Opinion: 13%
- Support: 16%
- Do Not Support: 72%

Stay on a 2/3rds day for the rest of the school year
- No Opinion: 11%
- Support: 41%
- Do Not Support: 48%

Full day, if community spread of COVID is moderate
- No Opinion: 10%
- Support: 31%
- Do Not Support: 59%

Full day, regardless of COVID
- No Opinion: 6%
- Support: 42%
- Do Not Support: 52%

Would you switch your in person student to EDL if schools went to a full day?
- No Opinion/Unsure: 15%
- No: 8%
- Yes: 25%
- Yes with ELT: 51%

Would you send your current EDL student to school for a full day if available?
- No Opinion/Unsure: 11%
- No: 24%
- Yes: 21%
- Yes with ELT: 43%

Continue 2/3rds day with Extended Learning?
- No Opinion/Unsure: 25%
- No: 25%
- Yes: 21%
- Yes with ELT: 43%
High School Results

Secondary schools should be virtual for all
- Support: 37%
- Do Not Support: 19%
- No Opinion: 44%

Stay on a 2/3rds day for the rest of the school year
- Support: 8%
- Do Not Support: 35%
- No Opinion: 57%

Full day, if community spread of COVID is moderate
- Support: 9%
- Do Not Support: 46%
- No Opinion: 44%

Full day, regardless of COVID
- Support: 6%
- Do Not Support: 40%
- No Opinion: 53%

Would you switch your in person student to EDL if schools went to a full day?
- Support: 12%
- Do Not Support: 28%
- No Opinion: 63%

Would you send your current EDL student to school for a full day if available?
- Support: 25%
- Do Not Support: 47%
- No Opinion: 28%

Continue 2/3rds day with Extended Learning?
- Support: 33%
- Do Not Support: 28%
- No Opinion: 0%
Student Advisory Board (SAB) Survey Results
SAB Survey Summary

What school do you attend?
4,238 responses

- Arcadia: 33.8%
- Saguaro: 22.5%
- Desert M: 16.9%
- Coronado: 15.6%
- Chaparral: 19.4%

What grade are you?
4,228 responses

- Freshman (9th): 28.2%
- Sophomore (10th): 21.4%
- Junior (11th): 19.7%
- Senior (12th): 30.7%

Are you EDL or In Person?
4,238 responses

- EDL: 29.4%
- In Person: 70.6%

If you were to return to a full schedule, would you choose to go in person or EDL?
4,238 responses

- EDL: 51.3%
- In Person: 48.7%
Which schedule do you want?
4,238 responses

• Keep current 3 classes per day: 3,709 students
• Go back to full day schedule: 529 students

Student Opinion on Schedule Change
Keep Current Schedule:
• COVID concern during lunch - don’t feel safe
• Already have set schedules for the day
• Current schedule offers stability for mental health
• 2/3rds day better for EDL students
• Block schedule allows for better understanding and can focus on each subject better
• Office hours improving understanding of material
• Students have developed better time management skills
• School provided tablet does not hold a charge for a full day, not enough outlets in classrooms

Go back to full day:
• Want to go back to "normal"
• Can focus better with shorter classes.
• Time to catch up in classes
• Increase social interaction including lunch time
• Prepare for next year
Overall Results: (425/731 surveyed-58% response rate)

84.2 % Current Schedule (in-person ends before lunch)

15.8 % Full Day (all classes including lunch)

6 out of 7 respondents is an overwhelming survey result.

Middle School:
76.8 % Current Schedule

High School:
87.1 % Current Schedule
Social Emotional and Mental Health Concerns

**Student Experiences During Covid-19**

The degree/intensity of trauma varies by student based on individual experiences during this time

- **Protective factors**
  - Safe, stable, nurturing relationships
  - Peer networks
  - Caring adults

- **Risk factors**
  - High levels of parental stress
  - High conflict
  - Low levels of parental supervision
Social Emotional and Mental Health Concerns

Schools Provide Supervision

- Schools provide supervision and protective factors to students living in homes with high risk factors.
  - School staff report approximately 20% of all abuse and neglect cases to child welfare agencies.

Schools Provide Mental Health Services

- Schools provide services to students with mental health challenges.
  - Approximately 1 in 5 students experience a mental health disorder.
  - 70% of students that receive mental health supports only access services at school.
Social Emotional and Mental Health Concerns

Addressing Covid-19 Related Trauma

- Increased isolation and uncertainty create emotional reactions such as grief, fear, anxiety, depression, and anger.
- Addressing known risk factors and offering appropriate services is crucial.

Scheduling Social-Emotional Supports

- Consideration in how students access supports at school without missing academic instruction is essential.
  - Brief solution-based counseling, Student Assistance Programs, and small group mentoring are offered both virtually and in-person.
    - After-school groups do not interfere with class schedule
    - Virtual attendance is significantly lower than in-person supports. Retention of participants for in-person groups is approximately 80%. Retention of participants for virtual groups is approximately 5%.
Recommendation

- Implement Plan A (full-day return for remaining schools on 2/3 day schedule)