

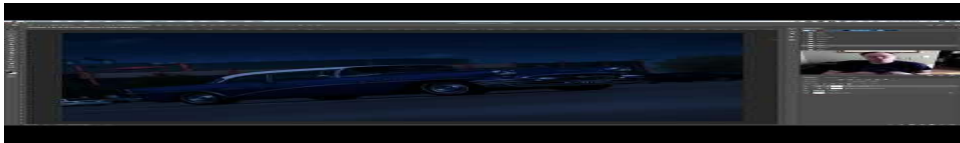
Governing Board Presentation

Return to Learn Phase II
September 1, 2020

SUSD Enhanced Distance Learning

Thank you to our remarkable staff and supportive families

High School Screencastify






[Click here to see an example of a SEL Nearpod Lesson](#)

As we celebrate the work of our educators and share examples of success, we recognize the extraordinary challenges facing students and families as online learning has not been the ideal approach for all students.

Return to Learn Metrics

- On Tuesday, August 18, 2020, the Governing Board voted to use the Arizona Department of Public Health (AzDHS) metrics as the framing for when SUSD can resume in-person learning
- This action enables SUSD to use data to inform decisions to ensure the health, safety, and wellbeing of our students and staff as well as recognizing that we need to proceed with in person instruction as soon as the metrics allow us to move in that direction.
- Maricopa County Department of Public Health updates their data dashboard weekly.
- SUSD has met the benchmarks for transitioning into a phased in hybrid model for in-person learning

Maricopa County Reopening Recommendations

 <p>Traditional Learning Scenario 1</p>	 <p>Hybrid Learning Scenario 2*</p>	 <p>Virtual w/Onsite Support Learning Scenario 3</p>
<p>All 3 benchmarks in the green category for two consecutive weeks of data.</p>	<p>All 3 benchmarks in the “yellow” or “green” categories for two consecutive weeks of data.</p>	<p>One or more benchmarks in the “red” category for two consecutive weeks of data</p>
<p>Minimal community spread: Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in large communal setting</p>	<p>Moderate Community Spread: Sustained transmission with high likelihood or confirmed exposure within communal settings and potential for rapid increase in cases</p>	<p>Substantial community spread: Large scale, controlled community transmission, including communal settings (e.g., schools, workplaces)</p>

Return to Learn Phase II Committee Objectives

- To review the work of the hybrid subcommittee and select a district-wide hybrid model for some or all students to recommend to the cabinet and the ICS Team in preparation for Maricopa County's new plan allowing districts to implement the hybrid model when our metrics are in the "yellow zone."
- To create a viable option for Enhanced Distance Learning students when some students are unable to return either to the full return or hybrid model when in-person learning resumes
- "Safe, Simple, Scalable"

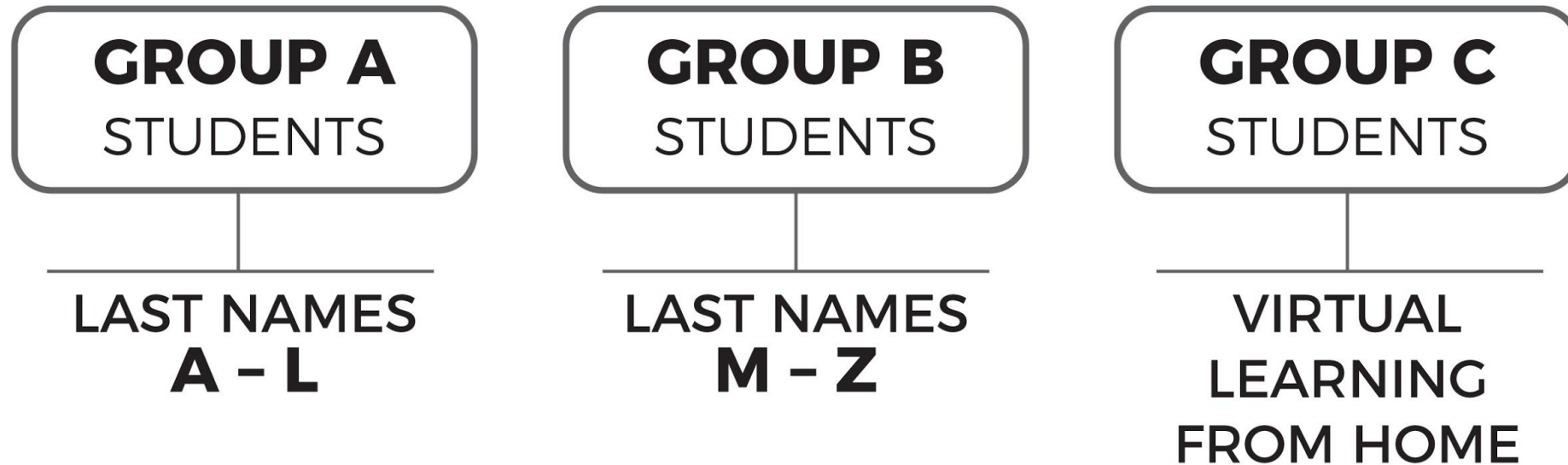
Committee Members

Member	Site/Location	Member	Site/Location
Alice Spingola	Kiva Elementary School	Christine Bonow	Redfield Elementary School
Amy Eveleth	Human Resources	Debbie Ybarra	Community Education
Amy Palatucci	Coronado High School	Dr. Cindy Bochna	Assessment and Accountability
Angelyn Chasse	Echo Canyon K-8	Dr. Kim Guerin	Assistant Superintendent
Becky Williams	Mohave Middle School	Dr. Linda Brake	Special Education
Cain Jagodzinski	Arcadia High School	Dr. Lisa Hirsch	Desert Mountain High School
Cathy Devers	Special Education	Elizabeth Hindenburg	Redfield Elementary School
Cathy Sherry	Desert Mountain High School	Emily James	Tavan Elementary School
Chris Asmussen	Mohave Middle School	Emmie Cardella	Cheyenne Traditional School
Christina Agans	Special Education		

Committee Members (continued)

Member	Site/Location	Member	Site/Location
Julianne Maryhew	Cochise Elementary School	Michelle Irvin	Teaching and Learning
Karen Brown	Teaching and Learning	Nieves Ferreiras	Pueblo Elementary School
Kari Kurland	Hohokam Elementary School	Patricia LaCorte	Arcadia High School
Kat Hughes	Echo Canyon K-8	Patricia Vassaux	Anasazi Elementary School
Kimberly Mills	Desert Canyon Elementary School	Robert Reyes	Mohave Middle School
Lara Palles	Laguna Elementary School	Shelley Hummon	Pueblo Elementary School
Larissa Beckstead	Cheyenne Traditional School	Sheryl Rednor	Exec. Dir. Teaching and Learning
Larry Conti	Community Education	Stephen Williamson	Teaching and Learning
Marcia DeMuro	Cocopah Middle School	Susan Smith	Special Education
Margaret Rehberg	Special Education	Tamara Jagodzinski	Hopi Elementary School
Margaret Serna	Executive Director Title I	Todd Dreifort	Chaparral High School
Mark Smith	Coronado High School	Veronica Leiper	Sequoia Elementary School

Student Groups



*Priority given to keep families together

**The alphabetical split may change by complex based on need.

Hybrid All

PROPOSED HYBRID MODEL

Group A: Half of the Students Return In Person **TUE** & **THU**

Group B: Half of the Students Return In Person **WED** & **FRI**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ALL STUDENTS SYNCHRONOUS LEARNING FROM HOME (GROUPS A, B, C)	GROUP A IN-PERSON LEARNING	GROUP B IN-PERSON LEARNING	GROUP A IN-PERSON LEARNING	GROUP B IN-PERSON LEARNING

Hybrid Committee Recommendation

→ Strengths

- ◆ Begin returning students to in-person learning
- ◆ Return students to engaging, interactive classroom instruction
- ◆ Maximizes student time on campus, all day, twice a week
- ◆ All students together virtually on Mondays

→ Challenges

- ◆ Change in current schedule
- ◆ On campus time is every other day
- ◆ EDL Phase II students instruction is asynchronous a majority of the time
- ◆ Teachers must plan for three separate groups of students

PROPOSED
ELEMENTARY HYBRID MODEL, Group A
Half of the Students Return In-Person **TUE & THU**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ALL STUDENTS SYNCHRONOUS LEARNING FROM HOME (GROUPS A, B, C)	IN-PERSON SYNCHRONOUS LEARNING 8:45 a.m. - 2:15 p.m.	AT-HOME ASYNCHRONOUS LEARNING	IN-PERSON SYNCHRONOUS LEARNING 8:45 a.m. - 2:15 p.m.	AT-HOME ASYNCHRONOUS LEARNING
SYNCHRONOUS MATH	SYNCHRONOUS MATH	ASYNCHRONOUS MATH	SYNCHRONOUS MATH	ASYNCHRONOUS MATH
SYNCHRONOUS ELA	SYNCHRONOUS ELA	ASYNCHRONOUS ELA	SYNCHRONOUS ELA	ASYNCHRONOUS ELA
SYNCHRONOUS SOCIAL STUDIES/ SCIENCE	SYNCHRONOUS SOCIAL STUDIES/ SCIENCE	ASYNCHRONOUS SOCIAL STUDIES/ SCIENCE	SYNCHRONOUS SOCIAL STUDIES/ SCIENCE	ASYNCHRONOUS SOCIAL STUDIES/ SCIENCE
SYNCHRONOUS SPECIALS	SYNCHRONOUS SPECIALS	ASYNCHRONOUS SPECIALS	SYNCHRONOUS SPECIALS	ASYNCHRONOUS SPECIALS
	LUNCH ON CAMPUS		LUNCH ON CAMPUS	
LEARNING LAB (OFFICE HOURS FOR TEACHERS AND ALL STUDENTS) 2:15 - 3:15 p.m.				

Hybrid Committee Recommendation

PROPOSED
ELEMENTARY HYBRID MODEL, Group B
Half of the Students Return In-Person **WED & FRI**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ALL STUDENTS SYNCHRONOUS LEARNING FROM HOME (GROUPS A, B, C)	AT-HOME ASYNCHRONOUS LEARNING	IN-PERSON SYNCHRONOUS LEARNING 8:45 a.m. - 2:15 p.m.	AT-HOME ASYNCHRONOUS LEARNING	IN-PERSON SYNCHRONOUS LEARNING 8:45 a.m. - 2:15 p.m.
SYNCHRONOUS MATH	ASYNCHRONOUS MATH	SYNCHRONOUS MATH	ASYNCHRONOUS MATH	SYNCHRONOUS MATH
SYNCHRONOUS ELA	ASYNCHRONOUS ELA	SYNCHRONOUS ELA	ASYNCHRONOUS ELA	SYNCHRONOUS ELA
SYNCHRONOUS SOCIAL STUDIES/ SCIENCE	ASYNCHRONOUS SOCIAL STUDIES/ SCIENCE	SYNCHRONOUS SOCIAL STUDIES/ SCIENCE	ASYNCHRONOUS SOCIAL STUDIES/ SCIENCE	SYNCHRONOUS SOCIAL STUDIES/ SCIENCE
SYNCHRONOUS SPECIALS	ASYNCHRONOUS SPECIALS	SYNCHRONOUS SPECIALS	ASYNCHRONOUS SPECIALS	SYNCHRONOUS SPECIALS
		LUNCH ON CAMPUS		LUNCH ON CAMPUS
LEARNING LAB (OFFICE HOURS FOR TEACHERS AND ALL STUDENTS) 2:15 - 3:15 p.m.				

PROPOSED
ELEMENTARY HYBRID MODEL, Group C

- EDL Phase II "Group C" participates in live, synchronous instruction with their current teachers on Mondays.
- On the 4 asynchronous days, they receive at-home lessons and/or work from their current teacher.
- In addition, they will receive 2 instructional lessons per week for ELA and Math, which may be interdisciplinary.
- These lessons can either be live-streamed, recorded, a slideshow with voice-over of a teacher, or a pre-loaded lesson from their home school, covering the essential standards. Group C students can contact teachers for support during Learning Lab time.

Elementary Hybrid Model Recommendation

Full School Day - Sample Schedule

Kindergarten	
8:45-9:00	SEL/Circle
9:00-9:45	ELA
9:45-10:30	Math
10:40-11:20	Lunch Break
11:25-11:50	SEL/CKLA
11:55-12:35	Specials
12:40-1:25	Science/ Social Studies
1:25-2:15	Small Groups/WIN
2:15-3:15	Office Hours

Modifications to Hybrid based on Stakeholder Feedback

→ Strengths

- ◆ Begin returning students to in-person learning
- ◆ Return students to engaging, interactive classroom instruction
- ◆ ALL learners have daily synchronous learning with classroom teacher
- ◆ New lessons and learning daily, either in-person or synchronous online
- ◆ Students unable to return can still receive live daily instruction and engage with their class

→ Challenges


- ◆ Change in current schedule
- ◆ On campus time is half days, twice a week


PROPOSED ELEMENTARY HYBRID MODEL WITH MODIFICATIONS

MONDAY	TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
AM DAY 8:45 a.m. – 1:00 p.m. * 7:45 – 12:00 p.m.	AM DAY 8:45 – 11:30 a.m. *CHEYENNE, ECHO CANYON AND TONALEA 7:45 – 10:30 a.m.							
AM ½ DAY ALL STUDENTS SYNCHRONOUS LEARNING FROM HOME (GROUPS A, B, C) WITH AT-HOME LUNCH BREAK	AM ½ DAY GROUP A IN-PERSON LEARNING	AM ½ DAY GROUP B & C SYNCHRONOUS SPECIALS FROM HOME	AM ½ DAY GROUP B IN-PERSON LEARNING	AM ½ DAY GROUP A & C SYNCHRONOUS SPECIALS FROM HOME	AM ½ DAY GROUP A IN-PERSON LEARNING	AM ½ DAY GROUP B & C SYNCHRONOUS SPECIALS FROM HOME	AM ½ DAY GROUP B IN-PERSON LEARNING	AM ½ DAY GROUP A & C SYNCHRONOUS SPECIALS FROM HOME
	STAFF LUNCH/PREP 11:30 a.m. – 12:30 p.m. *CHEYENNE, ECHO CANYON AND TONALEA 10:30 – 11:30 a.m.							
1:00 – 3:15 p.m. PM TEACHER PLANNING AND PREPARATION	PM DAY 12:30 – 3:15 p.m. *CHEYENNE, ECHO CANYON AND TONALEA 11:30 a.m. – 2:15 p.m.							
	PM ½ DAY GROUP A SYNCHRONOUS SPECIALS FROM HOME	PM ½ DAY GROUP B & C SYNCHRONOUS LEARNING FROM HOME	PM ½ DAY GROUP B SYNCHRONOUS SPECIALS FROM HOME	PM ½ DAY GROUP A & C SYNCHRONOUS LEARNING FROM HOME	PM ½ DAY GROUP A SYNCHRONOUS SPECIALS FROM HOME	PM ½ DAY GROUP B & C SYNCHRONOUS LEARNING FROM HOME	PM ½ DAY GROUP B SYNCHRONOUS SPECIALS FROM HOME	PM ½ DAY GROUP A & C SYNCHRONOUS LEARNING FROM HOME

*When all students (Group A, B, or EDL Phase II) are not receiving instruction from their classroom teacher, either in-person or virtually, students will receive instruction and support from special area teachers and other specialists, when applicable.

KEY

 **GROUP A STUDENTS**
 IN-PERSON LEARNING

 **GROUP B STUDENTS**
 IN-PERSON LEARNING

 **GROUP A, B & C STUDENTS**
 SYNCHRONOUS LEARNING FROM HOME

 **TEACHER**
 LUNCH, PLANNING & PREPARATION

Elementary Hybrid Model with Modifications

Sample Schedule

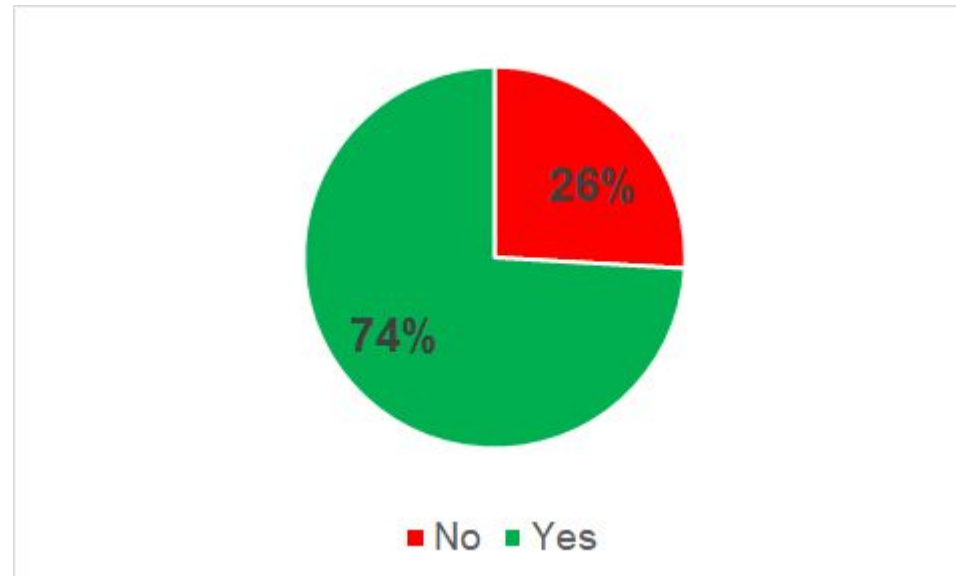
TUESDAYS/THURSDAYS			WEDNESDAYS/FRIDAYS		
Group A: AM	Group B: AM	EDL: AM	Group A: AM	Group B: AM	EDL: AM
<u>In Person Learning</u> 8:45-9:45 ELA 9:45-10:00 Movement Break 10:00-10:45 Math 10:45-10:55 Movement Break 11:00-11:30 Science/SS 11:30 Dismissal	<u>Synchronous</u> Specials: Gym, Art, Music, Band/Strings -Pull out: EL, LRC, Speech, Intervention, Specials	<u>Synchronous</u> Specials: Gym, Art, Music, Band/Strings -Pull out: EL, LRC, Speech, Intervention, Specials	<u>Synchronous</u> Specials: Gym, Art, Music, Band/Strings -Pull out: EL, LRC, Speech, Intervention, Specials	<u>In Person Learning</u> 8:45-9:45 ELA 9:45-10:00 Movement Break 10:00-10:45 Math 10:45-10:55 Movement Break 11:00-11:30 Science/SS 11:30 Dismissal	<u>Synchronous</u> Specials: Gym, Art, Music, Band/Strings -Pull out: EL, LRC, Speech, Intervention, Specials
Group A: PM	Group B: PM	EDL: PM	Group A: PM	Group B: PM	EDL: PM
<u>Synchronous</u> Specials: Gym, Art, Music, Band/Strings -Pull out: EL, LRC, Speech, Intervention, Specials	<u>Synchronous</u> 12::30 ELA 1:30-1:45 Movement Break 1:45-2:45 Math 2:45-3:15 Science/SS	<u>Synchronous</u> 12::30 ELA 1:30-1:45 Movement Break 1:45-2:45 Math 2:45-3:15 Science/SS	<u>Synchronous</u> 12:30-1:30 ELA 1:30-1:45 Movement Break 1:45-2:45 Math 2:45-3:15 Science/SS	<u>Synchronous</u> Specials: Gym, Art, Music, Band/Strings -Pull out: EL, LRC, Speech, Intervention, Specials	<u>Synchronous</u> 12::30 ELA 1:30-1:45 Movement Break 1:45-2:45 Math 2:45-3:15 Science/SS

Special Education Specialized Programs Hybrid Model

- Students follow the same half day schedule as Elementary hybrid, but attend school in the AM four days a week instead of every other day.
- Monday is an online synchronous learning for all special education students.
- Special education Phase II students not returning to in-person learning will receive synchronous instruction in the afternoons, Monday through Thursday
- Elementary students will follow the same schedule as the elementary school they attend
- Does not include Learning Resource Center, OT, PT, Speech, or 504

Special Education Parent Survey Results

- 274 responses received
- If the SUSD Governing Board approves in-person Return to Learn for instructional special education programs, will you choose to send your child to school with safety precautions in place?



Orientation Week for Kindergarten

- Each kindergarten student will be invited to attend one half-day orientation the week of September 14th.
- Kindergarten students will be provided asynchronous instruction during the afternoons of the orientation week.

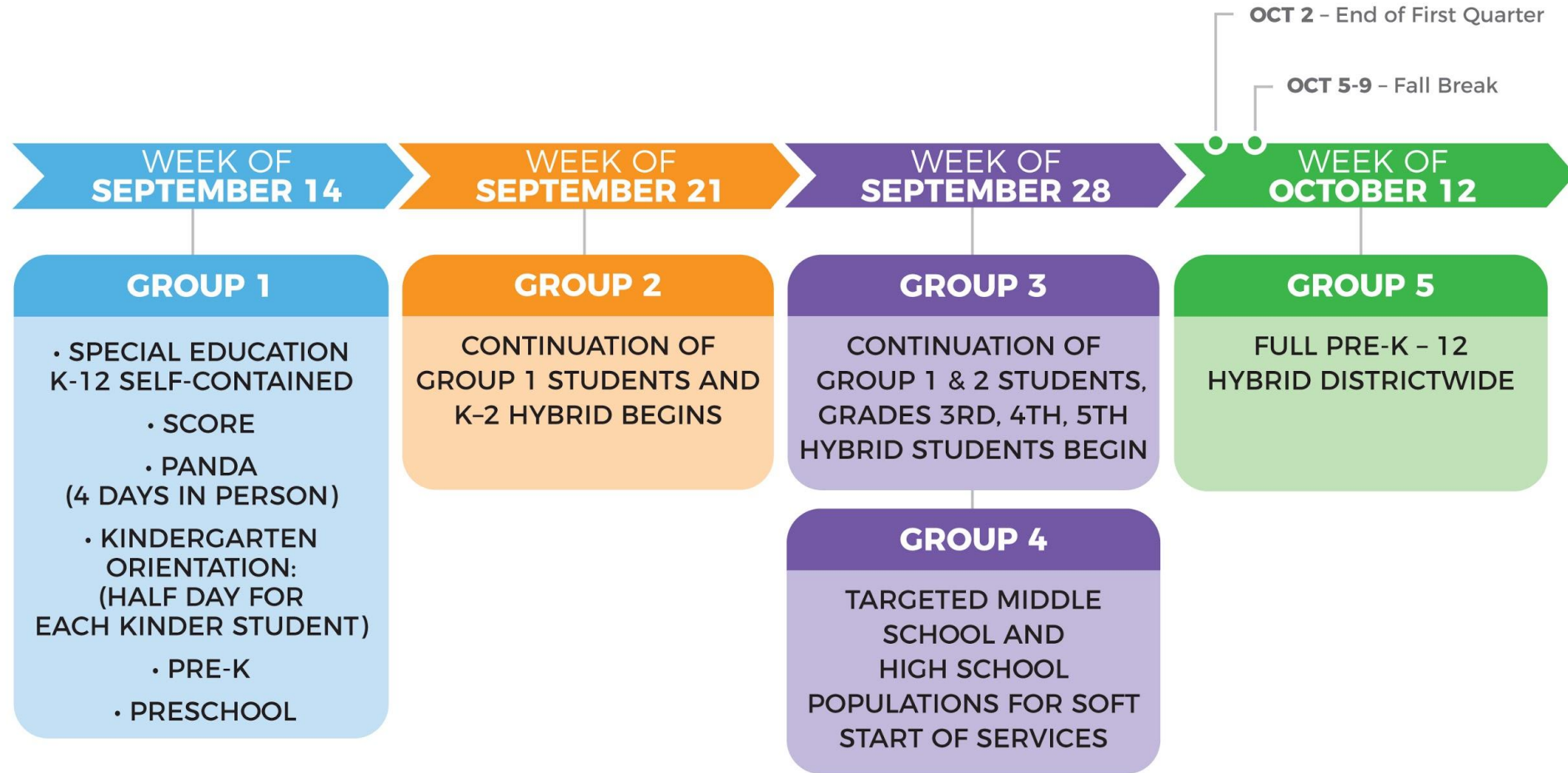
Preschool and Pre-K

- Students in Preschool and Pre-K programs will attend daily either AM or PM until full return.
- Parents will be notified of half day program hours based on the elementary school hours where the program is located.
- Students not choosing to attend in-person will have access to a bank of preschool and pre-K learning opportunities.

Survey

- Current EDL families will be sent surveys on Wednesday, September 2nd asking if they prefer to continue the current EDL model until full return or transition into the hybrid until full return.
- Special Education and Special Program have been surveyed to determine if families are ready for students to return for in-person instruction

Phased Approach to Model Transition



* If metrics change to green and hold for the two week time period, we could transition to full return at any time throughout this timeline

Questions and Comments