

**Yuma Elementary School District No. One
Governing Board
Public Hearing**

The Governing Board for Yuma Elementary School District No. One held a Public Hearing on **August 25, 2021, at 5:15 p.m.** in the District Office Board Room, 450 West Sixth Street, Yuma, Arizona.

Members present: **Mrs. Barbara Foote, President; Mrs. Theresa Fox, Member; Mrs. Faith Klostreich, Member; Mrs. Adele Hennig, Member.**

Members Absent: **Mrs. Karen Griffin, Clerk**

Others present: **Mr. James Sheldahl, Superintendent; Other members of the District Administrative Staff**

Call to Order:

Mrs. Foote called the Public Hearing to order at 5:15 p.m. and continued with the Pledge of Allegiance and a Moment of Silence, she then introduced Superintendent Sheldahl.

Information and Discussion regarding Instructional Time Model:

Mr. Sheldahl began the presentation with some background information regarding tonight's Public Hearing is one of the two required. House Bill 2862 which was passed and enacted, authorizing school districts and charter schools to adopt instructional time models (ITMs) to provide flexibility in the method and manner in which instructional hours are provided to students. Mr. Sheldahl wanted to be very clear that this proposal of flexible time model is not a precursor for any kind of decision to return to full remote instruction. We have no intention of returning to full remote instruction. For School Year 21-22 each school may provide up to 50% of total instructional time in a remote setting without any impact on funding, (beginning in school year 2022/2023, that threshold is lowered to 40% of the school's total instructional time). Our purpose of the plan is to provide flexibility so that students who temporarily are unable to attend school in person can continue their learning remotely. This plan is designed to minimize disruptions to student learning caused by unforeseen health or safety conditions that necessitate an extended absence from the brick -and-mortar school setting. One example of this is just recently we had a school wide electrical problem for 2 days.

There are four (4) scenarios to review that would be covered under our plan; (1) A student becomes ill or is injured and is forced to stay home for multiple days to recover from the illness or injury. That student would be able to obtain important information and relevant school work in order to stay current with his/her learning. (2) A student, or group of students, is placed in quarantine due to direct exposure to an infectious disease. During the quarantine, the student(s) would be able to obtain important information and relevant school work in order to stay current with his/her learning. (3) In the event of an outbreak of an infectious disease, such as COVID-19, a classroom of students is transitioned to a remote learning model for a finite period of time, the students would receive remote instruction from their classroom teachers(s) until in-person learning resumes. (4) In the event of an outbreak of an infectious disease, such as COVID-19, or other unforeseen circumstance, an entire school is transitioned to a remote learning model for a finite period of time, the students would receive remote instruction from their classroom teacher(s) until in-person learning resumes.

Teacher expectations in support of the remote learner include:

- Keep Google classroom (LMS) current and accessible to all learners. Curriculum, associated activities and materials, and assignments are located on the Google Classroom platform.
- Schedule Check-ins via Google Meets or other electronic mode of communication to support a single student or a small group of students learning remotely.
- Conduct virtual lessons at specified times in the event that an entire classroom or school is learning remotely.
- Track attendance in Synergy using appropriate attendance codes.

One question that came up was "how are we supporting teachers, i.e., new or otherwise, to bring them up to speed on using Google Classroom?" One of our goals is to strengthen collaborative structures and teams at schools and our instructional coaches that provide support to teachers.

Student expectations during remote learning include:

- Access Google classroom daily, as necessary, to stay current with their classroom content and teacher expectations.
- Complete all assigned classwork and assessments.
- Participate in virtual lessons when offered.
- Communicate with teacher(s) when in need of assistance.

Mr. Sheldahl reiterated that the Arizona Department of Education has issued attendance codes to be used for flexible Instructional Time Models. Something else to remember is that there is no other governing body or other entity or administrative body that need to approve. These plans are solely approved by the school governing board, once the board acts the instructional time model is in effect. One other thing to point out is this is not part of the online digital academy.

There were no members of the public present or public comments submitted.

Adjourn: The Public Hearing adjourned at 5:39 p.m. Mr. Sheldahl reminded the board and the public that the 2nd Public Hearing is scheduled for Monday, August 30, 2021 @ 5:15pm.

Respectfully submitted,

Alice Quintero, Secretary to the Board

Barbara Foote, President

Karen Griffin, Clerk

Theresa Fox, Member

Faith Klostreich, Member

Adele Hennig, Member