

From: [Superintendent](#)
To: [Communications](#)
Subject: Stage 5 return to classroom information
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Good afternoon staff,

Happy Thursday! I hope you are enjoying this great spring weather, and don't forget to change your clocks this weekend!

I know we have been sending a lot of information lately and appreciate your keeping up with all of it as everything is changing quickly. We have some exciting news to share about the return of secondary students and I want to keep you updated on what the upcoming weeks will look like.

There are now two phases to stage 5 learning model – stage 5a and 5b.

Stage 5a, also called “Targeted Support”

This is a return to the classroom for small groups of secondary students needing additional instructional support. These students and families have been identified and are being invited by their school to participate in small group pods. Each secondary administrator is facilitating what that looks like for their specific schools. This will be communicated more broadly on March 22 and will begin April 12. The Targeted Support model is an interim model.

Stage 5b, also called “Concurrent Model”

The concurrent model allows for in-person instruction while following social distancing requirements. In the concurrent model, classes are taught in real time having both face-to-face and remote students learn concurrently within the same class period. While students in-person would be at school in their classrooms with their teachers, remote students would have access to the live instruction through digital streaming. The goal is to keep students with the same schedule and the same teacher, but the final model may require some rescheduling depending on the survey results. There are limitations for in-person number of students to allow for social distancing in the classroom.

An example of the concurrent model is below.

Maria, Thomas, and Samuel all have teacher Ms. Jones for English period 1. Maria and Thomas choose to return to the building and Samuel chooses to stay 100% remote. As the schedules get balanced based on family choice and social distancing, the result is:

	Teacher - Ms. Jones	Maria	Thomas	Samuel
Survey Selection	Teaching in person	Return to building (Group A)	Return to building (Group B)	Stay 100% remote
	Teaching			

Monday and Tuesday	students in class and remotely at the same time, "concurrent"	In the building being taught by Ms. Jones	At home being taught by Ms. Jones remotely	At home being taught by Ms. Jones remotely
Wednesday	Remote "Learning Improvement Wednesday"	Remote "Learning Improvement Wednesday"	Remote "Learning Improvement Wednesday"	Remote "Learning Improvement Wednesday"
Thursday and Friday	Teaching students in class and remotely at the same time, "concurrent"	At home being taught by Ms. Jones remotely	In the building being taught by Ms. Jones	At home being taught by Ms. Jones remotely

The remaining periods would be organized in this way. Bringing one group (Group A, for example) in the building on Monday and Tuesday, students and teachers having an asynchronous Wednesday, then the second group (Group B) being in the building Thursday and Friday. This is the AA/X/BB model.

How well this model works can only be determined once we know how many students wish to stay remote and how many will choose in-person learning. In order to get the data we need to implement to stage 5b concurrent model, we will be sending a secondary staff survey on March 12 and a secondary student survey on March 15. The goal is to launch stage 5b at the end of April.

I understand this is a lot to take in along with all of the vaccination information and all the work you do every day to keep our staff and students safe and our students learning. Please know that I truly appreciate all that you do and am grateful to work with such a great team.

More information will be sent out about these secondary phases as the work progresses.

Be safe and be well,

Ian



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