

SCCPSS 2020/2021 Reimagine Schools Thursday, May 21, 2020

FOR DISCUSSION PURPOSES. REOPENING MODELS NOT FINAL.

Board Workshop: Academic Affairs – Considerations for Reopening

Research:

[The New Teacher Project](#)

[Maryland Reopening Document](#)

Considerations for Instructional Delivery shall be offered with student safety in mind and shall account for the learning needs of all students. As a District that serves close to 38,000 students, SCCPSS is fortunate to serve a diverse population and will work to ensure every child is afforded the tools to succeed. This includes unique considerations for special populations, ESOL, Gifted, Special Needs and students with an IEP plan requiring specialized instruction.

<p style="text-align: center;">Option A In-School Learning</p>	<p style="text-align: center;">Option B Hybrid/Blended Learning</p>	<p style="text-align: center;">Option C Virtual - At-Home Learning</p>
<p>School re-opens as usual, on time or delayed, with all students and teachers reporting to school buildings for teaching and learning each day</p>	<p>Students and teachers spend part-time in school for teaching and learning and part-time at-home for teaching and learning. Possible methods:</p> <ul style="list-style-type: none"> ● A/B schedule by day or by week ● AM/PM schedule ● Some students at school full time, some students at home full time ● Year-round type schedule with 4-6 in schedule with a hybrid option and 2-3 weeks off or in a remediation cycle. See Sample GLYNN COUNTY 	<p>PK-12 teaching and learning occurs through <i>Savannah Chatham County E-Learning Academy</i> full time</p>

	<ul style="list-style-type: none"> Students in grades 3-12 participate in <i>Savannah Chatham County E-Learning Academy</i> for instruction while students in grades PK-2 participate in on-site instruction 	
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Considerations	Option A	Option B	Option C
Timing & Communication	Stakeholder input required. Ample time for making announcements must be considered. Communicate Often – Summer, Near Opening, Post Open (reinforcement)		
Staffing	<ul style="list-style-type: none"> Use non-homeroom staff such as special area teachers, paras, REP/EIP/GEP, etc. to assist with small group remediation/acceleration/enrichment based on student needs How will enrollment be impacted by parents opting to keep their children home or choosing to homeschool their children? How will this impact staffing? Building Access - Pre-Planning Building access if a delay - re-establish a new pre-planning timeline 	<ul style="list-style-type: none"> Determine who teaches at school Determine who teaches at home Staff preference considerations? Consider performance outcomes for teachers working at home vs working at school Use non-homeroom staff such as special area teachers, paras, REP/EIP/GEP, etc. to assist with small group remediation/acceleration/enrichment based on student needs. Building access plan for Pre-planning Building access if delay, re-establish a new pre-planning timeline 	<ul style="list-style-type: none"> Use non-homeroom staff such as special area teachers, paras, REP/EIP/GEP, etc. to assist with small group remediation/acceleration/enrichment based on student needs

Schedule	<ul style="list-style-type: none"> • Delay the start of school based on the current approved 20/21 Calendar. If so, how long? Based on scientific indicators. • Year-Round Options (4-6 in school/2-3 weeks out of school) to build in times for deep sanitization. 	<ul style="list-style-type: none"> • Who? • What? • When? • Where? • How? <p>All schedule considerations are under review.</p>	<ul style="list-style-type: none"> • Set schedule for teachers and students • Set expectations for instruction vs independent work
Curriculum Elementary Standards Crosswalk Secondary Standards Crosswalk <p>Crosswalk standards have already been placed in 20/21 Year-at-a-Glance documents by the C&I dept based on where they fit best with the next grade's content.</p>	<ul style="list-style-type: none"> • Walk up of concepts and skills form Quarter 4 due to COVID • Need district common assessments for learning gap identification 	<ul style="list-style-type: none"> • Walk up of concepts and skills form Quarter 4 loss • Focus on priority concepts and skills from standards for mastery at each grade level and at specific points checkpoints. • MUST have district common assessments for learning gap identification and for ongoing checkpoints • Purchase iReady for all schools • Ensure all schools have equal/same access to digital learning tools 	<ul style="list-style-type: none"> • Focus digital resources • Focus additional materials • Ensure all schools have equal/same access to digital learning tools.
Professional Learning	<ul style="list-style-type: none"> • Teacher Academy July 2020- Unit 1 content/strategies - virtual - grade level & subject specific • Focus on instructional strategies, new units, crosswalk standards, rigor of standards 		

	<ul style="list-style-type: none"> • Ensure teachers have appropriate knowledge and skills to address Q4 Crosswalk Standards • Focus on appropriate digital resources for each grade level and subject 		
Resources	<ul style="list-style-type: none"> • Equal/Same digital resources for schools (I-Ready Reading/Math) • Computers for teachers and students • Learning Management System in place • Data Management System for district benchmarks and common assessment 		
Child Care	<ul style="list-style-type: none"> • Will traditional daycare/childcare, before/after care options be available? 	<ul style="list-style-type: none"> • For parents when students are not in school • For staff when they are teaching onsite vs when they are teaching virtually • What are the financial implications for parents? • What are the financial implications for staff? • Can we leverage our school resources (students as workers) to provide childcare for staff? 	
Transition to new Grade Level	<ul style="list-style-type: none"> • Adjust for traditional school opening - Open House, scheduling, etc. • Return of materials – Scheduled prior to open 	<ul style="list-style-type: none"> • Assign students to homerooms • Create schedules • Provide resource services - EIP/GEP/REP etc. 	
Transition to new School	<ul style="list-style-type: none"> • Determine scheduling for 5th/8th grade students • Return of materials 	<ul style="list-style-type: none"> • Assign students to homerooms • Create schedules • Provide resource services - EIP/GEP/REP etc. 	
Social Distancing	<ul style="list-style-type: none"> • Do we have the space in our classrooms to accommodate CDC guidelines? 	<ul style="list-style-type: none"> • Do we have the space in our classrooms to accommodate CDC guidelines? 	
Transportation	<ul style="list-style-type: none"> • How do we maintain social distancing on buses per CDC guidelines? Impacts on scheduling/bell times 		

Food/Nutrition	<ul style="list-style-type: none"> • Social Distancing considerations in the cafeteria for breakfast and lunch 	<ul style="list-style-type: none"> • Ensure a plan for breakfast and lunch options
Medical Needs	<ul style="list-style-type: none"> • How do we follow CDC guidelines in our clinics? • How do we maintain isolation areas for children who get sick during the school day? • What procedures will be in place for children who become ill with COVID? • Coordination with local Health Agencies/Officials 	
Social/Emotional Needs	<ul style="list-style-type: none"> • Professional development for counselors • Small group Social Emotional teams - non-homeroom staff with counselors 	