



Return to In-Person Learning The Way Forward

January 4 – May 21, 2021
(Second Semester)

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Guiding Principles

The following principles were considered during the examination of the options for the planning and recommendation for safe school reopening:

- Ensure safe learning and working environments for students and staff by adhering to established hygiene protocols and public health guidance.
 - Provide student learning format options that can be delivered flexibly throughout the year based on changes in public health data.
 - Ensure all students receive instruction that meets state and federal standards and have the necessary supports for success, including:
 - Access to technology and connectivity to the greatest extent possible
 - Social-emotional wellness and health supports
 - Additional supports to meet needs of identified special populations.
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Guiding Principles

- Provide training time, support, and flexibility necessary for staff to prepare for successful reopening stages.
 - Provide proactive, clear communication (with translations) to all families and staff.
 - The district will prepare to seamlessly move between in-person instruction and remote instruction, if the school buildings are closed due to infections.
 - Transportation will not be guaranteed as prior to the pandemic.
 - Collaboration between grade levels and subject areas within and across schools will be prioritized for consistency and coherence.
 - Special subject areas—art, music, physical education, career tech, computer science, etc.—will continue to be an important component of learning.
 - Extra-curricular activities will be made available to the greatest extent possible.
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Current Reality

- Phase I - Virtual Learning (PreK – 12)
 - 1:1 device distribution
 - Learning Management System launched
 - PreK – 12 Learning Recovery Plan: Bridging the Gap
- Phase II – Hybrid Limited
 - Grades PreK – 2, 6, and first-time grade 9
 - Transportation provided for Least Independent Learners only
 - Senior (Grade 12) consultations & extra-curricular activities schedule developed
- Phase III – Hybrid Expanded
 - Grades 3 – 5, 7, 8, 10 - 12
 - Priority based transportation (I – Least Independent Learners & ELL, II – Regular Education, III - Choice)
 - Modified middle school athletics schedule (cross country, volleyball)

In-Person Learning Participation


(Students)


	Phase II (October 5, 2020) (Least Independent Learners, PreK – 2, 6, 1 st time 9)				Phase III (October 26, 2020) (Grades 3 -5, 7, 8, 10 – 12)			
Level	Elem.	K – 8	Middle	High	Elem.	K – 8	Middle	High
# Students Present	1,774	733	241	280	1,339	858	401	586
# Students Waitlisted	(255)	(67)	(63)	(69)	(213)	(256)	(249)	(188)
Least Independent Learners	# Students Present 172		# Students Waitlisted (170)		Least Independent Learners 214		# Students Waitlisted (128)	
Total	Students In-Person 3,028 (454)				Students In-Person 3,184 (906)			



In-Person Learning Participation

(Teachers)

	Phase II (October 5, 2020) (Least Independent Learners, PreK – 2, 6, 1 st time 9)				Phase III (October 26, 2020) (Grades 3 -5, 7, 8, 10 – 12)			
Level	Elem	K – 8	Middle	High	Elem.	K – 8	Middle	High
# Teachers Returned In-Person	387	85	99	178	459	98	105	198
Total	749 (includes Special Education)				860 (includes Special Education)			






Stakeholder data



Preparation for Semester 2 included a collection of data from a diverse group of stakeholders. This information, as well as the guiding principles, will aid the District in providing recommendations for expanded options for in-person learning.



Feedback was also received from School Board Members during the Board/Superintendent Operational Retreat held November 6, 2020.

Board Members' Feedback

(As provided during the Board/Superintendent Retreat held on November 6, 2020)

Below is a summary of feedback provided by Board Members as it relates to specific indicators that support a safe, in-person teaching and learning environment:

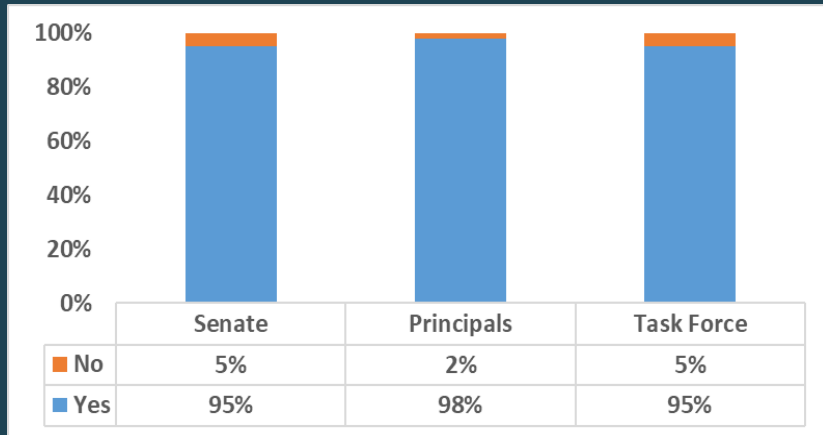
- Support was openly expressed for the following:
 - Continue social distancing in schools
 - Continue social distancing on the bus
 - Require students and staff wear facial coverings/masks
 - Deep cleaning between cohorts and strict adherence to cleaning/sanitation protocols
- Staff was advised to examine and monitor the use of Wednesday for Independent Learning to ensure appropriate use of that designated instructional and intervention time



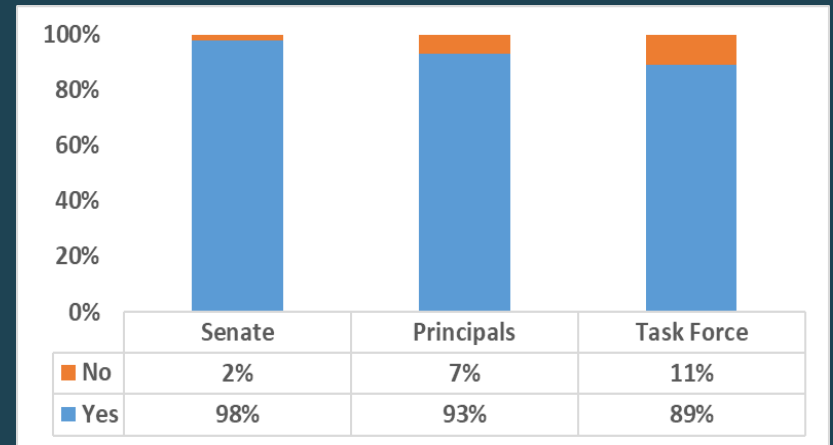
Virtual learning remains an option for all PreK – 12 families.

Professional Senate, Principals, & Superintendent's Reopening Taskforce

Social Distancing in Schools



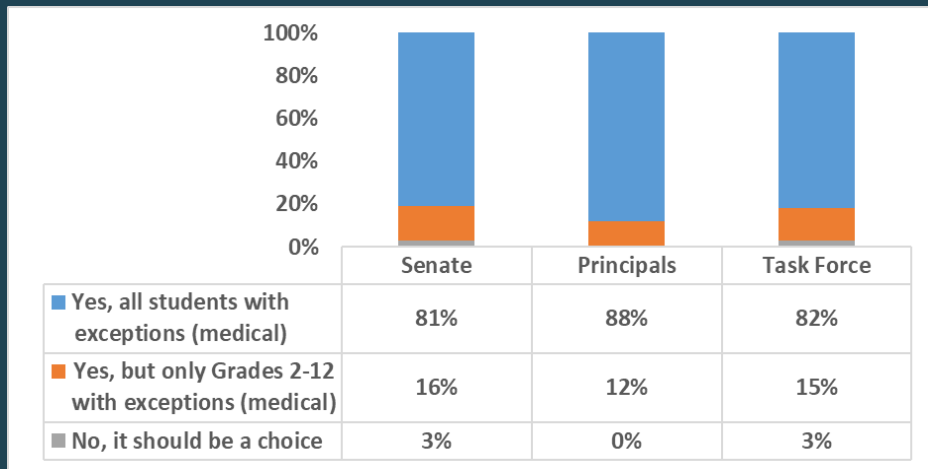
Social Distancing on Bus



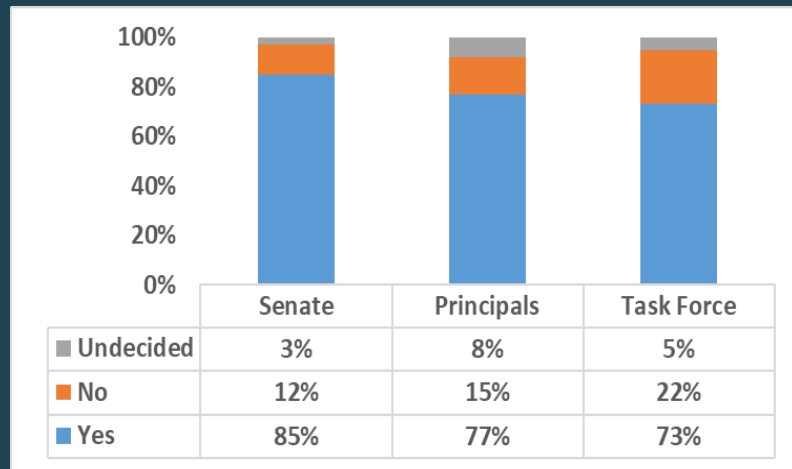
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Professional Senate, Principals, & Superintendent's Reopening Taskforce

Require Facial Coverings/Masks



Continue Independent Learning Wednesdays



*All groups selected required facial coverings/masks as a non-negotiable.



Virtual learning remains an option for all PreK – 12 families.



Professional Senate, Principals, & Superintendent's Reopening Taskforce

(Additional Data)



Top 4 Concerns for Teachers and Staff Regarding Return to In-Person Learning

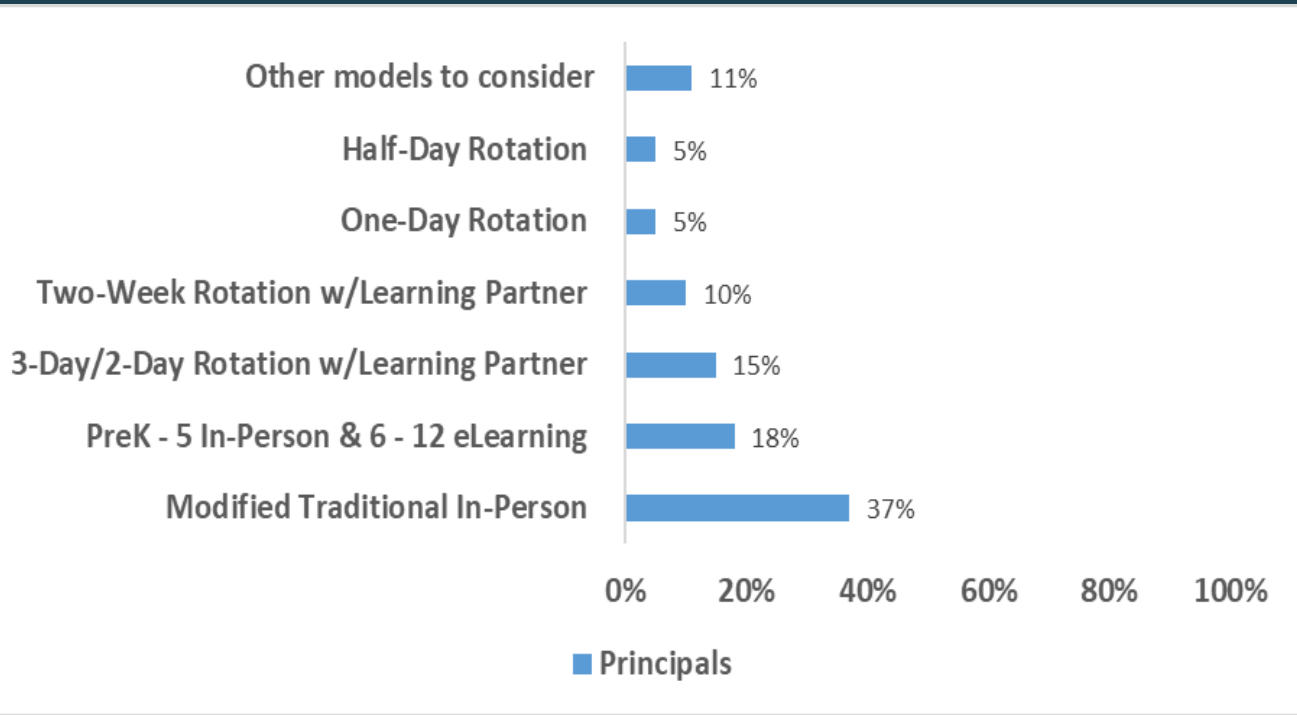
- 95% or more of each stakeholder group identified health and safety as the primary concern
- Over 75% of each stakeholder group identified meeting students' needs as the second concern for teachers and staff
- Building Cleanliness
- Availability of PPE

Additional non-negotiables to maintain a safe and healthy in-person teaching environment

- Daily screening and temperature checks
- Daily sanitization practices

Principals

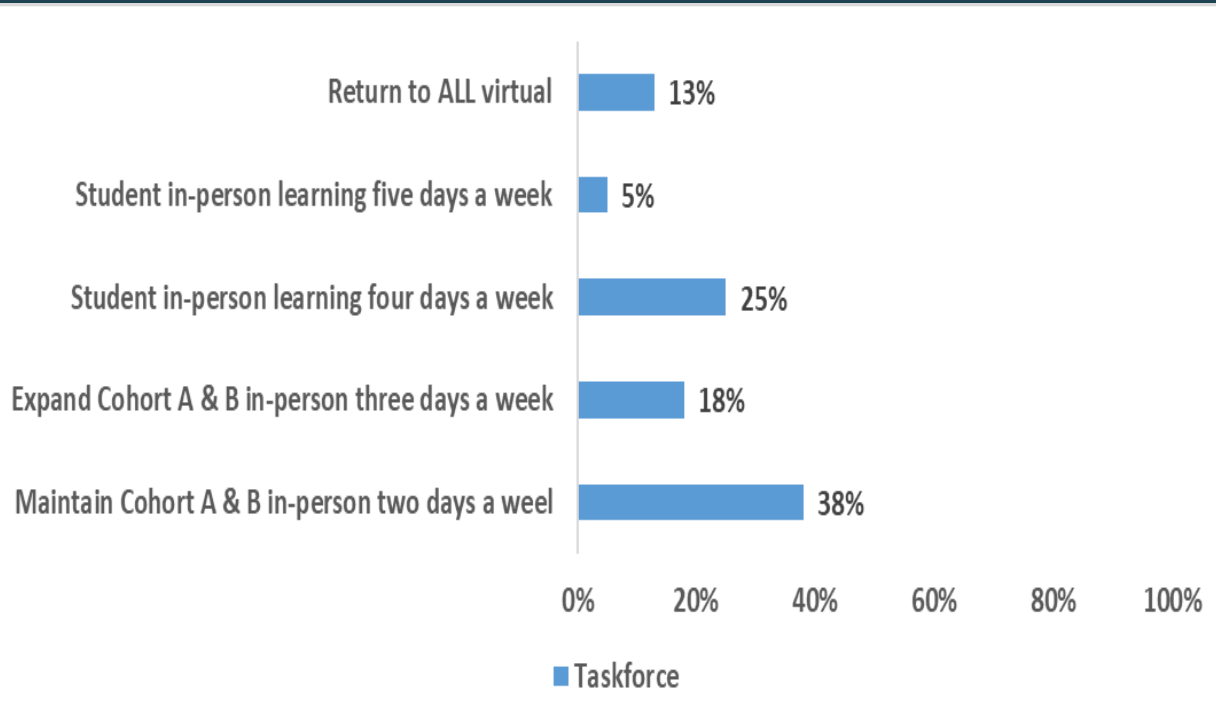
(Preferred Return to In-Person Learning Models)



- 37% of principals preferred the modified traditional model
- PreK – 5 Elementary return with 6- 12 receiving virtual learning was the second preferred model among principals with 3-Day/2-Day rotation being rated third

Superintendent's Reopening Taskforce

(Preferred Return to In-Person Learning Models)



- 38% of taskforce preferred maintaining Hybrid-Expanded model
- In-person learning for four days a week was the second preferred model with 3-Day in person for cohorts being rated third




Preferred Return to Learn Models for Second Semester

(Based on Feedback)



Continue Phase III Hybrid – Expanded (2nd Semester)

- Continue the Hybrid-Expanded Model implemented October 26, 2020
 - Report to school two full days a week either Cohort A or Cohort B
 - Cohort A report Monday/Tuesday
 - Cohort B report Thursday/Friday
 - Return of teachers will allow for students on the waitlist to be assigned to a Cohort
 - Teachers of students with disabilities, ESOL, and resource collaborate w/classroom teachers to schedule and provide required services
 - Professional Learning
 - Plan provided to sites from Academic Affairs in collaboration w/Professional Learning
 - Wednesday **remains** an independent learning day
 - Catch Up & Catch On opportunities provided for students
 - Allow for contact tracing & social distance guidelines
 - Transportation may be provided but subject to availability
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Continue Phase III Hybrid – Expanded (2nd Semester)




- Reduce and work towards discontinued use of paper packets
 - Hybrid
 - Virtual w/hot spot or WiFi bus
 - Refueling station
- Allows for in-person academic assessments for all students (social distancing guidelines enforced)
- Drive-In/virtual parent engagement, small group family meetings
- Winter & Spring Athletics/Extra-Curricular Activities
 - Continuous evaluation of the safest way for students to be involved in the following activities:
 - High School – basketball, wrestling, cheerleading/soccer, baseball, track
 - Middle School – cross country, volleyball, basketball/soccer, baseball, football, softball
 - Extra-Curricular activities/clubs continue (adhere to social distancing guidelines)





Wednesday Independent Learning Day

Teaching & Learning Expectations

- Finish assignments and submit as needed (students)
 - Conduct synchronous instructional focus for remediation and enrichment (teachers)
 - Conduct synchronous small groups to aid in bridging learning gaps for students
 - Conduct synchronous small groups to provide focused support for accelerated curriculums (i.e. AP, IB, SAT/ACT prep, etc.)
 - Participate in personalized support to attain mastery of the content and skills of the course (students)
 - Participate in professional learning opportunities (teachers & leaders)
 - Conduct parent conferences, IEP meetings, and make parent contact
 - Log ins are required for all staff (teachers, paraprofessionals, counselors, etc.)
 - Principals submit Independent Learning Day Plan for each site to Associate Superintendent
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3-Day/2-Day Rotation w/Learning Partner

- Report to school two full days a week either Cohort A or Cohort B
- Every two weeks rotate Wednesday attendance based on assigned cohort
 - Cohort A report Monday/Tuesday and first & second Wednesday of each month
 - Cohort B report Thursday/Friday and third & fourth Wednesday of each month
- Provide student assignments on days students do not report to school
- Teachers of students with disabilities, ESOL, and resource collaborate w/classroom teachers schedule and provide required services
- Specials, connections, and elective teachers teach their content
- Wednesday **NOT** an independent learning day
- Grades 4 – 12 students paired with learning partner in opposite cohort for instructional collaboration and socialization; in-person learning student works as liaison w/virtual student to ensure support in class participation
- Allow for contact tracing & social distance guidelines





Modified Traditional In-Person (PreK – 12)

- Ideally, approximately 50% of students report to school while 50% remain virtual (Actual numbers/percentages on campus will be based on classroom/building capacity)
- Current Cohort A and B students combined and moved to 5 days per week (M-F)
- If a greater demand than seats available exists, a lottery process may be used to fill remaining seats for those electing to return in person (based on remaining 50% capacity of the building for adherence to social distancing)
- Allows for increased collaboration and socialization
- Students with disabilities and English Language Learners receive priority status to ensure required services are provided
- Contact tracing, transitions, threat of rolling closures create operational challenges
- Limited transportation creates educational access/operational challenges
- Cleaning schedule modified for custodial staff
- Budgetary impacts related to overtime for custodial staff and transportation





The Way Forward

Virtual learning remains an option for all PreK – 12 families.



The Way Forward

- Families First Coronavirus Response Act ends December 31, 2020
- SCCPSS has developed a process for staff with a documented medical exemption to request an in-person exemption (follows ADA guidelines)
- January 4, 2021 – All SCCPSS Employees Return
- Virtual learning days for all students January 5 – 8, 2021
(As included on the adopted Academic School Year Calendar)
- Phase III In-person Hybrid-Expanded continues January 11, 2021, for students



The Way Forward

January 11, 2020 – Students Return in Hybrid

- Family survey conducted within 5 days of adoption of the plan
- Student transportation requests submitted prior to Winter break
 - Remains contingent based on social distancing guidelines (not guaranteed)
 - Increased student requests will impact transportation beyond those in priority one (Least Independent Learners, ELL)

All safety protocols remain in place regardless of plan


- Masks, class sizes to allow for social distancing, COVID questions, temperature taking, etc.
- Use of all available space
- Professional learning for returning staff regarding safety protocols and guidelines



Recommendation for Consideration

Based on feedback from stakeholder groups and use of the guiding principles to inform decision making, the following is recommended:

Second semester remains in the current Phase III Hybrid-Expanded Learning Model with waitlist students receiving in-person learning based on the return of teachers as of January 4, 2021. Additional students requesting in person instruction will be considered based on capacity limitations per social distancing requirements. Earliest point of in-person instruction for second semester remains January 11, 2021. Virtual learning remains an option for families for the remainder of the school year.



District staff will continue to offer 30-day reports on the Hybrid in-person learning model. Based on the Board action taken November 4, 2021, “If Chatham County’s transmission of COVID increases to the point that our area’s CTI, Percentage of Positive Tests, and Daily Case Rate per 100,000 are all in the Red transmission level, as reported by the Coastal DPH, a districtwide transition back to virtual learning will be implemented for all students, with teachers delivering virtual instruction from their assigned worksite. Returning to hybrid in-person learning will occur when one of these 3 metrics remains lower than a RED transmission level for at least 14 calendar days.”



QUESTIONS

