

# ← RETURN *to* LEARN ←



# 2020

“The Road Back to a Traditional Model”

SPARTANBURG SCHOOL DISTRICT THREE

# ← RETURN *to* LEARN TASK FORCE

2020

Meeting Agenda – June 29, 2020

5:00pm

District Board Room

## 1. Welcome

2. **Purpose** - The purpose of our RTL Task Force is to collectively create an educational plan that supports the health and safety, academic acceleration, and social-emotional health of our students and staff.

## 3. SCDE's AcceleratED "Dedication to Education" Document – Summary

## 4. Subcommittee Overview – Recommendations from Task Force

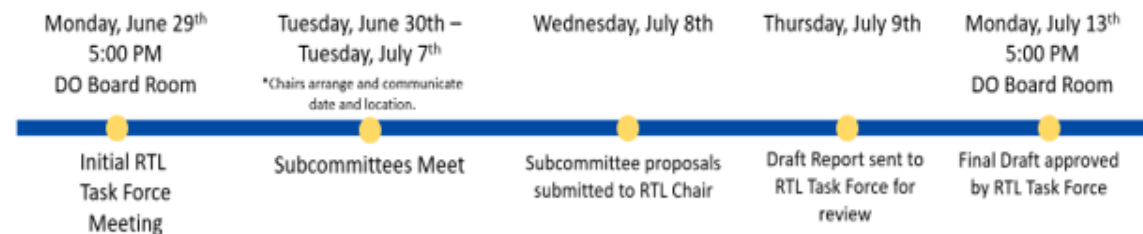
\*Each chair will provide an overview of items to tackle within their subcommittee.

1. Health/Safety/Personnel – Mr. Rodney Goode
2. Scheduling – Mr. Kenny Blackwood
3. Instruction – Dr. Susan Little
4. Communications – Ms. Aly Myles
5. Logistics – Mr. Greg Mack
6. Social-Emotional Learning – Ms. Ruth Schoonover

## 5. American Association of Pediatrics

## 6. Parent and Staff Surveys – Proposed Review

## 7. Timeline Review



## 8. Questions/Concerns

## 9. Adjournment of Meeting



# Welcome

You are a **PIECE** of the  
**MASTERPIECE** we will  
create to help our students,  
teachers, and district  
"Return to Learn"  
successfully!



# Purpose

The purpose of our RTL Task Force is to collectively create an educational plan that is flexible and adaptable to support the health and safety, academic acceleration, and social-emotional health of our students and staff.



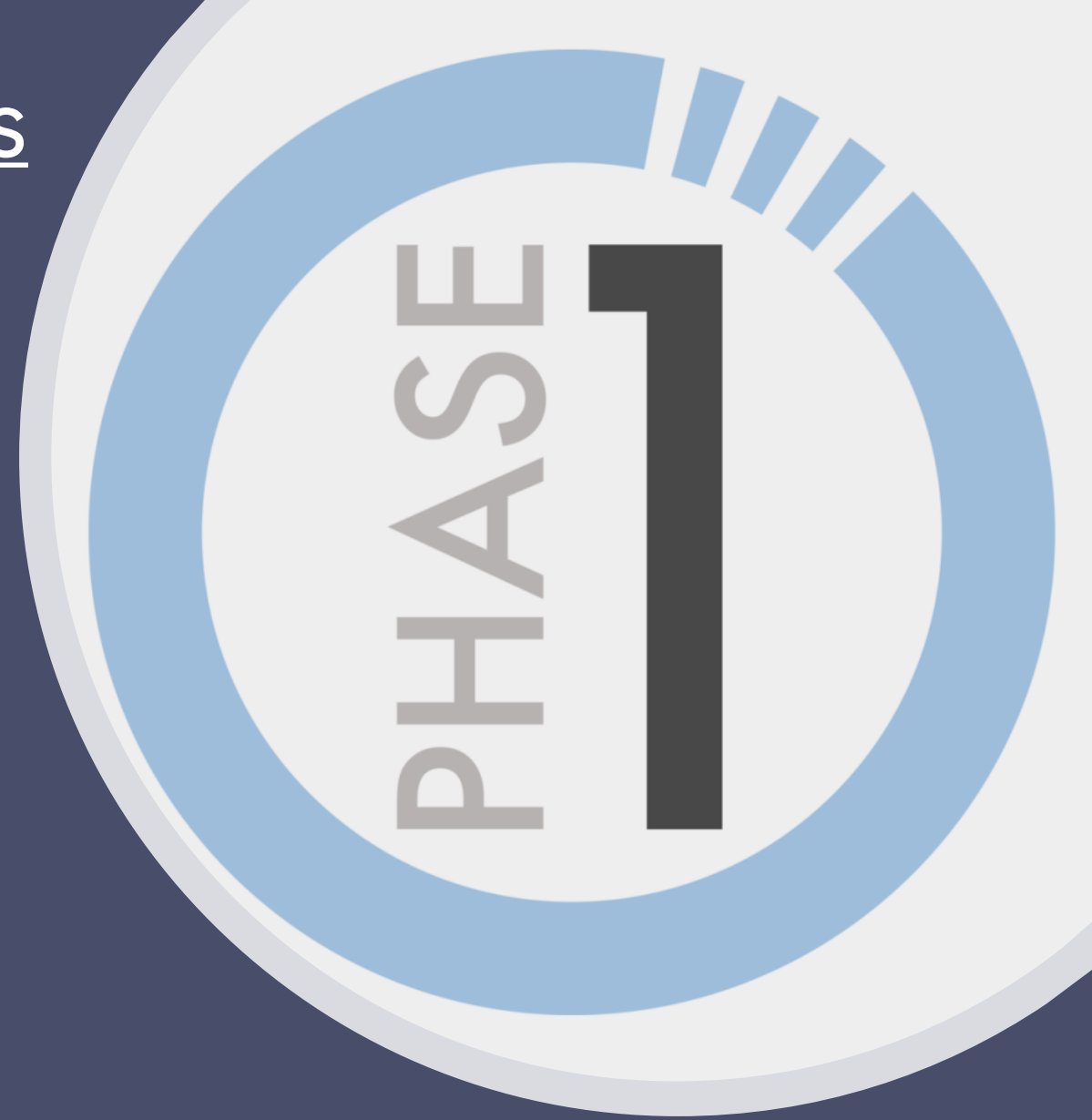
# Dedication to Education Summary:

- "School is not going to look the same regardless of what shape and form of in-class or distance learning model is adopted. Contingencies will need to be made. Acceptance and understanding will need to be universal. The discipline and habits of people will need to change.
- The Task Force worked closely with CDC, DHEC, and a variety of additional external experts.
- The Dedication to Education is broken down into 4 phases:
  1. Immediate Actions
  2. Summer Planning and Preparation
  3. Pre-Opening
  4. Re-Opening



# Phase 1: Immediate Actions

- Est. health condition levels for schools
- Health and safety infrastructure – physical enhancements to improve health and safety for students and staff.
- Purchase of PPE
- Local Task Force created
- Survey Staff to identify those with condition that could prevent their return to normal duties.
- Survey families about their intentions and needs when it comes to sending their child(ren) back to school
- Preparing for social/emotional support for staff
- Addressing the digital divide
- Continue wraparound supports (continuation of meals/counseling)
- Develop district policy for distance learning access/virtual school.





A large graphic on the left side of the slide. It features a light blue circle with a thick blue border. Inside the circle, the word "PHASE" is written vertically in a light blue, sans-serif font. To the right of "PHASE", the number "2" is written in a large, bold, dark blue font. The entire graphic is set against a dark blue background.

# PHASE 2

## Phase 2: Summer Planning & Preparation

- State must examine how to provide funding and flexibility to meet local needs
- Waivers for testing, certificate renewal, etc.
- Review emergency drill procedures
- Develop a school health and safety sharing website
- Develop additional distance learning resources
- Review school calendars
- Schedule/plan distance learning practice days
- Distance Learning Contingency Plan
- Be prepared to alert community to fall plans at least 20 days before the scheduled first day of school.

# Phase 2: Summer Planning & Preparation

## Human Resources, Finances Administration

- School Nurses in each school
- Educator Preparation Programs
- Insurance Coverage/Leave Policies
- Emergency Contact Staff Info.
- Budget Review
- Contingency Leadership Planning
- Attendance incentives/penalties
- Health Reporting Process – Daily Health Conditions in Schools
- Job Description Review

## Facilities, Transportation, Operations

- Cleaning protocols based on latest DHEC/CDC/OSHA guidance
- Reconfiguring classrooms
- Review/revise safety plans to include safety risks with COVID-19
- Review potential cost changes with food service
- Visitation policies
- Facilities use plan
- Review transportation options
- Plan for distance learning models, expectations
- Application guidelines for virtual school created
- Streamline PD to address challenges teachers will face
- SPED/ESOL Evaluations
- Prepare for social/emotional needs
- Bullying/harassment prevention




# Phase 3: Pre-Opening



- Two-weeks prior to the scheduled start of school year.
- Clear communication about safety protocols and procedures.
- Develop ways to host “Back-to-School” events/experiences.

Communication	Personnel/ Prof. Development	Facilities, Transportation	*LEAP Days – Who Attends? What are they used for?		Social/ Emotional Plan
Clear communication about safety protocols and procedures	Evaluate annual training to see what should be added for new COVID-19 procedures	Evaluate classroom setup	-Low engagement -Learning gaps -IEP/ESOL -Homeless or Migrant	-Revisiting content -Assessment -Data Analysis -Social/emotional -Review IEPs -Est. rules and procedures -Prof. Development	All school staff and students need an initial “check-in” to process any trauma of COVID-19 and school closures. Plan should give guidance to schools.

\*LEAP Days – Develop a clear plan to document and communicate activities and designed outcomes.

Communication	Personnel	Building Considerations	Transportation	Health
<p>Preventative measures to ensure all sick employees and students stay home.</p> 	<ul style="list-style-type: none"> <li>-Class coverage</li> <li>-Reporting protocol with clear responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-Signage</li> <li>-Increasing physical spaces to reduce bottlenecks</li> <li>-Stagger entry/ release time</li> <li>-Turn off water fountains, provide bottled water</li> <li>-Create designated flow paths</li> <li>-Meal delivery method</li> </ul>	<ul style="list-style-type: none"> <li>-hand sanitizer for driver and passengers</li> <li>-masks for drivers</li> <li>-clean/disinfect high touch areas at least once per day</li> <li>-Refer to CDC guidelines for bus transmit operations</li> </ul>	<ul style="list-style-type: none"> <li>-Clear protocols for students/staff</li> <li>-Communicated to staff and families before the start of school</li> </ul> <p>COVID-19 on Campus:</p> <ul style="list-style-type: none"> <li>-Districts should establish predetermined thresholds for mitigation strategies in the event of a case on campus</li> </ul>

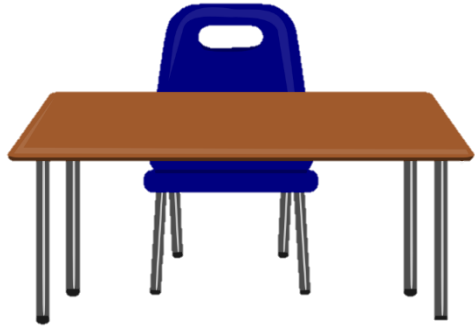
## Phase 4: Re-Opening

Food Services	PPE and Dress Codes	Facilities	Instruction
Meal services for all 3 models	<p>Review dress codes and other relevant policies to ensure students can wear face coverings.</p> <p>SCDE has purchased cloth face masks for all teachers. Some may be required to wear additional PPE. If it is necessary for job duties, the school/district must provide.</p>	<p>-Schools should develop a separate room for those showing symptoms of COVID-19 than all other non-COVID medical conditions.</p> <p>-Recess procedures to maximize social distancing/disinfecting.</p> <p>-Staff meetings should be virtual as much as possible.</p> <p>-Staff workspace should be evaluated to provide adequate social distancing.</p>	<p>19-20 carryover funds can be used to extend learning activities for students throughout the year.</p> <p>Re-evaluate grading policies</p> <p>-Opportunity for well-rounded education</p>

## Phase 4: Re-Opening



# Suggested Models of Learning



TRADITIONAL

- Class cap size
- Reduce transitions
- Plan for self-isolation periods
- Modified school days



HYBRID MODEL

- AM/PM schedule
  - AB schedule-
- \*District must have a clear, consistent, and advanced communications to students, families, and the communities to help them understand the hybrid scheduling model.



FULL DISTANCE LEARNING

- Plan should be clearly communicated to all stakeholders.
- Consider ways to build relationships with students and families.
- Assign advisory groups to all staff in building.
- Collect feedback on a regular basis.
- Maintain physical locations to access technology support.
- Meet the needs of IEP/ESOL





# The American Academy of Pediatrics

Article  
Information/Suggestions

- Already negative impacts on children because of school closures in the spring.
- “In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings...” Pg. 2
- Recommendations for each age group are listed. Provides suggestions for secondary schools to limit cross-over of students. Pg. 4
- Facilities/Transportation suggestions:
  - One-way hallways, marked physical guides
  - Symptomatic screenings at home explained to prevent a bus driver being with a child who is running a fever, if the parent has already left.
  - Recess/Playground times should be with cohorts of students
  - Meals/Cafeteria – additional spaces for lunch, cohorts of students, hand washing
- Cleaning and Disinfection
  - Suggestion on cleaners and how often to clean surfaces
- Testing and Screening
  - Suggests testing for all students prior to school is not feasible.
- Face Coverings and PPE
  - Need to consider students or staff who may not be able to wear them due to other health issues.
  - Need to consider how to serve students (speech, ESOL) where face masks could impede learning.
- Education
  - Academic expectations must be realistic to prevent further distress for students and educators.
  - RTI/IEP reviews
  - Social-Emotional support
- Mental health support for teachers/staff.
- Food Security – Plans should be made to ensure food availability for all students, even when diagnosed with COVID-19
- Immunizations – It is recommended that immunization requirements should stay in place for students to enter school.

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

# Survey Evaluation/Creation

- In comparison, neighboring districts all ask common questions that answer:
  - Grade levels of children
  - School location
  - Internet access ability
  - Transportation plans for the fall
  - Learning model preference for the fall



# ← RETURN *to* 3 LEARN 2020

Monday, June 29<sup>th</sup>  
5:00 PM  
DO Board Room

Initial RTL  
Task Force  
Meeting

Tuesday, June 30<sup>th</sup> –  
Tuesday, July 7<sup>th</sup>  
\*Chairs arrange and communicate  
date and location.

Subcommittees Meet

Wednesday, July 8<sup>th</sup>

Subcommittee proposals  
submitted to RTL Chair

Thursday, July 9<sup>th</sup>

Draft Report sent to  
RTL Task Force for  
review

Monday, July 13<sup>th</sup>  
5:00 PM  
DO Board Room

Final Draft approved  
by RTL Task Force



# ← RETURN *to* 3 LEARN 2020

QUESTIONS AND COMMENTS  
FOR THE GROUP

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# RESOURCES for Subcommittees:

CDC Decision Tree

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>

CDC Considerations for Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

CDC FAQs for Administrators

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>

CDC Community Mitigation Strategies

<https://www.cdc.gov/coronavirus/2019-ncov/community/community-mitigation.html>

DHEC Assessment by County (6.21.20)

[https://www.scdhec.gov/sites/default/files/media/document/COVID-19-Dz-Activity-Assessment-by-County-for-Dept-of-Education\\_6.22.20.pdf](https://www.scdhec.gov/sites/default/files/media/document/COVID-19-Dz-Activity-Assessment-by-County-for-Dept-of-Education_6.22.20.pdf)

# Thank You for Coming!

