



**Ready Schools Safe Learners**  
**and**  
**Return to School Update**

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February 9, 2021

# Decision-making Considerations

## Considerations for Initiating a Hybrid Model:

- Monitoring county-wide data and school-specific data
- Ensure safety protocols are in place and being followed
- Ongoing collaboration with local health authorities
- Access to vaccinations
- COVID-19 testing availability

# What has gotten us to this point?

- Equity focus on how we can support all students
- Strong collaboration with ASKESP and SKEA
- Operational staff maintain consistency (transportation, food service, custodial, maintenance, etc.)
- Preschool, limited in-person, and home visits have demonstrated ability to support students safely
- Educators working tirelessly to make CDL work and improve instruction
- Relationships with Marion and Polk counties
- Resilient students, families, and educators!

# Hopeful Research about Reopening Schools

## American Academy of Pediatrics (Jan, 2021)

- 32 cases of in-school transmissions in 100,000 sample with students and staff
- No incidents of student to staff spread
- <https://www.aappublications.org/news/2021/01/08/covid-north-carolina-schools-study-010821>

## Center for Disease Control (Jan, 2021)

- Study in Wisconsin during extreme incident rates led to minimal school spread (7 cases)
- Masks, physical distancing, cohorting, and handwashing are key to success

## *New England Journal of Medicine* (Jan, 2021)

- Vaccines are found to be 95% effective in persons 16 years and older

## SKPS Localized Data (ongoing)

- Strong implementation of safety protocols and monitoring
- Successful identification, isolation, and quarantine to minimize exposure and spread



# Preparing for Hybrid – Risk Assessment and Mitigation

- Strengthened Onsite Accountability
- Safety Committees
- Training Staff and Students

# Preparing for Hybrid – Risk Assessment and Mitigation

- HEPA Filtration Systems and Disinfectant Wipes
- COVID-19 Rapid Antigen Testing
- Communication Protocols



# Operational Challenges and Opportunities

- Transportation
- Grab-and-Go Meals
- Classroom Capacities



# In-Person Learning/Hybrid - Elementary

- 2/22 All elementary staff report to work in schools
- 3/2 First day of hybrid learning for K-1 and elementary self-contained
- 3/9 Grades 2-3 start hybrid
- 3/16 Grades 4-5 start hybrid
- 3/22-26 Spring Break
- 3/30 K- 5 hybrid resumes



# Snapshot of an Elementary Week

Monday	At School Learning	At Home Learning	At School Learning	At Home Learning
Targeted small group instruction	Breakfast	Social-Emotional	Breakfast	Social-Emotional
Parent/family supports prearranged by teacher	Attendance	Physical Education lesson or activity	Attendance	Physical Education lesson or activity
PE/Music asynchronous activities	Social Emotional Connections	Music lesson or activity	Social Emotional Connections	Music lesson or activity
	Literacy (reading/writing)	Interventions for students needing additional supports	Literacy (reading/writing)	Interventions for students needing additional supports
	Recess	Time to complete schoolwork from yesterday	Recess	Time to complete schoolwork from yesterday
	Math	Applied Learning activities	Math	Applied Learning activities
	Movement breaks in classroom		Movement break in classroom	
	Language Development		Language Development	
	Lunch and Recess		Lunch and Recess	
	Art, Science, Health		Art, Science, Health	
	Prepare for At-Home learning		Preparing for At-Home learning	

# Process to Remain in Remote Learning

1. Transfer window in November/December between EDGE and CDL.
2. If a family requests to **remain in remote learning**, families should contact their resident school administrator.
3. The building administrator will discuss options with the family, answer any questions, and when necessary submit a **Request to Stay in Remote learning**.
4. Notifications will be sent to families that their student will be enrolled in a remote learning classroom with an EDGE or district assigned teacher.
5. Most likely, remote learning students will not stay with their current teachers.
6. Students begin in their new classrooms when their grade level transitions to hybrid learning.



# Expansion of Secondary Limited In-Person

- High schools are taking a multi-faceted approach to expand limited in-person learning opportunities for students while in CDL.
- School initially opened LIPI for students who struggled in CDL. For example, students in self-contained programs, English Learners, etc.
- Beginning 3<sup>rd</sup> quarter, LIPI will expand to seniors who need extra academic support to graduate.
- Visual and performing arts beginning with music programs.
- Select CTEC programs.
- High schools served LIPI from 1,449 (final week Q2). This number is expected to expand in the next few weeks.



# Hybrid Models for Secondary - 2 Potential Models

## Model 1: Hybrid A/B Schedule

Group 1: Tues/Thurs

Group 2: Wed/Fri

Monday: Student support

Off day: Applied learning (remote)

**Pros:** Gradual reintroduction to school, familiar instructional model, opportunity for care and connection, social interaction with teacher and peers

**Cons:** Logistical constraints (capacity, scheduling, transportation), limited amount of in-person time



# Hybrid Models for Secondary

## Model 2: In-person Applied Learning

<b>Group 1:</b> Tues/Thurs	Applied Learning
Wed/Fri	CDL

<b>Group 2:</b> Tues/Thurs	CDL
Wed/Fri	Applied Learning



# Hybrid Models for Secondary

## Applied Learning Day

Open invitation in-person learning opportunities for all students.

Applied learning will be an opportunity for:

- Tier 1 (core) coursework
- Interventions
- Academic and social-emotional supports
- Credit recovery Q1-Q3
- Enrichment and engagement (CTE, Art, Music, PE/Sports, etc.)

# Pros & Cons for Applied Learning Model

## Pros

- Four days of engagement (CDL + in-person applied learning)
- Care and connection
- Increased supports on applied learning days
- Consistency in CDL (if outbreak occurs)

## Cons

- Attendance is expected but not required
- Transportation constraints
- Not a clear substitute for in-person core instruction



# Considerations for Hybrid Models for Secondary

## Why is secondary more complicated than elementary?

- RSSL Constraints: cohorts, limited space
- Operational Logistics: scheduling, transportation
- Access to some classes restricted (performance arts)

## Next steps:

Continue to work closely with district leadership to finalize model



# OSAA Activities and Athletics

- Athletics continue to operate under ODE guidance and county metrics.
- **Season 2 is under way:**
  - Soccer and cross country will begin February 22 with contests March 1.
  - Volleyball is prohibited if county is in extreme risk. Districts in extreme risk category may request “change of season request form,” which allows a school/district/league/region to shift season to late date.
  - Non-contact football conditioning practice may begin this week. Full contact still prohibited. OSAA adopted alternatives to full contact (7 on 7, flag, virtual lineman challenge, virtual combine)
  - OSAA may release new guidance on full-contact sports in coming days.

# Music and Athletics

## Secondary:

- Finalizing planning to allow secondary strings/orchestra and band (percussion only) to begin instruction under LIPI.
- Orchestra and percussion will begin Mondays and afterschool.
- ODE removed guidance for visual and performing arts. We are awaiting safety protocols in order to plan for band and choir.

## Elementary:

- Elementary orchestra and choir began (virtually) last week.
- Will remain virtual as elementary moves back to in-person learning this spring, although programs may provide LIPI option on Mondays.



# Next Steps

- Continue planning for hybrid implementation
- Elevate in-person learning opportunities
- Prioritize “at-risk” seniors
- Parent communication
- Continued safety upgrades and facility upgrades
- Staff training and professional development