



Reopening Schools 2020 - 2021

WCPSS Board of Education
July 2, 2020



WHAT   
STARTS
HERE
CHANGES
EVERYTHING.

State Requirements for Each Public School Unit

Department of Health and Human Services (NCDHHS)

[Strong Schools NC Public Health Toolkit](#)

Department of Public Instruction (NCDPI)

[Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools](#)

Additional Requirements as designated by Executive Orders issued by Governor's Office, NCDHHS, North Carolina General Statutes, and North Carolina State Board of Education Policy



Themes Reflected from School Community Input

- Health and safety
- Learning structure - online, in-person, blended (online and in-person)
- Learning experience - quality of learning, expectations, accountability
- Social-emotional support for students and staff
- Clear, consistent communication

COVID-19 REOPENING PLANS	Teaching and Learning	Social Emotional Wellness	Calendar	Health Precautions	School Facilities and Students	Transportation
REOPENING PLAN A <i>Minimal Social Distancing</i>	<p>Traditional with preparation for Blended Learning</p> <p>WCPSS Virtual Academy</p>	<p>Back to school transition activities for all students (in all plans)</p> <p>Building and establishing relationships (in all plans)</p> <p>Teaching and supporting behavior expectations (in all plans)</p> <p>In-person and virtual mental health resources</p>	<p>All schools follow approved 2020 - 2021 school calendars</p>	<p>Enhanced health protocols</p> <p>Social distancing recommended</p> <p>Follow local, state, federal guidance</p>	<p>Open</p> <p>All students in school at same time</p>	<p>Traditional yellow bus and contracted transportation services</p>
REOPENING PLAN B <i>Moderate Social Distancing</i>	<p>Three Week Rotation: students are assigned to groups 1, 2, 3); attend school in an ongoing rotation - in-person for one week/online instruction for two weeks</p> <p>WCPSS Virtual Academy</p>	<p>In-person and virtual mental health resources</p>	<p>Traditional, Modified & Early Colleges follow approved 2020 - 2021 school calendars</p> <p>Multi-track Year Round & Single Track Year Round follow the Single Track 4 calendar</p>	<p>Enhanced health protocols in addition to increased requirements</p> <p>Social distancing required</p> <p>Follow local, state, federal guidance</p>	<p>Open</p> <p>One third of students in school facilities</p> <p>Two thirds of students remote</p>	<p>23 students per bus run</p> <p>1 student per seat</p> <p>2 passengers per contracted vehicle</p>
REOPENING PLAN C <i>Remote Learning</i>	<p>Remote Instruction for all</p> <p>WCPSS Virtual Academy</p>	<p>Virtual mental health resources</p>	<p>Same as Plan B</p>	<p>N/A</p> <p>All at home</p>	<p>Closed</p> <p>No students in school facilities</p>	<p>N/A</p> <p>Support Food Service Delivery</p>

Returning to Campus under Plan B

Factors considered in our decision:

- Emphasizes the health and safety of families and staff
- Supports in-person learning
- Provides schools and families information needed for planning
- Provides a consistent schedule of in-person and remote instruction
- Allows for strong instructional practices
- Offers the most flexibility should conditions demand future changes to school schedules



Returning to Campus

Framework Overview



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Instructional Schedule

Plan B: Blended Instruction

Brian Pittman, Senior Director, High School Programs

Scheduling of Instructional Time

Blended Instruction with Rotation by Week

Students attend schools in three groups with a rotation by week of attending school in person and receiving online instruction.

Example:

Week	Group 1	Group 2	Group 3
Week 1	Each group attends 1 day with 4 days of remote learning in week 1 & 2 in order to orient students and begin building relationships with school staff.		
Week 2			
Week 3	In Person	Remote Instruction	Remote Instruction
Week 4	Remote Instruction	In Person	Remote Instruction
Week 5	Remote Instruction	Remote Instruction	In Person
Week 6	In Person	Remote Instruction	Remote Instruction
Week 7	Remote Instruction	In Person	Remote Instruction
Week 8	Remote Instruction	Remote Instruction	In Person
... and so on			

} 1st Unit of Study (Weeks 3-5)

} 2nd Unit of Study (Weeks 6-8)

How do we put the structure into action?

- Orientation in Week 1 & 2
- Options for how to support principals and teachers with balancing teacher workload
- Assignment of students to groups

Scheduling of Instructional Time

Structure & Logistics

- Grading structures will follow [Board Policy 3400](#), “Evaluation of Student Progress”.
- There will be attendance expectations in both in person instruction at the school building and in online learning.
- The pace of learning will be such the approved content goals and standards for the course or grade level can be implemented.
- Learning Management Systems (ex - Canvas, Google Classroom) will have more consistency and alignment.

Scheduling of Instructional Time

Instructional Features

- Rigorous core instruction delivered in person and remotely.
- Smaller groupings of students to allow for greater personalized instruction, response to learning needs, supports, etc.
- Opportunities for formal and informal assessments to guide work during online instruction.
- Blended model provides multiple means of feedback to support student progress.
- Structure to provide and collect instructional materials.

Prioritizing Health & Well-Being

- Social distancing guidelines can be met.
- Fewer students in the school setting at one time with time between attendance.
- Ongoing focus on building relationships and supporting students' social emotional health & well-being.
- In class practice and teacher modeling of digital tools including safety expectations for online work.

Scheduling of Instructional Time

Balancing Consistency with Responsiveness

During this school year, there will be a consistent effort to seek balance between:

Consistency & Predictability

for staff, students, and families that creates a framework for accomplishing our goals.

Multi-track year-round calendar schools will operate on a revised calendar to provide greater opportunities for teacher collaboration and student support in the classroom and in remote instruction.



Responsiveness

to current information to guide next steps & opportunities for students

Review opportunities to increase student access to in-person learning as data (health, bus riders, online learners, etc.) permits that increased access to the school building.

Scheduling of Instructional Time

Balancing Consistency with Responsiveness

An Example: Pre-K & Special Education Regional Programs Classrooms

We are exploring avenues of bringing Pre-K and Special Education Regional Program students to school on a daily basis as soon as is feasible while maintaining social distancing. Benefits of this approach would include:

- Strong in-person instruction for both categories of students.
- Provides needed consistency in scheduling, structures and routines.
- Appropriate based on age and needs of students.
- Reduces burden on family members.
- Existing structures to support social emotional needs, intervention supports, etc.



Scheduling of Instructional Time

Balancing Consistency with Responsiveness

Key Considerations:

- Classroom size must naturally allow for social distancing.
- Additional options to increase in-person instructional time for additional students may be considered based on multiple dependencies as circumstances continue to evolve.
- For family and instructional planning purposes, any transition plans would be communicated well in advance to allow for school and family planning.





WCPSS Virtual Academy

Program Overview

Drew Cook, Assistant Superintendent, Academics

Core Goals of the WCPSS Virtual Academy

By establishing this fully online option, WCPSS will:

- Provide access to an additional instructional option for students where health concerns exist with returning to the school building.
- Provide a personalized, flexible learning environment that provides students with rigorous, standards aligned learning opportunities in an online setting.
- Provide students with a certified teacher(s).



How will the WCPSS Virtual Academy work?

Students/Families will:

- Remain assigned to their current school.
- Commit to at least a full semester of learning in this program, with a recommendation of a one year commitment.
- Students will benefit by being independent, organized, flexible, and motivated to remain active and involved in an online environment.

How will the WCPSS Virtual Academy work?

Schools will:

- Work with teachers and staff to identify candidates to work in the Virtual Academy program.
- Collaborate with district staff to build course schedules based on student need and availability.
- Designate a school-based Virtual Academy program contact to assist and support students, families, and school staff.

How will the WCPSS Virtual Academy work?

The district will provide infrastructure and supports with:

- Staffing plans.
- Curriculum resources and procurement.
- Professional learning for teachers and instructional staff.
- Scheduling parameters, including consistent guidelines for synchronous and asynchronous instruction.



How will the WCPSS Virtual Academy work?

Learning structures will include:

- Virtual courses provided through a common online learning management system.
- Learning aligned to the same content standards as in-person and blended instruction environments.
- Grading structures consistent with in-person and blended instruction environments and [Board Policy 3400](#).
- Course options in 2020-2021 will be limited in some areas, but will include core instructional content across all K-12 grade levels.

How will the WCPSS Virtual Academy work?

Other details for 2020-2021 include:

- K-12 students who enroll in the Virtual Academy will be permitted to participate in co-curricular and extra-curricular activities including athletics through their current school.
- Supports from AIG, ESL, Intervention, 504 Plans, etc. will be provided by the student's assigned school.
- Supports for students with IEPs will be provided by the current school and determined by IEP goals and availability in a virtual environment.
- If a student's instructional calendar or track assignment is temporarily altered for the purpose of participating in the Virtual Academy, their assignment will not be impacted for 2021-2022 if they choose to return to regular in-person instruction.

Next Steps:

- All WCPSS K-12 students and families will receive information on the Virtual Academy Program, including details on the process to enroll.
- District staff will work with schools to identify instructional staff and begin building program scheduling structures.
- Final decisions on operational details for the Virtual Academy will be largely dependent on the number of students who enroll as well as the grade level and instructional needs of those students.
- More information will be posted on the WCPSS website the week of July 6.

Application window opens the week of July 13.



Social Emotional Support

Paul Koh, Assistant Superintendent, Student Support Services

Transition and Well-Being

Benefits

- Opportunities for students to reconnect with each other, teachers, and school-based staff
- Opportunities to further integrate the social-emotional well-being with academic work
- School becomes a base of support for social-emotional wellness, behavior, and mental health

Challenges

- Establishing and maintaining relationships with students in a virtual environment
- Flexibility in providing behavioral health supports in virtual environment
- Supporting well-being of staff in return to work and in educating students

Support for Students in a Blended Environment

Needs Assessment

- Ensuring staff awareness of school community and individual student needs
- School and student level data points
- Based on Maslow's Hierarchy of Needs
- Targeted supports for students
 - Students involved with Child Protective Services connected to Social Workers
 - Students with food insecurity are identified to ensure there is access to food
 - Students who are off-track for graduation are given supplemental supports

Support for Students in a Blended Environment

Instruction

- Back-to-school transition activities
- Building and establishing relationships
- Teaching and supporting behavior expectations and social emotional skills
- Supplemental and intensive supports

Students Support Services

- In-person and Online:
 - Individual & group counseling support
 - Student Support Services PLTs
 - School-based mental health services
- Consistent communication
- Alliance Health referrals

Support for Staff in a Blended Environment

Professional Learning

In-person trainings on request, weekly instructor-led webinars, self-paced online trainings, and staff coaching as needed:

- Adult Social & Emotional Learning (SEL) Overview
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making
- Community Resiliency Model (CRM)
- SB199: Signs of abuse, neglect, self-harming or suicidal behaviors, risk factors
- Health Guidelines trainings
- Student crisis guidance

Employee Assistance Program (EAP)

Create awareness for staff around resources available through our Employee Assistance Program:

- Personal counseling and assessments with local mental health providers
- 24/7 telephone and online resources available



Health Guidelines

Kelly Creech, RN, Director, Health Services

Emphasize the 3 Ws with students and staff



Wear.

Wear a cloth facing covering if you will be with other people



Wait.

Wait 6 feet apart. Avoid close contact. (Social distancing)



Wash.

Wash your hands often with soap and water for at least 20 seconds or use hand sanitizer.

Minimizing Risk of Exposure: Face Coverings



- Staff: **Required** with exceptions
- Middle and high school students: **Required** with exceptions
- Elementary students: **Strongly Recommended**
- All students riding a bus or vendor transportation: **Required** with exceptions
- All visitors and vendors: **Required** with exceptions

Minimizing Risk of Exposure: Home, School Health Screenings

- Students and staff asked to complete a health screening at home, checking their temperature before coming to school/work
- All students and staff must pass a daily health screening before entering a WCPSS school or work site.
- Health Screenings consist of two parts:

1

Symptom screening checklist

Asks if the person has been diagnosed, exposed to, or experiencing symptoms of COVID-19

2

On-site temperature check using a touchless thermometer

Anyone with fever of 100.4 degrees or higher will not be permitted to attend school or work on-site that day.

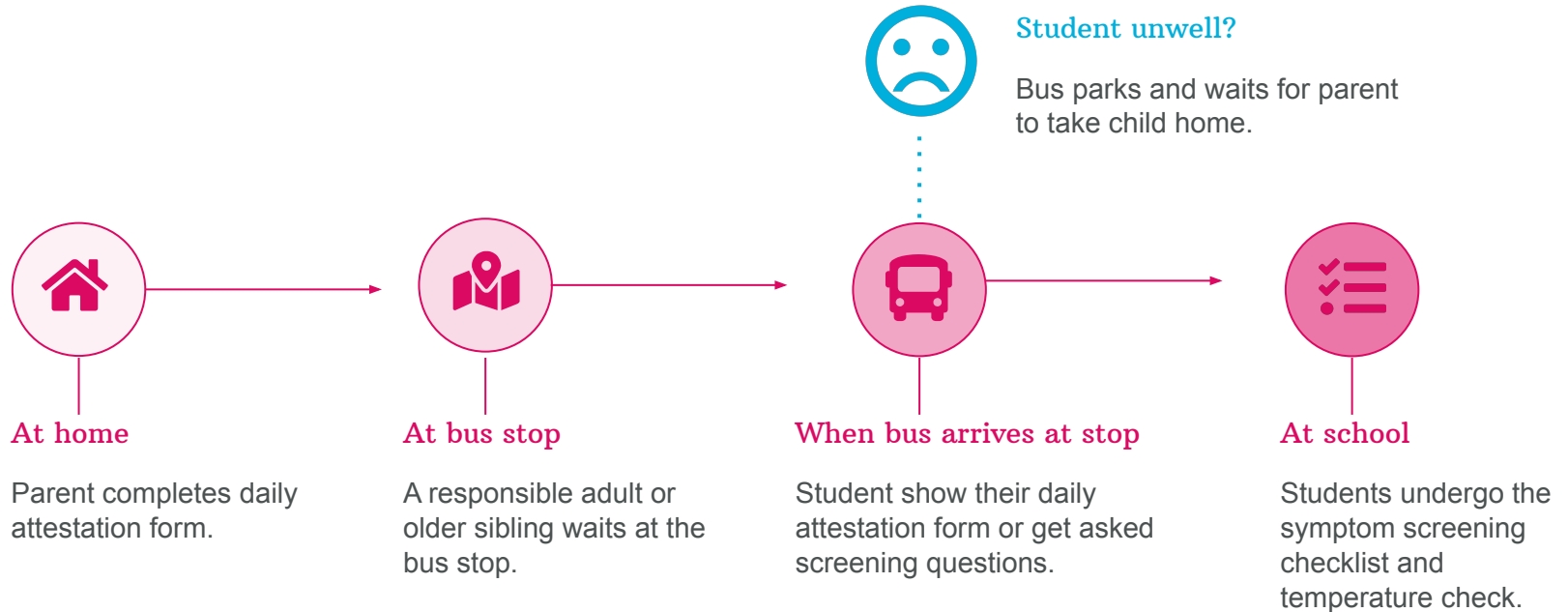
Minimizing Risk of Exposure: Social Distancing

**Be smart.
Stay 6 feet apart.**



1. Social distancing signs and floor markings throughout all schools and facilities
2. Alter the flow of foot traffic in some hallways/buildings to promote social distancing
3. Furniture placement in classrooms and offices to promote social distancing
4. Transportation
 - a) No more than one student will be seated on a school bus seat at a time.
 - b) No more than two students at a time will be seated in a vendor transportation vehicle.

Minimizing Risk of Exposure: Bus, Vendor Health Screenings



Continued Focus

- Communication to our school families and community
- Curriculum alignment and instructional resources
- Professional learning and training
- Direct support to schools for the implementation of Plan B: Blended Instruction
- School supplies and resources to support health guidelines
- Policy revisions and development
- Community partnerships to support child care options for families



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