

## CENTRAL FULTON SD

151 Cherry St

Reopening Instructional Planning | 2020 - 2021

### Reopening Instructional Planning

The swift transition to continuity of education highlighted strengths and challenges in local education communities' readiness for remote learning. In addition to local education communities' self-identified challenges in engaging all students in continuity of education, new evidence at the national level shows that the shutdowns caused by COVID-19 could exacerbate existing achievement gaps.<sup>1</sup> How much learning students lose during school closures varies significantly by access to remote learning, the quality of remote instruction, home support, and the degree of engagement<sup>2</sup>. As local education agencies plan for reopening of schools in the 2020–21 school year, it is anticipated students will probably need to stay home for at least part of it. It is critical that educators use the planning process to honestly reflect on successes and challenges of local continuity of education plans in the 2019-20 school year and learn how to make instruction more effective.

Achieving this goal will require that LEAs provide teachers with resources that demonstrate how they can make virtual engagement and instruction effective and to train them in remote-learning best practices. It will also be necessary to work with parents to facilitate learning at home, establish strong social, emotional and mental-health support for students, parents and families, and ensure that all students have the infrastructure (such as laptops, tablets, and good broadband) needed for remote learning. As a blend of remote and in-classroom learning becomes possible, more flexible staffing models may also be required, along with a clear understanding of which activities to prioritize for in-classroom instruction, identification of the students who most need it, and the flexibility to switch between different teaching methods.

LEAs (and schools) are encouraged to use the following template to document goals, strategies, discrete action steps, and plans for professional learning and communication to achieve local goals for improved student outcomes in the 2020-21 school year and beyond.

<sup>1</sup>Kuhfeld, M. & Tarasawa, B. (2020). The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement. NWEA. Retrieved from: [https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief\\_Covid19-Slide-APR20.pdf](https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf); Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and student learning in the United States: The hurt could last a lifetime. McKinsey & Company. Retrieved from: <https://www.mckinsey.com/~media/McKinsey/Industries/Public%20Sector/Our%20Insights/COVID-19%20and%20student%20learning%20in%20the%20United%20States%20The%20hurt%20could%20last%20a%20lifetime/COVID-19-and-student-learning-in-the-United-States-FINAL.ashx>

<sup>2</sup> Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and student learning in the United States: The hurt could last a lifetime. McKinsey & Company. Retrieved from: <https://www.mckinsey.com/~media/McKinsey/Industries/Public%20Sector/Our%20Insights/COVID-19%20and%20student%20learning%20in%20the%20United%20States%20The%20hurt%20could%20last%20a%20lifetime/COVID-19-and-student-learning-in-the-United-States-FINAL.ashx>

## **LIST OF STRENGTHS AND CHALLENGES**

### **Strengths**

1. We have experience with the online learning format because of the school closure from March 13th until June of 2020.
2. Curriculum writing has occurred during the summer months to be better prepared for the 20-21 school year.
3. Increased communication has occurred between teachers and families as a result of COVID-19.

### **Challenges**

1. There have been inconsistencies with the presentation of lessons and materials in the online platforms available to teachers.
2. Parents have shared concerns regarding the challenges of accessing lessons and materials online.
3. Ensure that students have access to the internet for their online learning.
4. COVID-19 is a moving target and is ever changing so we must act quickly in most situations.

### **Most Notable Observations/Patterns**

1. Students, in need, were supplied with a hotspot from the school.
2. Presentation of lessons were inconsistent.
3. Teachers were available for support through Google Meet, email, and office hours.

### **Goal Setting**

1. Provide professional development to staff to ensure consistent presentation of lessons for the upcoming school year.
2. Ensure that students understand how to access the online materials and the format being used in the 20-21 school year.
3. Continue to provide hotspots for the families/students who have a need.

## Goal Statements

1. We will implement the guidelines from the World Health Organization.
2. We will make necessary changes from the key lessons we have learned as a result of the shift to distance learning in the Spring of 2020.
3. We will continue to address inequities.
4. We will provide professional learning to our faculty and staff to assist them with the forthcoming changes in education.
5. We will make instructional adjustments based on the challenges faced in the Spring of 2020 in response to COVID-19. By making these instructional adjustments, faculty, staff, students, and parents will be better supported in the Fall.

## Action Plan and Next Steps

1. Develop an Instructional Task Force
2. Send survey out to parents and families
3. Schedule meetings for the Instructional Task Force Group
  - a. Meeting #1: June 4th, 2020
  - b. Meeting #2: June 11th, 2020
  - c. Meeting #3: June 18th, 2020
  - d. Meeting #4: June 23rd, 2020
  - e. Meeting #5: July 20th, 2020
4. Tasks to Complete
  - a. Task #1: Create uniform Home Page for Canvas for consistency
    - i. The template that will be used for consistency  
<https://cfsd.instructure.com/courses/3883>.
  - b. Task #2: Details for the 20-21 School Year
    - i. No Field Trips for the 20-21 School Year
    - ii. We are not accepting Educational Field Trip Requests for the 20-21 school year
      1. Green Phase--students will report to school
      2. Following the Health and Safety Plan of the School District
        - a. All MS/HS students will be permitted to carry

backpacks in hallways for those that chose not to use a locker in the MS/HS.

3. Face coverings are required per Governor\* (Please see notes at the end of this document)
4. All students can participate in our Spartan Virtual Academy free of charge.
5. Parents who are choosing to homeschool their children can receive materials or additional supports from the district per request.
6. There will possibility of having some courses available online

- iii. Yellow Phase-- Students will follow a modified schedule while still following the guidelines of the Health and Safety Plan of the District
  1. Students will be alternating days in which they attend school
    - a. Having an A group and a B group
    - b. Group A comes Monday and Tuesday (while B Group is online from home)
    - c. Wednesday everyone is online while the building is being disinfected and sanitized
    - d. Group B comes Thursday and Friday (while A group is online from home)
- iv. Red Phase --Teachers and students will be working and learning online from home

- c. Task #3: Apply for Flexible Instructional Days under Act 13 (5 Days)

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\*Guidance regarding face coverings and social distancing as per the Pennsylvania Department of Health and the Department of Education issued July 16, 2020.

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx>

***“All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible”***

***“Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or***

***IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student’s health care provider, school nurse and IEP/504 team.”***

***“Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times social distancing must be practiced.”***

***“Staff are not required to wear a face covering in situations where wearing a face covering creates an unsafe condition to operate equipment or execute a task.”***

***“.....protocols for distancing student desks/seating and other social distancing practices that allows at least 6 feet of separation among students and staff throughout the day to the maximum extent feasible.”***