Advisory group on the safe reopening of CCSD schools in August 2020
CCSD SAFE RESTART TASK FORCE OVERVIEW

- AccelerateED: State’s Reopening Schools Recommendations (released June 22) -- Information
- CCSD Safe Restart Plan Components -- Discussion/Feedback from Task Force
  - General
  - Recovery and Continuity of Learning
  - Logistical Considerations
  - Business Practices
- Task Force members involvement opportunities
- Your questions, concerns, suggestions
Alignment with Federal, State and Local Efforts

State’s accelerated SC CDC + DHEC

CCSD Safe Restart

reIGNITE Charleston Region
SOUTH CAROLINA'S

Dedication to Education

The commitment to reaching higher is a constant pursuit. It means going beyond being satisfied and not settling for good enough.

A South Carolina teacher recently commented, “What we did over the last three months really wasn't distance learning, it was more emergency deployed instruction.”

Safe, steady steps forward

When this pandemic struck, we were all in uncharted territory. We had to quickly absorb and adapt to how the difficulties, challenges and disruptions, that are a result of the COVID-19 pandemic, would affect every aspect of our lives – including education.

Side-by-side, however, thousands of teachers, administrators, staff, students and families responded by digging in, rising to the occasion and creatively improvising, all in the name of providing the best education possible for students during the unknown. Still, no one would argue that there is a replacement for in-person, classroom instruction.

That was March 2020, and we've come a long way since then. As we look toward the SC fall school plan and the SC 2020-2021
AcceleratED Plan summary of “Phase One: Immediate Actions”

• State establishment of health condition levels for schools based on guidance from public health authorities to determine if the area’s growth rate of COVID-19 is “low, medium, or high spread.” This could impact the start date for CCSD.
• Districts establish a diverse task force to serve as a constructive feedback loop.
• Districts survey staff to determine those with conditions that could prevent normal, in-person job duties in the fall.
• Districts prepare social, emotional, and mental health response teams.
• State/Districts work to address the digital divide of devices and broadband.
• Districts continue wraparound supports throughout the summer for students.
• Districts survey parents to determine how many will choose to send their children to school or are likely to select a home option.
• Districts develop policies for distance learning access for students who choose that option.

http://dedicationtoeducation.com/
CCSD

Safe Restart

Charleston County School District’s plan to safely reopen schools in August 2020

PLAN COMPONENTS

Discussion and Feedback
## Safe Restart: General

<table>
<thead>
<tr>
<th>STRATEGIC DECISION TOPIC</th>
<th>RECOMMENDATION or CHOICES FOR ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>School start date in August</td>
<td>Current planning is to be ready to start school on Tuesday, Aug. 18 for grades K-8, contingent on State COVID-spread rating and legislative approval of 5 additional days. K-8 teachers would report on Tuesday, Aug. 11. PreK and grades 9-12 - TBD</td>
</tr>
<tr>
<td>Schools facility classroom analysis of ability to restart with Default Position (daily face-to-face)</td>
<td>Planning models for each school submitted June 25 using classroom templates for social distancing to determine the percentage of students each building can hold at one time.</td>
</tr>
</tbody>
</table>
| Number of schools able to serve 100% of students daily in face-to-face settings                                                                                                                                                   | In determining this, schools need to consider:  
  - How many students can we fit in the building?  
  - Can we safely transport all these students to the building?                                                                                                                                                  |
| Number of schools able to serve only 75-99% of students daily in face-to-face settings                                                                                                                                              |                                                                                                                                                                                                                                 |
| Number of schools able to serve only 50-74% of students daily in face-to-face settings                                                                                                                                              |                                                                                                                                                                                                                                 |
| Number of schools not able to serve at least 50% of students daily in face-to-face settings                                                                                                                                          |                                                                                                                                                                                                                                 |
| Data from schools’ surveys of teachers returning in August                                                                                                                                                                          |                                                                                                                                                                                                                                 |
| Data from schools’ surveys of parents on restart preferences                                                                                                                                                                       |                                                                                                                                                                                                                                 |
# Safe Restart: Recovery and Continuity of Learning

<table>
<thead>
<tr>
<th>STRATEGIC DECISION TOPIC</th>
<th>RECOMMENDATION or CHOICES FOR ACTION</th>
</tr>
</thead>
</table>
| Alternative scheduling for schools that are unable to serve 100% of students daily in face-to-face settings | • Do we allow individual feeder patterns to determine their own schedules from district options?  
• Do we decide the best district option centrally for all schools from the following?  
a) Alternating days - A/B or AA/BB; Alternating weeks |
| CCSD virtual school for full-time remote model INFORMATION | We will have a K-12 virtual school. |
| CCSD virtual school for blended model | • Do we adjust our curricula to recognize that we will have to have virtual offerings for rotating schedule schools or if we have to close for COVID 19 re-occurrence?  
• How do we advise schools to support virtual instruction? |
| Assessments used (and when) to determine students’ skills at beginning of year | • FASTBRIDGE and MAP for aggregate performance  
• Need to determine options for formative tools  
a) I Ready  
b) Curricular assessments Bridges and Illustrative  
• Need to determine district wide data monitoring plan |
| Wraparound supports | What will we suggest that schools do to recognize trauma of the shutdown and protests around police violence?  
- SEL  
- Mental Health Screening  
- Anti-racist instruction |
| Professional development for alternate scheduling | What is our expectation for teachers around virtual instruction?  
How do you do it well? |
| Professional development for virtual school option | We are likely purchasing K-12 courses and having our teachers teach these courses. We will need training on the courses. |
| Accelerate instruction to close learning gaps | What standards need to be prioritized at each grade level?  
What prior knowledge would students not have been taught because of closure?  
What is the “just in time” instruction that teachers will need to do to ensure students are able to access grade level content? |
<p>| Extra remediation for most vulnerable learners | |
| Special education | |</p>
<table>
<thead>
<tr>
<th>STRATEGIC DECISION TOPIC</th>
<th>RECOMMENDATION or CHOICES FOR ACTION</th>
</tr>
</thead>
</table>
| Classroom design and installation | - Spacing criteria distributed  
- Facilities Management began visiting all schools for sample classrooms  
- ES: Full mock-up with dividers complete; 24 student capacity; approval on use of plexiglass from OSF; plexiglass being ordered; FM continues to analyze more flexible alternatives  |
| PPE for staff and/or students | - Faculty: face coverings required until 5 foot spacing is achieved; continue to investigate use of face shields; testing portable plexiglass dividers  
- Students: face coverings required or recommended until 6 foot spacing is achieved?  |
| Bus transportation | - State guidance: 50% maximum capacity; 36 student average max in COVID for CCSD  
- Analyzing: three tier schedule; provide a third tier for second tier schools; use of other buses  |
| General mitigation strategies for cleaning/disinfecting INFORMATION | - Disinfection of bathrooms and touch surfaces twice per day  
- Whole building fogging once per week;  
- Buses between morning and afternoon shifts and after school (awaiting contractor cost proposal)  |
| Security for building entrances, visitor protocol | DHEC: “limit presence to only students and essential faculty and staff, Accelerated: “no visitors”  
Extremely important to maintain School Resource Officer (SRO) presence in every school  |
| Serving breakfast and lunch | Delivered to classrooms or cycle students into cafeteria to pick-up? If possible, with distancing, would like as many students to eat in cafeteria as possible  |
| Utilization of cafeterias, auditoriums, etc. for learning spaces | Principals provide first review  |
| HVAC system and airflow considerations INFORMATION | Reviewing all systems to ensure optimal performance and positive interior pressure  
- Filter upgrades where possible  
- Replace 25% of fresh air equipment  |
### Custodial considerations
Increased requirements could result in the need increase daytime custodial staff

### Nursing and health room considerations
- Ensuring all clinics have portable HEPA filter portable units
- Providing desk dividers
- Curtained isolation area (if isolation room is not available)

### Technology considerations INFORMATION
Assign devices 1:1 (not student-to-student); “Digital divide” solution

### Drinking water
Secure drinking fountains? Mandate water bottles?

### Student transitions inside building
Principals provide first review

### Classroom doors open/closed
DHEC: “Consider leaving doors open”

### Safety signage
On order; delivery scheduled for the week of 6 Jul

### Entry requirements
- Health log: ask students upon entry? School-wide PA announcement (which could pose a HIPAA issue)? Device app (IT researching)?
- Temperature taking?
- Hand washing or hand sanitizer?

---

## Safe Restart: Business Practices

<table>
<thead>
<tr>
<th>STRATEGIC DECISION TOPIC</th>
<th>RECOMMENDATION or CHOICES FOR ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term impact on revenue and budget</td>
<td>INFORMATION ONLY</td>
</tr>
<tr>
<td>Long-term impact on revenue and budget</td>
<td>INFORMATION ONLY</td>
</tr>
</tbody>
</table>
| Staffing for face-to-face teaching and virtual school teaching | • Where do we need to deploy more staff in order to have a higher percentage of students learning in person?  
• Will we centralize or have schools staff hybrid virtual instruction?  
• Do we recruit/select broadly to staff virtual school, or do we target teachers that are not able to return or from schools where a high population opt for fully virtual? |
| Training and protocols for substitutes | • HR is working directly with Kelly Education Services on safety measures related to a safe restart. Kelly will provide training to their substitute teachers based on the District’s requirements.  
• Kelly will continue to build their sub teacher pool based on potential increased need to cover classrooms. |
<p>| Need for additional substitute teachers (based on | |
| | |
| | |
| | |
| Health testing for staff and students | Require vs “strongly recommend” |
| Communication strategies with parents | Extensive ongoing communication with parents related to all parts of the plan to ensure transparency in an effort to gain the confidence level to return to school safely. Should we publicize number of positive cases of COVID by school? |</p>
<table>
<thead>
<tr>
<th>Communication strategies with teachers and staff</th>
<th>Communication will be directly targeted to teachers and staff in order to get information to all levels in the most consistent, timely, and accurate manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys of teachers and parents</strong></td>
<td>One online survey was conducted in May for middle and elementary, and some high schools; second online survey sent June 25</td>
</tr>
</tbody>
</table>
| **Staff considerations for employees vulnerable by age or health** | - Follow Board Policy GCC/GDC which are based on FFCRA guidelines  
- Consider transferring into positions with less risk  
- Employees use leave (paid/unpaid) |
| **Staff continuing to work remotely** | While considering current DHEC reporting and guidance, each chief will need to make a determination for remote work based on office space, the duties of various positions, and productivity. |
| **Childcare for teachers/staff** |  |
| **Large group meetings** | TBD based on guidelines for large gatherings |
| **Board meetings and public access** | TBD based on guidelines for large gatherings |
| **Employee sick days related to COVID-19** | - Follow Board Policy GCC/GDC administrative rules which are based on FFCRA guidelines  
- Employees use leave (paid/unpaid) |
| **Student attendance record-keeping on alternate schedules** | Will PowerSchool allow us to track students attending on a rotating basis in a hybrid model? |
| **Method of notification on non-compliance issues** |  |
| **How will we consider the needs of charter schools during this time?** | - Given charter schools serve our students, do we provide support to them on safe reopening?  
- If a charter school parent opts to attend the virtual school, does the charter school lose that per pupil funding? |
| **New Hire Employees** | All new employees are being on-boarded for the 20-21SY through virtual platforms. New Hire Orientation (NHO) has been revamped to minimize the need for direct face-to-face contact with employees. A federal guideline requires that each new employee present an I-9 and appropriate form of ID within 3 days of beginning work. While the rule is currently under deferment, HR is making adjustments for collection that will mitigate risks of COVID-19 spread. |
INVOLVEMENT OPPORTUNITY:

For any of the Strategic Topics under consideration, if you have:

--expertise, experience, or opinions you would like to share,
--questions you would like to ask,
--and/or want to be involved in smaller group discussions

Email erica_taylor@charleston.k12.sc.us
Thoughts
Suggestions
Questions
Concerns

Students - Parents - Teachers - Community Members
Business Representatives, Board Members, Others
- Friday, June 5, 10:00-11:30
- Friday, June 26, 10:00-11:30
- Friday, July 10, 10:00-11:30
- Friday, July 24, 10:00-11:30