Reopening Considerations for FY 2021

July 2, 2020
Charcia M. Nichols, Ed. D.
Purpose

• To describe the network’s strategic actions for ensuring scholars return to safe, secure and engaging learning environment

• To present the instructional delivery options-in consideration of governmental and healthcare experts and community feedback
Zoom Etiquette

• Mute your microphone for the duration of the presentation
• We will complete the presentation, then open the floor for questions
• If you have questions during the presentation, please type them in the chat, a member from the Communications’ Team will respond during the meeting if possible
• During the Q & A portion, use the raise your hand button and someone will unmute your mic
Documents Available to Review

- Presentation for Re-Opening Models
- Parent Survey Results
- Employee Survey Questions
- 2020-2021 Reopening Resource Guide
- Maintaining a Health School Environment: Guidelines for schools and scholars Face to Face Openings
- Level of Community Spread
- School Calendar (Draft) *Proposed A/B Day Model OR Virtual
Organizations for Guidance

- World Health Organization (WHO)
- North Star Educational Partners
- Centers for Disease Control & Prevention
- The Georgia Department of Education (GaDOE): Georgia’s Path to Recovery for K-12 Schools
- Dekalb County Board of Health
- Fulton County Board of Health
- Georgia Charter Schools Association Leader Taskforce
- Ivy Prep Task Force Team
Agenda for Today’s Meeting

- Review presentation information
- Review proposed calendar
- Question and Answer period
Assumptions

• **Ensuring Safety and Health of All Stakeholders:** We are and will continue to work with local, state and federal agencies to ensure that our protocols are up to date and reflect our commitment to protecting the scholars, staff and families of Ivy Prep Academy.

• **Ensuring Continuity of Scholar Learning:** Our Academy Leaders and teachers will continue to assess, plan, and improve scholar learning materials to provide the best possible experience during this unprecedented time.
Assumptions

• **Providing Social and Emotional Support to Scholars and Staff**: The social and emotional health of our staff, scholars and families is important to us, and we will continue to provide a menu of options and events for stakeholders to receive information and support.

• **Making Financially Responsible Decisions**: Our Board and Network staff will continue to analyze the fiscal environment to forecast the impact of COVID-19 on the budget and develop fiscally responsible decisions to ensure continuity of operations.
Survey Results from Parents

- Calendar Option
- Instructional Model
- Feedback
Option 1

Keep the 2021 calendar the same with a scholars reporting August 5th and end date of May 25th
Change the 2021 Calendar with a virtual jump start for the week of August 24th and a school start date of September 8th. The jump start includes an orientation and training for scholars about virtual learning and the virtual learning platform.
Instructional Preference

- Face to Face: 42%
- Virtual: 20%
- Hybrid: 32%
- Unsure: 5%
HYBRID OPTION 1:
A/B Block 2 Day Rotation
(8 days of in-school instruction)

![Pie chart showing percentages of responses:]
- Yes: 27%
- No: 17%
- Unsure: 56%
HYBRID OPTION 2:
A/B Block 10 Day Rotation
(10 days of in-school instruction)

[Diagram with pie chart showing percentages]
- Yes: 38%
- No: 26%
- Unsure: 36%
Three major themes revealed from the feedback section of the survey

- Consider safety first
- COVID-19 Spike in Numbers
- Parent work schedules
Preference for the instructional model for the 2021 school year

- 44% Face to Face
- 44% Virtual Learning
- 6% Hybrid Learning
- 6% Unsure
HYBRID OPTION 1: A/B Block 2 Day Rotation (8 days of in-school instruction)

- Yes: 47%
- No: 17%
- Unsure: 36%
Employee Feedback

HYBRID OPTION 2: A/B Block Every Other Day Rotation (10 days of in school instruction)

- Yes: 56%
- No: 35%
- Unsure: 19%
Proposed Instructional Models

• What are the proposed instructional models?
• What are the critical considerations for determining the network’s reopening instructional model(s)?
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Critical Considerations

Resources
(funding, equipment, staff)

Instructional Models:
- All Face-to-Face Learning at School
- All Virtual Learning at-Home
- Hybrid: Face-to-Face Learning at School and Virtual Learning at-Home

Data
(Pandemic Data, Parent/Employee Survey)

Guidelines
(GaDOE, CDC, GaDPH, DCBOH, FCBOH)

Community Collaboration
(TaskForce, GCSA, Metro, State, and National)

What are the critical considerations for determining the Network’s reopening instructional model(s)?
<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
<th>Risk Level</th>
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<tbody>
<tr>
<td>Face to Face</td>
<td>Scholars will return to traditional face to face model with social distancing and ongoing disinfecting expectations in place</td>
<td>Low</td>
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<tr>
<td>Hybrid</td>
<td>Scholars participate in a blended model, alternating between face to face and virtual learning with all Wednesdays being at home virtual learning for scholars.</td>
<td>Moderate</td>
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<tr>
<td>Virtual</td>
<td>Scholars will remain at home to engage in teaching and learning. All non-instructional positions will be repurposed to provide an additional layer of support</td>
<td>High</td>
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<tr>
<td>Benchmark Data</td>
<td>Instructional Delivery Implications</td>
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<td>Surge of COVID-19 cases in Dekalb and Atlanta City</td>
<td>All grades virtual learning</td>
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<tr>
<td>Consistent Number of COVID-19 Cases in Dekalb and Atlanta City</td>
<td>All grades Hybrid Model M/T (Group A) Face to Face and W/Th/F Virtual Th/F (Group B) Face to Face and M/T/W Virtual</td>
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<td>There is a steady decline in the number of COVID-19 cases in Dekalb &amp; Atlanta City</td>
<td>All scholars traditional face to face with proper precautions</td>
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<td>There is a school-based staff member or scholar who tests positive for COVID-19</td>
<td>School group or class will transition to Virtual Learning</td>
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<tr>
<td>There is a school-based staff member or scholar who is exhibiting the symptoms of COVID-19</td>
<td>Staff or scholar shall be immediately isolated and immediately follow the guidance from the GaDOH and CDC</td>
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Parent Choice

• Based on the data, we will offer the parents a choice of the following instructional models:

  • Hybrid Model (Yellow)
    • Group 1 Monday & Tuesday (Face to Face) Wednesday-Friday (Virtual)
    • Group 2 Monday & Tuesday (Virtual) Wednesday-Friday (Face to Face)

• Virtual Model (Red)
Know the difference between cleaning, disinfecting, and sanitizing

- **Cleaning** removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

- **Sanitizing** lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

- **Disinfecting** kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.
# Safety Protocols, Processes & Procedures

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| A protocol will be established for nonessential visitors (e.g. The number of visitors in the building at one time, etc.). | - No more than 10 visitors at a time  
- Establish guidelines for virtual and physical meetings  
- Establish a protocol for visitors, call the front office before entering staff will screen visitors, requesting use of face covering/mask, etc. Restrict non essential visitors & volunteers  
- Establish a protocol for scholar arrival/dismissal. Provide marked spacing & directions for arrival and dismissal |
| Post and display signage throughout the school explaining the network’s healthy school environment requirements. | - Safety signage will be posted throughout the school to ensure that it is visible to all school staff, scholars & visitors                                                                                      |
| Develop a protocol to ensure that building is properly sanitized between classes and at the end of the school day. | - Train custodial/maintenance staff on cleaning protocol prior to August  
- Deep clean and disinfect building prior to August  
- Ensure custodians clean areas every hour giving special attention to high-use areas: restrooms, cafeteria, front office, clinic, door handles, etc. |
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<td>Equip school staff and clinics with medical supplies and PPE for healthcare providers (masks, face-shields, disposable gowns, gloves, and isolation trash cans). Ensure daily disinfecting and temperature scanning.</td>
<td>• Maintain a fully equipped clinic to meet the needs of scholars and staff will require consultation with the Board of Health. • Designate an isolation/sick room in the school to remove sick/exposed individuals from the school population based on CDC guidelines.</td>
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<td>Provide monthly deep cleaning and disinfecting in clinic by a professional service.</td>
<td>• All custodial staff will be trained by a company that will provide guidance/procedures on how to effectively clean and sanitize the facilities.</td>
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<td>Provide teachers/staff with protective equipment (mask, gloves, hand sanitizer, wipes etc)</td>
<td>• Install plexiglass barriers at each reading center table and each office</td>
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# Scholar Support Services

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| Create a criteria for tracking attendance for scholars who are virtual and a protocol for wellness checks. | • Collaborate with Virtual Learning Consultant and establish guidance for daily attendance for a virtual environment based on research and attendance law.  
• Establish a team of network leaders to partner with Safety and Security to conduct wellness/home visits based on the attendance protocol. |
<p>| Update the Scholar/Parent Handbook to reflect the IPA Expectations for Digital/Virtual Learning (Dos / Don’ts). | • Departments are making the necessary updates to the handbook to accommodate for instruction in the virtual learning environment and to make the handbook available electronically. |
| Conduct all training for all staff members on synchronous and asynchronous environments | • Staff members will be trained July 22nd-August 3rd on synchronous and asynchronous teaching and learning |</p>
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<td>Implement the Ivy Pearl Girl Learning Beyond the Classroom (IPGLBC) Chromebook deployment.</td>
<td>● All scholars in Grade K to 8 will receive an electronic device for at-home distance learning.</td>
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<td>● All K-2 scholars will be assigned a tablet for virtual learning at home.</td>
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<td>Continue to implement the IPGLBC non-negotiables and network expectations document.</td>
<td>● This document addresses the expectations for proper and responsible use of the chromebooks, Google Classroom Suite, and available technology supports.</td>
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<td>Provide training and support to all stakeholders for effectively implementing the IPGLBC expectations.</td>
<td>● Create and deliver training modules for school administrators, teachers, scholars, and parent liaisons/parents to ensure effective use of the technology/devices and Google Classroom Suite.</td>
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<td>Make breakfast and lunch available to all scholars following the</td>
<td>• Ensure breakfast and lunch meals are served to all scholars each school day (face-to-face instruction or virtual learning at home).</td>
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<td>National School Breakfast, National School Lunch, and After School</td>
<td>• Scholars will practice social distancing as they transition to the cafeteria to pick up their meals.</td>
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<td>Snack Program Guidelines for Child Nutrition Programs.</td>
<td>• Scholars will eat all meals in the classroom or cafeteria</td>
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<td>Develop a process for serving breakfast and lunch within the</td>
<td>• Each school’s nutrition team will be responsible for producing its own hot and cold breakfast and lunch meals for distribution to the community.</td>
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<td>community and via the Grab and Go Process.</td>
<td>• Breakfast and lunch meals will be packed simultaneously and ready for pick up by 8:30 am. Monday through Friday.</td>
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<td>• Parents will pick up breakfast and lunch meals from the school</td>
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## Curriculum & Instruction

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| Conduct Summer Professional Learning for Teacher Leaders (e.g. grade level chairs, content leads) to provide site-based training during pre-planning and throughout the school year. | Focus of the training for summer & pre-planning will include:  
  - Effectively teaching in a virtual environment; maintaining rigor, relevance and scholar engagement  
  - Addressing the scholars’ learning loss using an accelerated approach |
| Administer beginning of the year (BOY) diagnostic assessments (e.g. iReady, MAP, STAR) to measure the amount of learning loss to guide instructional decision-making and acceleration. | BOY Diagnostics: Ensure scholars are rostered and have access to online assessments  
  - Ensure electronic devices are disinfected in between each administration |
| Develop and implement an instructional guide for full-time virtual learning and for the blended learning instructional models. |  
  - Include guidance for planning, lesson design and lesson delivery for virtual learning  
  - Provide expectations for Grading, the Daily/Weekly Schedule and participation |
What’s Next?

• Complete the instructional preference survey by **JULY 10TH**

• Final decisions will be made by the governing board this month

• Update your contact information with the Admissions’ Team enroll@ivyprepacademy.org

If you have questions, please email me at cnichols@ivyprepacademy.org