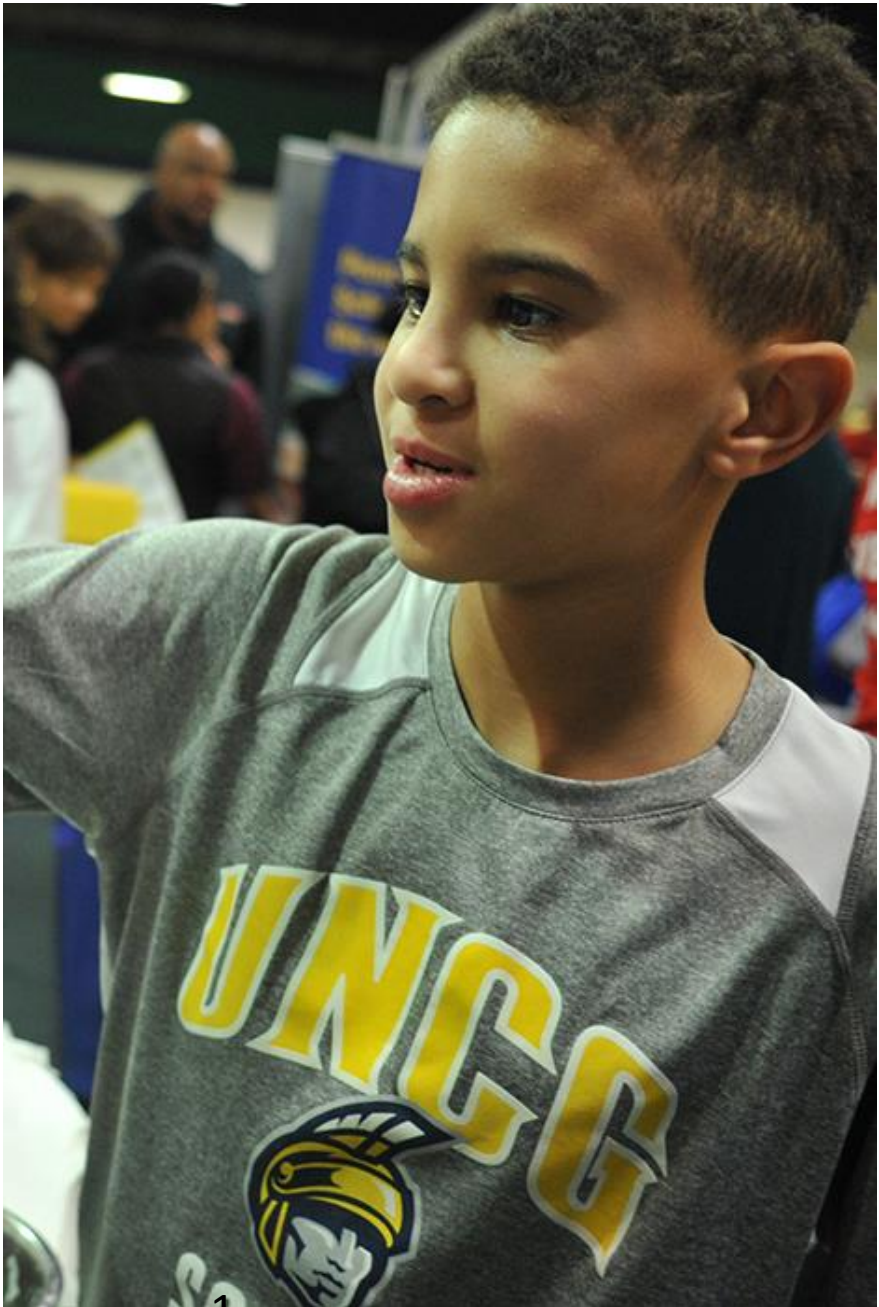# REOPEN, RECONNECT & STAY SAFE

OPENING OF SCHOOLS 2020

1

Presentation Overview
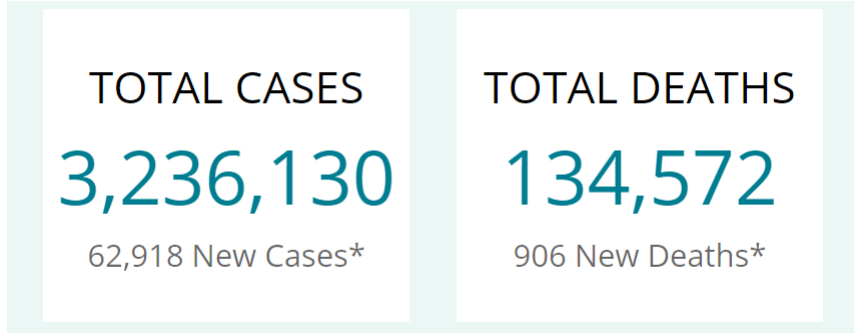
❖International Trends and Reentry Goals

❖Implications for Planning

❖Health and Wellness

❖Devices and Connectivity

❖Equity and Reopening Options

❖Academic Planning and eLearning Virtual Academies

❖Calendar Considerations and Flexible Implementation

❖Recommendations and Next Steps

❖Operational Plans and Communication

❖Questions & Discussion

GUILFORD County Schools

News Headlines

Maryland suspends football workouts after nine test positive for coronavirus

4 North Carolina A&T student-athletes test positive for COVID-19

Health officials worried over rise of coronavirus cases

TOTAL CASES	TOTAL DEATHS
3,236,130	134,572
62,918 New Cases*	906 New Deaths*

Florida Reports 15,300 New Coronavirus Cases, Highest Single-Day Total in the Nation

North Carolina Travelers to Northeastern States Required to Quarantine for Two Weeks

Report: South Carolina ranks 3rd in the world for worst coronavirus outbreaks

1,908 new COVID-19 cases reported in NC Sunday

New coronavirus cluster emerges at Charlotte daycare, 11 children test positive

Cases of COVID-19 complication deadly to kids found in SC, with 1,952 new positive tests

Friday night lights could go out in Texas as coronavirus threatens high school football

85 kids, counselors infected with coronavirus in YMCA camp outbreak, GA officials say

City of Atlanta returns to Phase I COVID-19 status

Clemson football: 14 players test positive for coronavirus; 37 total cases

Teachers in same Arizona classroom all get coronavirus, 1 dies

GUILFORD County Schools

NC State athletics has positive coronavirus cases

News Headlines

- **Health officials worried** over rise of coronavirus cases (NPR News)

- **NC: 1,908 new COVID-19 cases** reported in NC Sunday, July 12th (News Observer)

- **Florida Reports 15,300 New Coronavirus Cases**, Highest Single-Day Total in the Nation (Newsweek)

- **85 kids, counselors infected with coronavirus in YMCA** camp outbreak, GA officials say (Macon News)

- **New coronavirus cluster emerges at Charlotte daycare, 11 children test positive** (Charlotte Observer)

- **Cases of COVID-19 complication deadly to kids** found in SC, with 1,952 new positive tests (The State)

- **South Carolina ranks 3rd in the world** for worst coronavirus outbreaks (WBTV 13)

- **Coronavirus death toll in U.S. increases** as hospitals in hot-spot states are overwhelmed (Washington Post)

- **North Carolina Travelers to Northeastern States Required to Quarantine** for Two Weeks (Ny Times)

- **City of Atlanta returns to Phase I** COVID-19 status (Charlotte Observer)

- **Teachers in same Arizona classroom all get coronavirus, 1 dies** (NY Post)

- **Clemson football: 14 players test positive for coronavirus; 37 total cases** (CBS News)

- **Friday night lights could go out** in Texas as coronavirus threatens high school football (NBC News)

- **Minor League Baseball cancels 2020 season** (MLB News)

- **NC State athletics has positive coronavirus cases** (Raleigh News)

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School Reopening Around the World

Thailand

Japan

Germany

Spain

South Africa
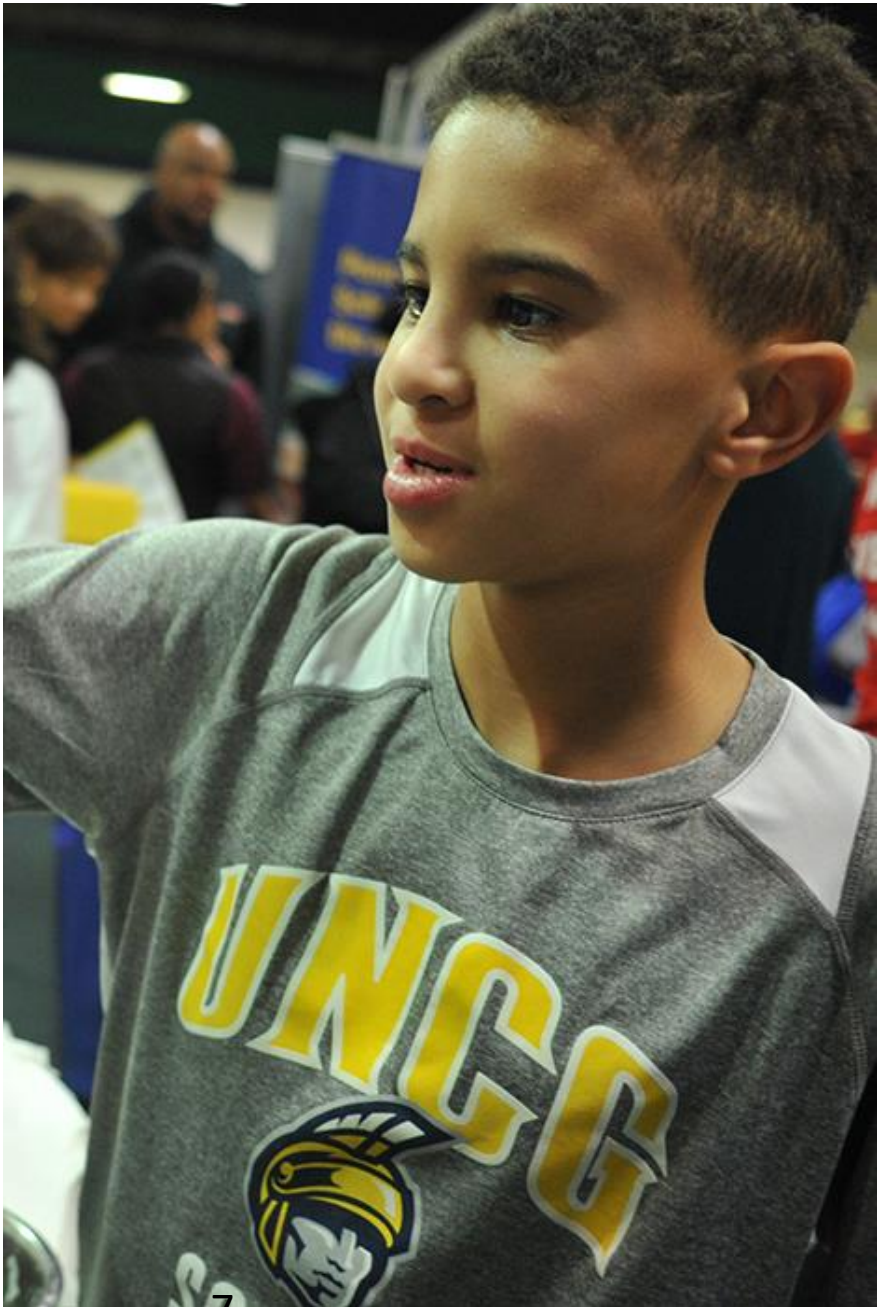
Scotland

Vietnam

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GCS Reopening Goal

To serve the largest number of students for the greatest amount of time while keeping students and staff healthy and safe
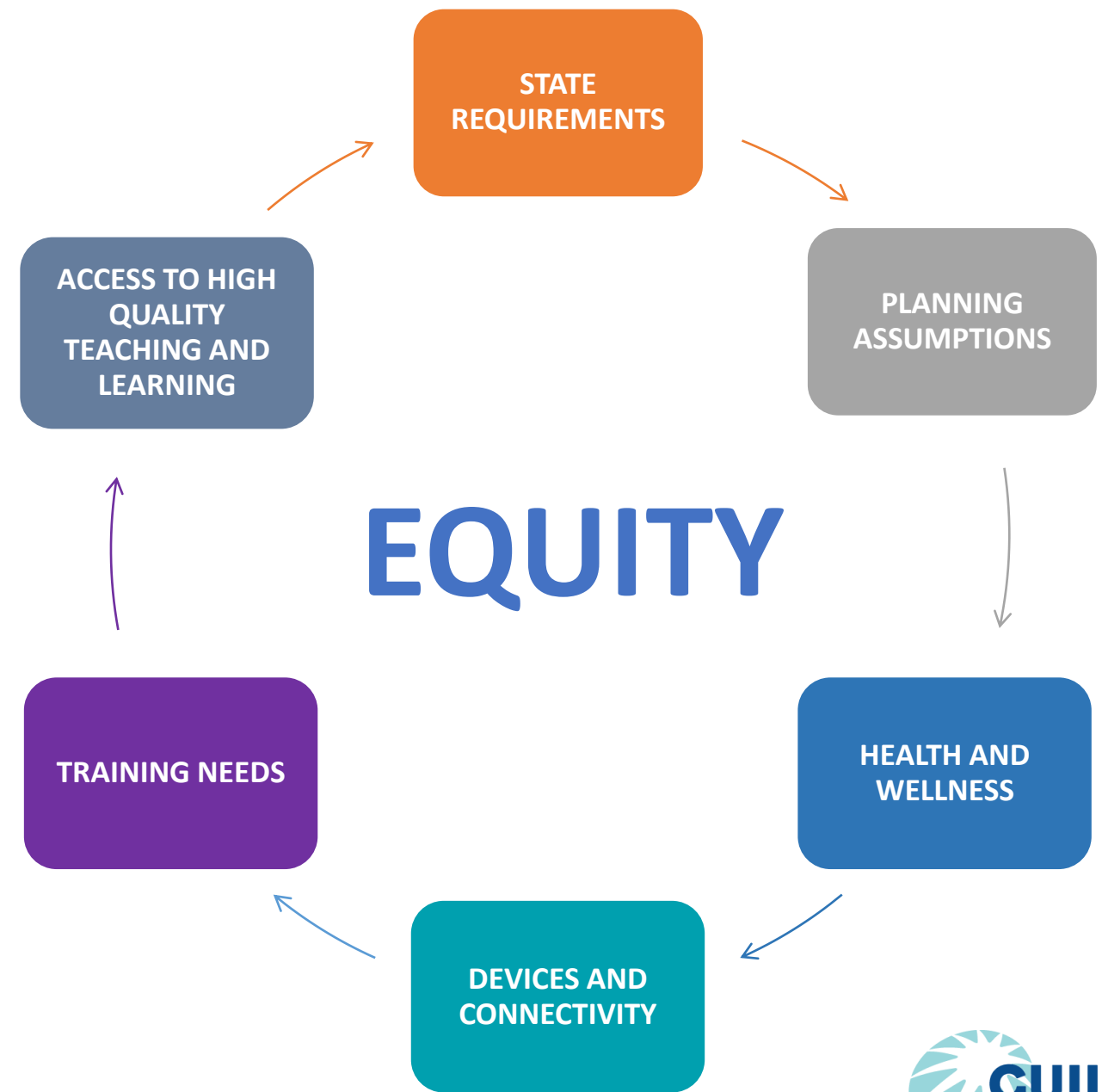
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REOPEN, RECONNECT & STAY SAFE
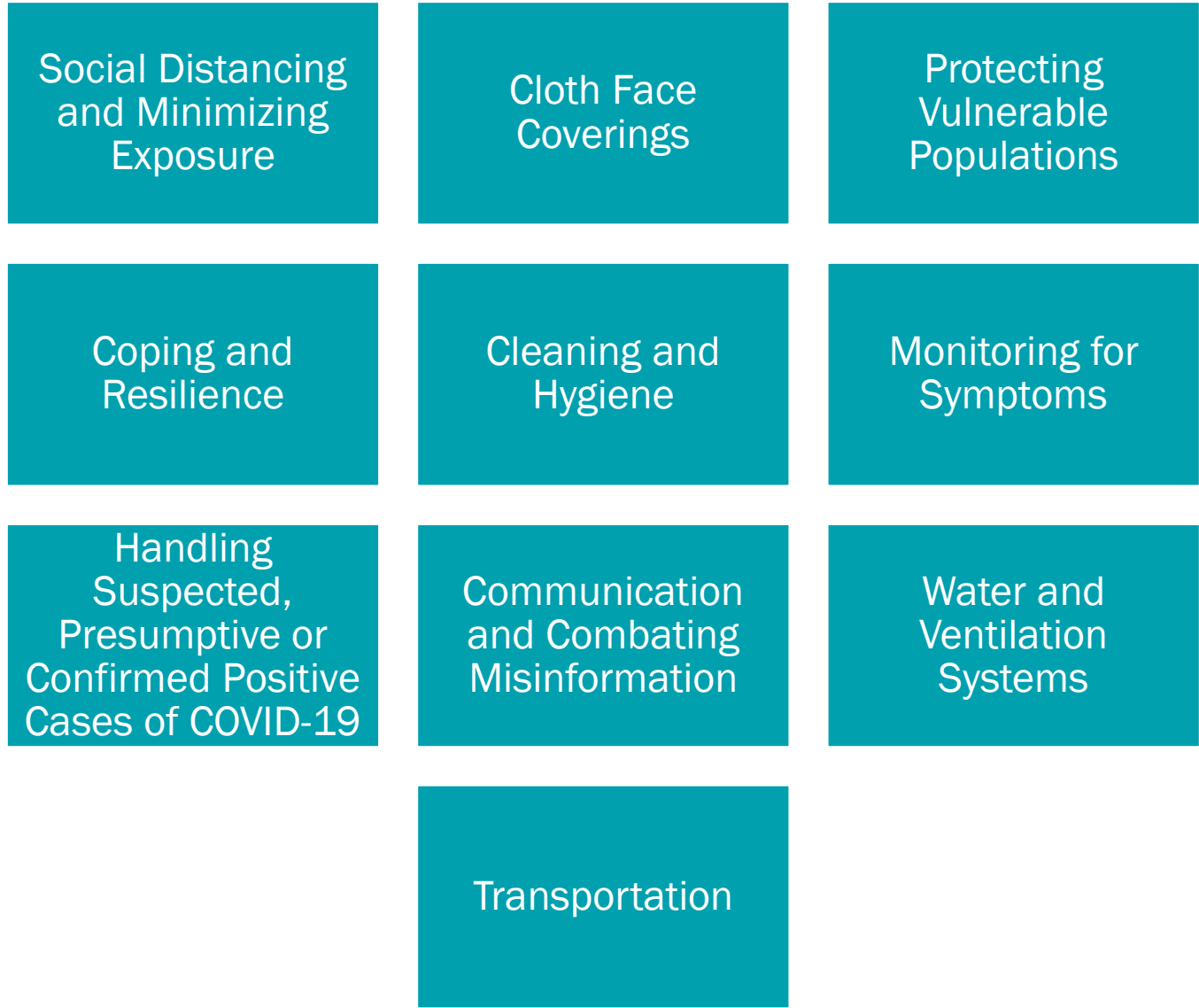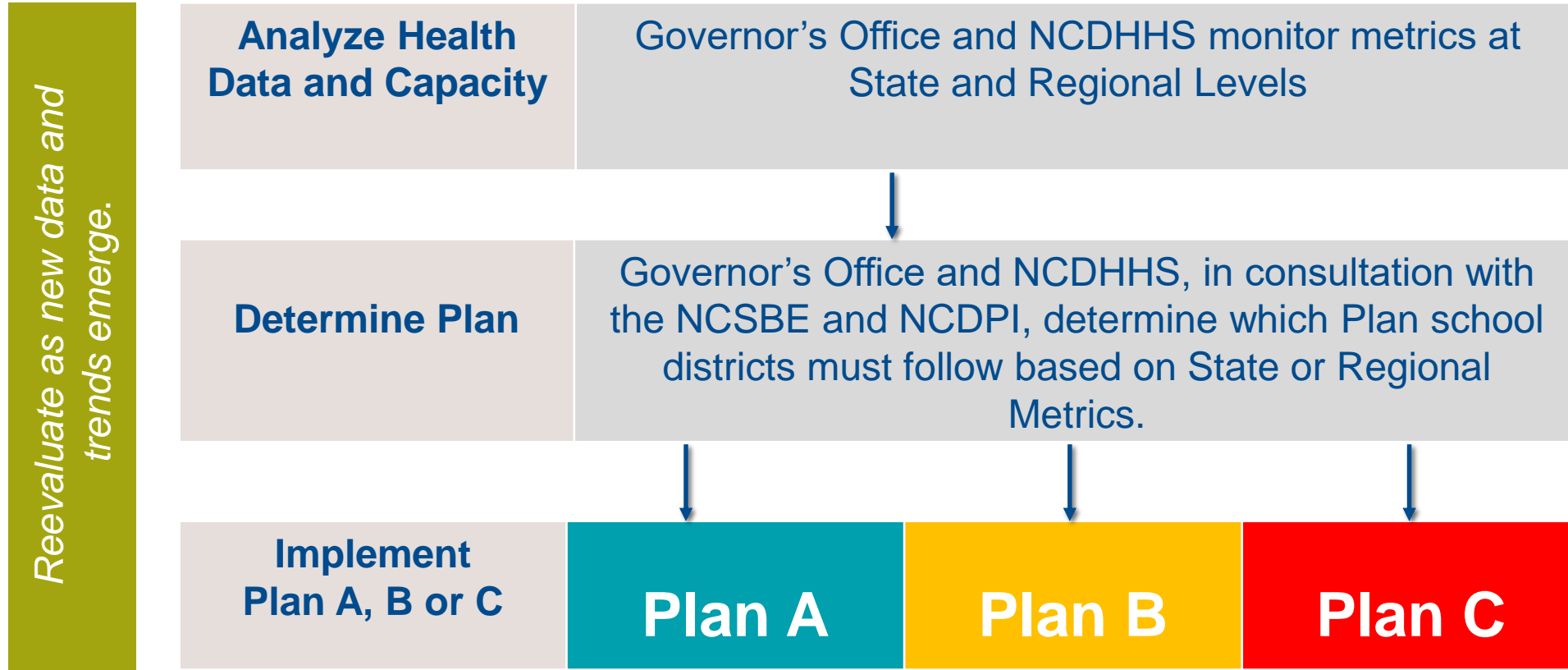
IMPLICATIONS FOR PLANNING

Reopening Plans - Three Options

Lighting Our Way Forward: North Carolina's Guidebook for Re-Opening Public Schools - June 2020

COVID-19 REOPENING PLANS	School Facilities and Students	Health Precautions *	Teaching and Learning	Scheduling Options
REOPENING PLAN A *Minimal Social Distancing*	Open All students in school at same time	Enhanced health protocols See NCDHHS requirements and recommendations	Traditional with preparation for Blended Learning	Change within day, see below
REOPENING PLAN B *Moderate Social Distancing*	Open Limit density in facilities to no greater than 50% maximum occupancy	Enhanced health protocols See NCDHHS requirements and recommendations Increased requirements in addition to Plan A	Blended Learning for all	Multiple options, see below
REOPENING PLAN C *Remote Learning*	Closed No students in school facilities	N/A All at home	Remote Learning for all	Full change to Remote Learning

Social Distancing and Minimizing Exposure

Cloth Face Coverings

Protecting Vulnerable Populations

Coping and Resilience

Cleaning and Hygiene

Monitoring for Symptoms

Handling Suspected, Presumptive or Confirmed Positive Cases of COVID-19

Communication and Combating Misinformation

Water and Ventilation Systems

Transportation

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Reopening Schools – Decision Tree

Reevaluate as new data and trends emerge.

Analyze Health Data and Capacity	Governor's Office and NCDHHS monitor metrics at State and Regional Levels
Determine Plan	Governor's Office and NCDHHS, in consultation with the NCSBE and NCDPI, determine which Plan school districts must follow based on State or Regional Metrics.
Implement Plan A, B or C	**Plan A** **Plan B** **Plan C**

GUILFORD County Schools

11

Planning Assumptions

There will still be active cases of COVID-19 in Guilford County and GCS when schools open as well as throughout the 2020/21 school year.

A vaccine will not be developed, tested and approved in time to impact the 2020-21 school year.

GCS employees, particularly teachers and others who work closely with students daily, may be most at risk for COVID-19;

People of color and those living in poverty are disproportionately affected by COVID-19; the majority of GCS students fall into both of these categories. GCS has large numbers of employees in these categories as well.

There may be multiple "waves" of virus outbreak and changing guidance from county health officials which will require ongoing flexibility as classrooms, buildings or schools close, reopen and close again.

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County Schools

Planning Assumptions

There will be a cost in dollars, time, supplies and increased operational friction to reduce the risk of transmission.

There will be parents who will want an alternative to on-campus instruction for part, or the entirety, of the crisis.

Certain non-core functions of the district may be curtailed, postponed or eliminated. GCS costs are going up and may be higher than in previous years due to COVID-19; GCS has not received adequate funding at the local, state or federal level to meet all of the requirements and guidelines.

There will be an outbreak of COVID-19 in GCS that that will require at least a temporary school closure for one or more schools.
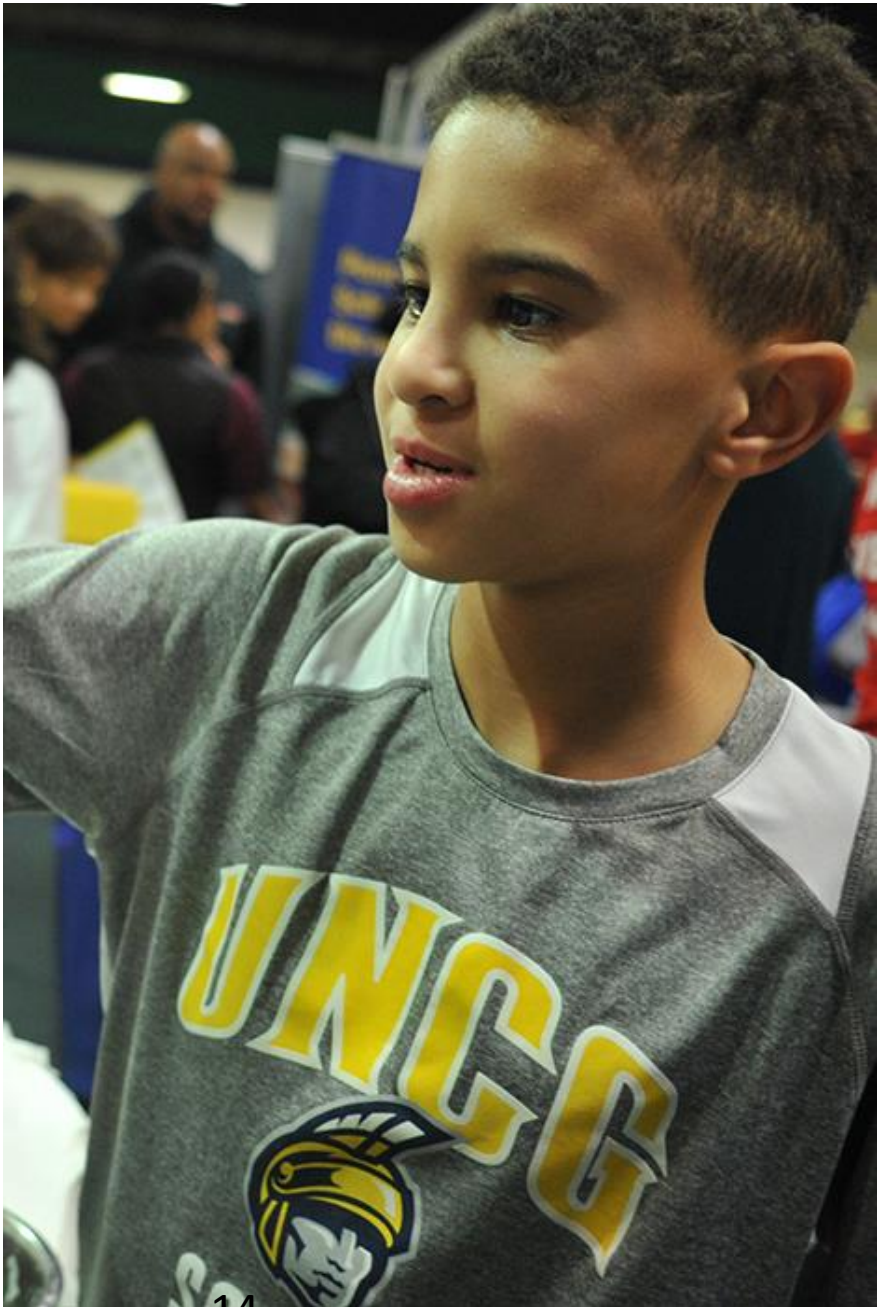
Schools may need to quickly pivot between delivery models as the COVID risk changes. GCS may not be able to offer a traditional instructional program.

REOPEN, RECONNECT & STAY SAFE

HEALTH AND WELLNESS
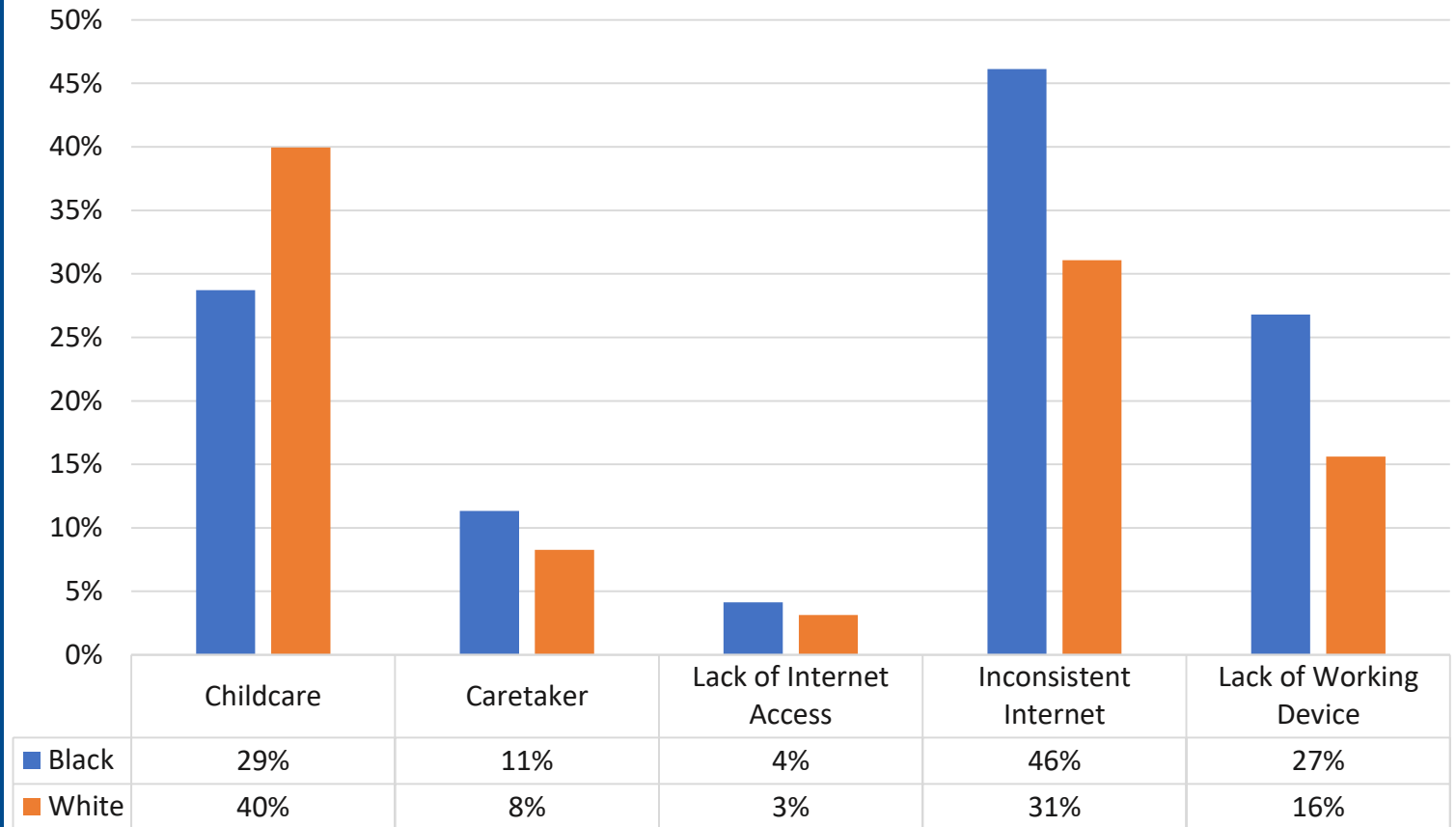
Employee Survey: Teacher Responses

Challenges to Working Remotely

- One-third (34%) of teachers working remotely reported having challenges.

	Childcare	Caretaker	Lack of Internet Access	Inconsistent Internet	Lack of Working Device
■ Black	29%	11%	4%	46%	27%
■ White	40%	8%	3%	31%	16%

GUILFORD County Schools

Employee Survey: Teacher Responses

Level of Comfort Returning to the Work Site

- Overall, 32% responded they were either *very comfortable* or *comfortable returning to the work site.*

- Nearly one-third (30%) responded *not comfortable.*

■ Very Comfortable	14%
■ Comfortable	18%
■ Somewhat Comfortable	37%
■ Not Comfortable	30%

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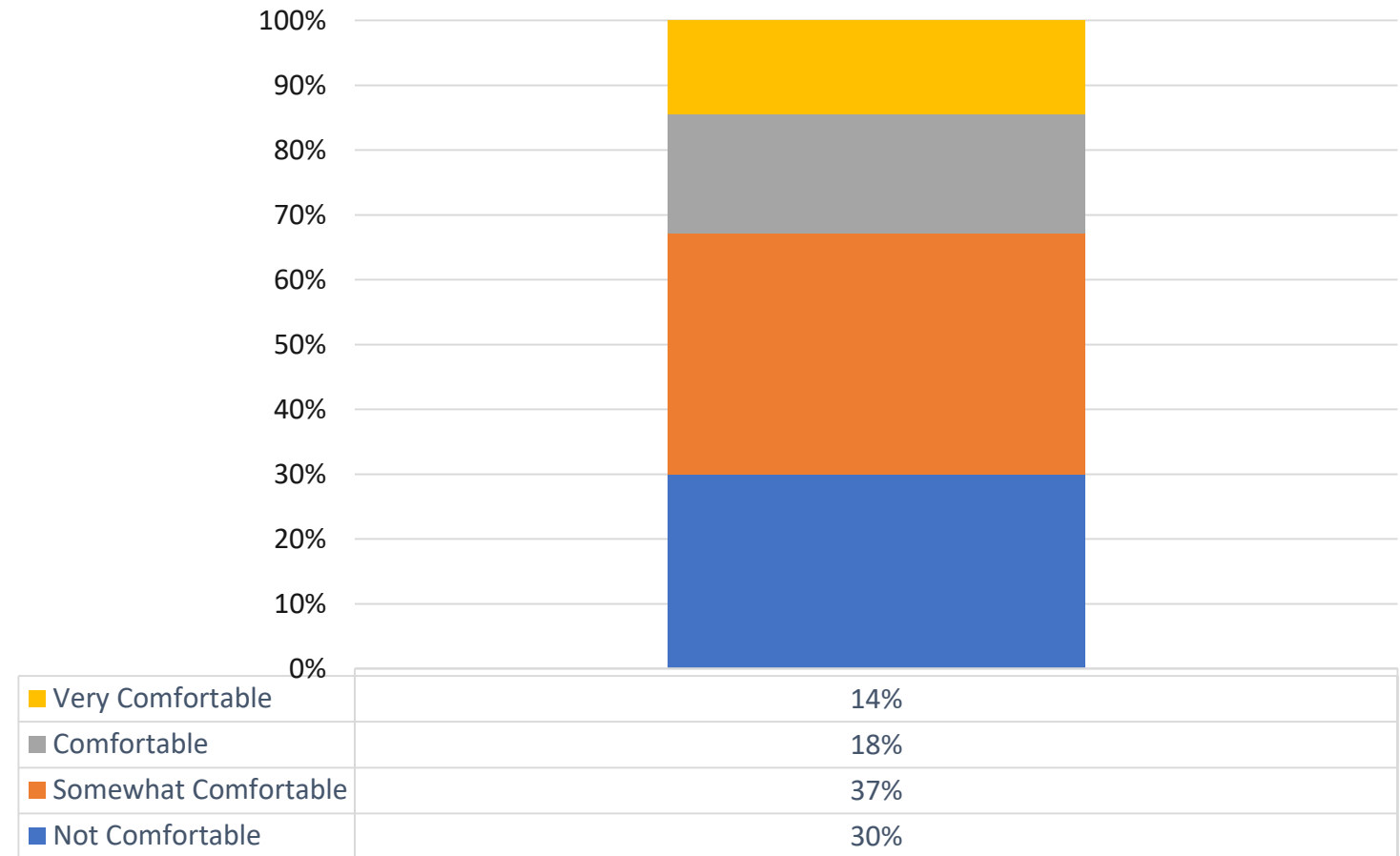
Employee Survey: Teacher Responses

Level of Comfort Returning to the Work Site by Race

More than one-third (39%) of white teachers were either *very comfortable* or *comfortable* returning to their work site compared to only 21% of Black teachers

Black teachers were almost twice as likely to report they were *not comfortable* returning to their work site compared to white teachers
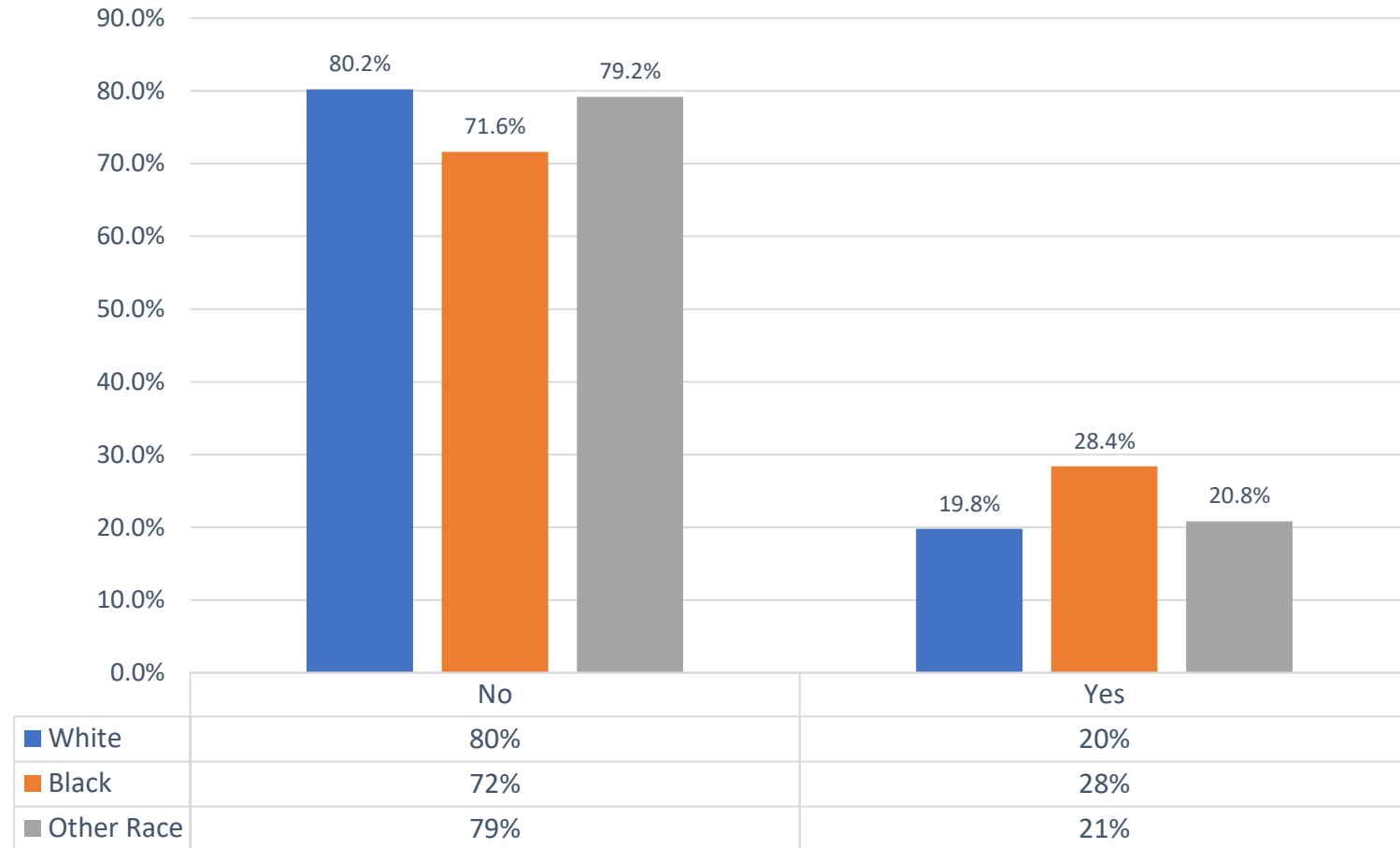

	Black	White
🟨 Very Comfortable	8%	18%
⬜ Comfortable	13%	21%
🟧 Somewhat Comfortable	35%	38%
🟦 Not Comfortable	44%	23%
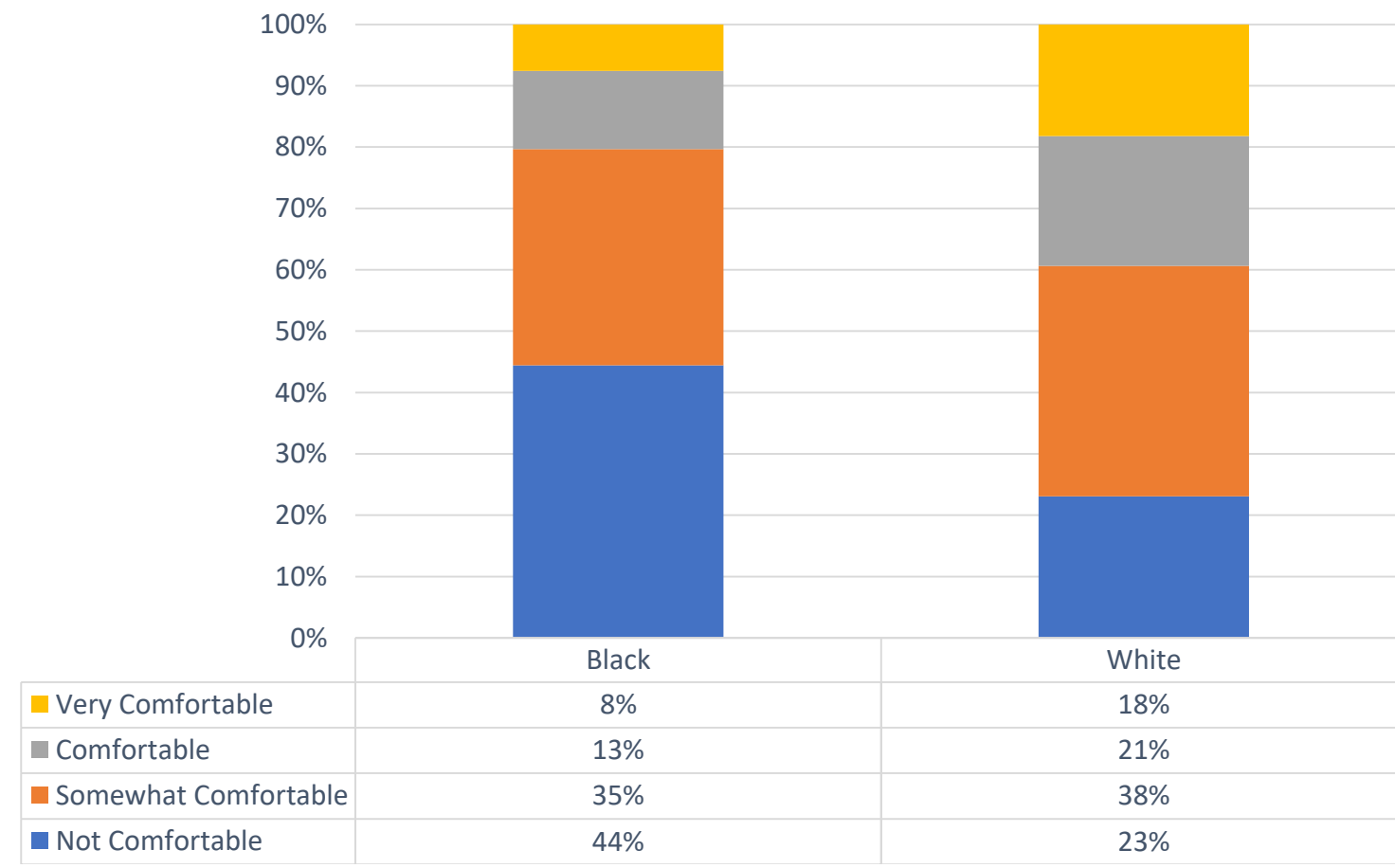
Employee Survey: Teacher Responses

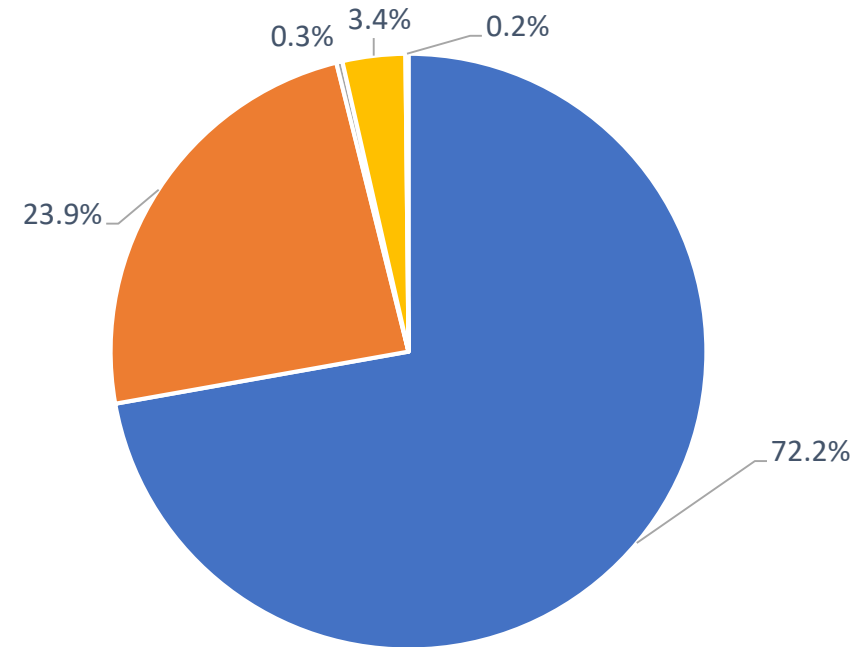## 23% of Teachers Report Having at Least One COVID-19 Risk Factor

Teachers Having at Least One COVID-19 Risk Factor by Race

	No	Yes
White	80%	20%
Black	72%	28%
Other Race	79%	21%

Chart data labels: White No 80.2%, Black No 71.6%, Other Race No 79.2%, White Yes 19.8%, Black Yes 28.4%, Other Race Yes 20.8%

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Teacher Re-entry Survey Results

Teachers Plans for Re-entry in the Fall of 2020-21

- 0.3%
- 3.4%
- 0.2%
- 23.9%
- 72.2%

- ■ Willing to Teach Face to Face If Protected Measures are in Place

- ■ Desire to Teach Virtually (Based on Survey Results, Open-Ended Responses, and Follow-up Email Requests to Amend)

- ■ Plan on Retiring

- ■ Plan on Extending their Leave of Absence

- ■ Do Not plan to Return to Teaching

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Teacher Re-entry Survey Results

Conditions Under Which Teachers Feel Most Comfortable Returning to the Classroom

Condition	Percentage
Hand Sanitizer Dispensers in Schools	76.4%
Daily Sanitizing of School Buildings	73.9%
Social Distancing of Parents, Community Members, and...	73.4%
Social Distancing of Students, Teachers and Staff	73.4%
A Limited of Number of Students in my Classroom, Allowing...	71.3%
Require Teachers and Staff to Wear Face Masks or Coverings	67.8%
Limited Traffic Patterns in Halls and Bathrooms	66.4%
Require Middle and High School Students to Wear Face...	54.7%
Require Students/Families to Complete Daily Forms...	54.0%
Weekly Sanitizing of School Buildings	49.6%
Require Elementary Students to Wear Face Masks or...	47.8%

GUILFORD County Schools

Age Group Categories of Employees

Bus Drivers		
Total	533	
18-24	4	0.8%
25-49	164	30.8%
50-64	261	49.0%
65-74	95	17.8%
75+	9	1.7%

Classified Employees		
Total	3540	
18-24	156	4.4%
25-49	1499	42.3%
50-64	1589	44.9%
65-74	262	7.4%
75+	34	1.0%

Licensed Employees		
Total	5994	
18-24	202	3.4%
25-49	4140	69.1%
50-64	1555	25.9%
65-74	91	1.5%
75+	6	0.1%

Age Category	# of Employees	% of Employees
18-24	362	3.6%
25-49	5803	57.6%
50-64	3405	33.8%
65-74	448	4.5%
75+	49	0.5%

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Arrival and Departure	General Safety Practices	Common Areas	Learning Areas	Visitors and Volunteers
Designate multiple entry/exit points	Implement social distancing in offices, learning areas, health room, hallways	Provide meals in classroom and ensure social distancing for all	Establish social distancing with desks 6ft or more apart and reduce seating in classrooms	Accept appointment only from visitors
Conduct entry point for temperature check	Ensure persons age 11 and over wear a mask	Limit number of students in restrooms	Limit sharing of resources	Limit in person collaboration with groups or agencies
Provide transportation with fewer students on buses	Establish hallway and stairwell traffic flow with directional signs and social distancing signs	Provide a health room for nurses/ staff to provide medical attention if needed to sick and assist well children	Establish cohort instructional options	Create plan for substitute teachers
Stagger enrollment/entry for students and staff	Post safety signage	Revise break and congregation areas	Create opportunities for virtual conferences between staff and families	Record health and safety videos for students, staff, and community

Health and Wellness Protocols

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Social and Emotional Supports

Maintain safe and supportive environments for staff and student emotional wellness

Trauma-informed strategies for students

Re-entry transition planning to support students and staff returning to school

Student and staff check-ins for emotional health

Maintain hotline for students and families in crisis with trained support staff

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Health and Wellness Training

Cleaning workspaces

How to wear a mask

How to follow social distancing procedures

Protocols for entering and exiting schools

Procedures for screening

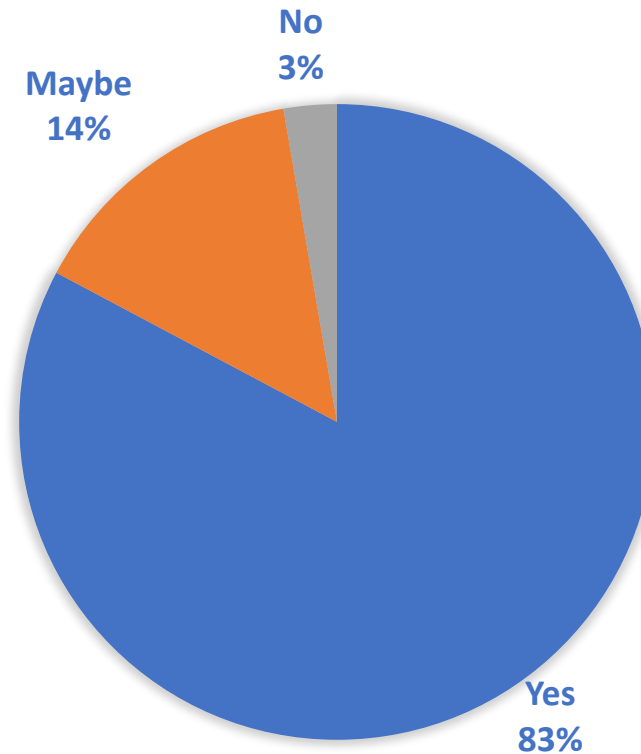Training practice for teachers prior to re-entry

Training opportunities for students and parents

Teachers move throughout building rather than students transitioning

GUILFORD County Schools

Preliminary Parent Survey Data

Children Returning to School

Plan to Return Students to GCS

No
3%

Maybe
14%

Yes
83%

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County Schools

Preliminary Parent Survey Data

Children Returning to School

Conditions that Improve Comfort with Children Returning to School

Bar chart data:
- Student Mask: 60%
- Staff Mask: 63%
- Social Distancing: 66%
- Transportation: 27%
- Limited # of Students: 56%
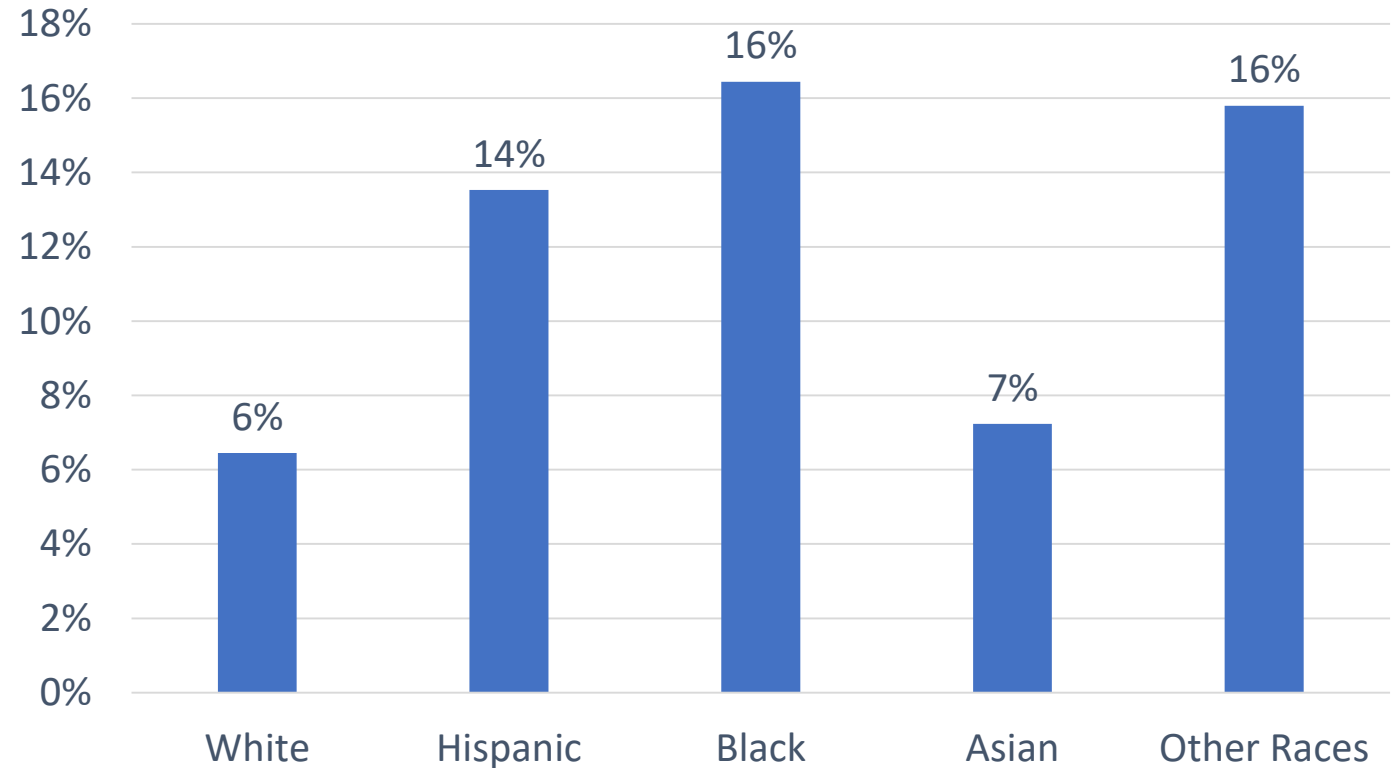- Sanitize Bldg: 83%

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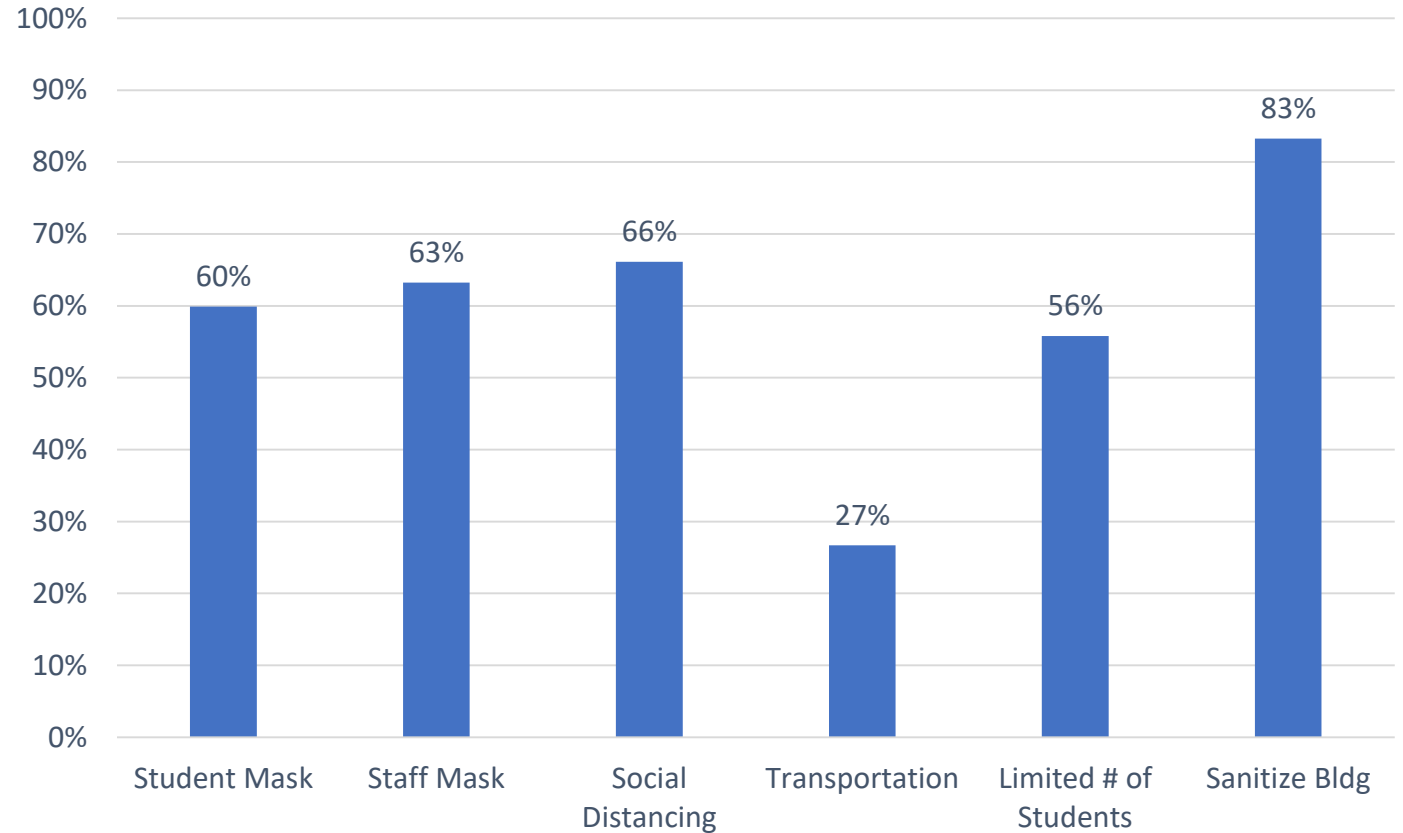
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DEVICES AND CONNECTIVITY
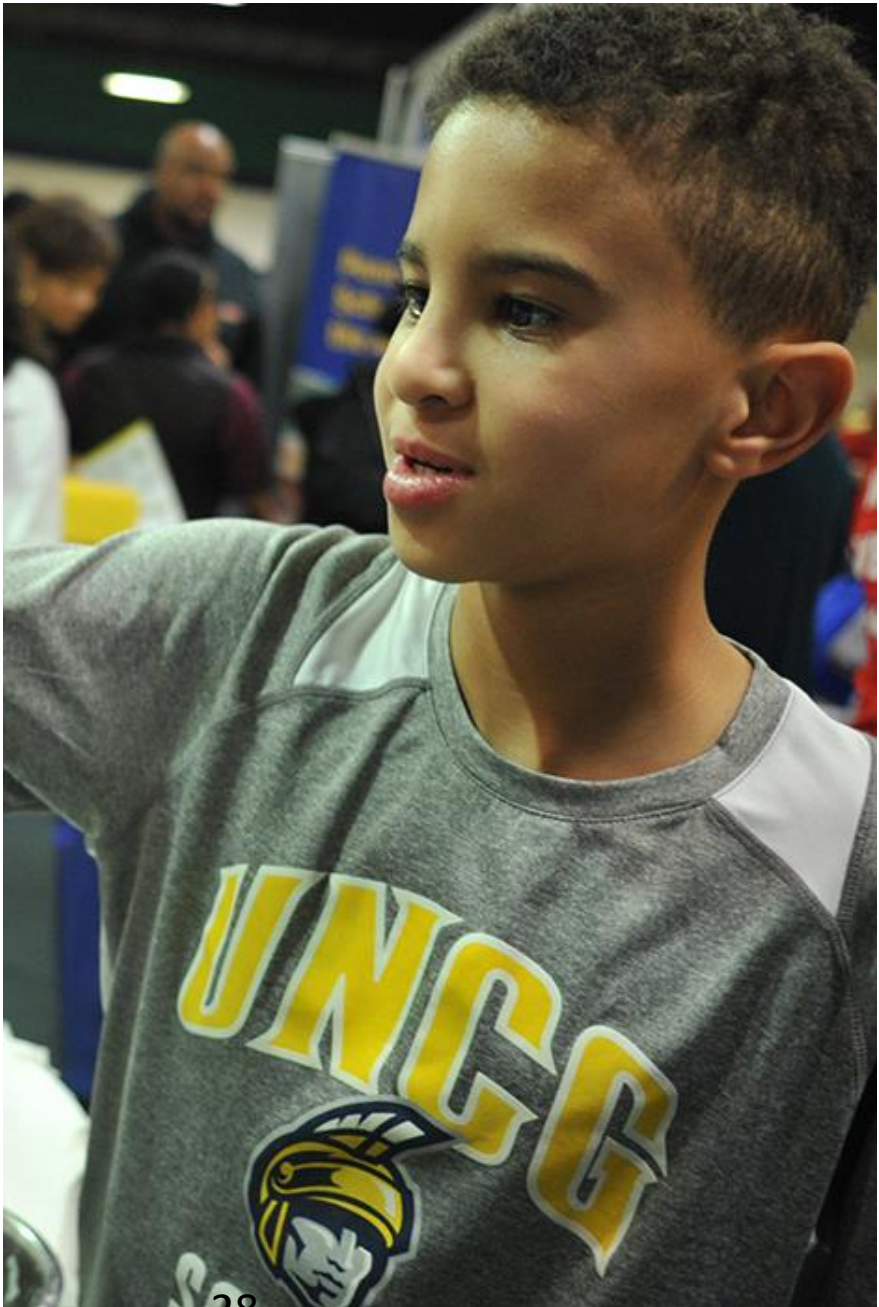
Preliminary Parent Survey Data

Broadband Access

- 12% of GCS Families Do Not Have Access to High Speed/Broadband Internet.

- Black and Hispanic Students Disproportionally Access the Internet through Cell Phone Hot Spots.

% of Homes without High Speed/Broadband Internet

	White	Hispanic	Black	Asian	Other Races
	6%	14%	16%	7%	16%

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Communities without Broadband Connectivity

	% of Households without Broadband	National Ranking
Winston-Salem	22.52%	58
Greensboro	**18.75%**	**118**
High Point	**15.85%**	**203**
Fayetteville	**12.4%**	**304**
Durham	**10.23%**	**385**
Charlotte	10.21%	388
Raleigh	9.42%	414

Source: National Digital Inclusion Alliance, 2018

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Communities without Broadband Connectivity

	% of Households without Broadband
Winston-Salem Metro	23%
Cumberland County	18.6%
Guilford County	**18.1%**
Charlotte-Mecklenburg	14.6%
Durham County	14.6%
Wake County	7.6%

Source: 2018 American Community Survey

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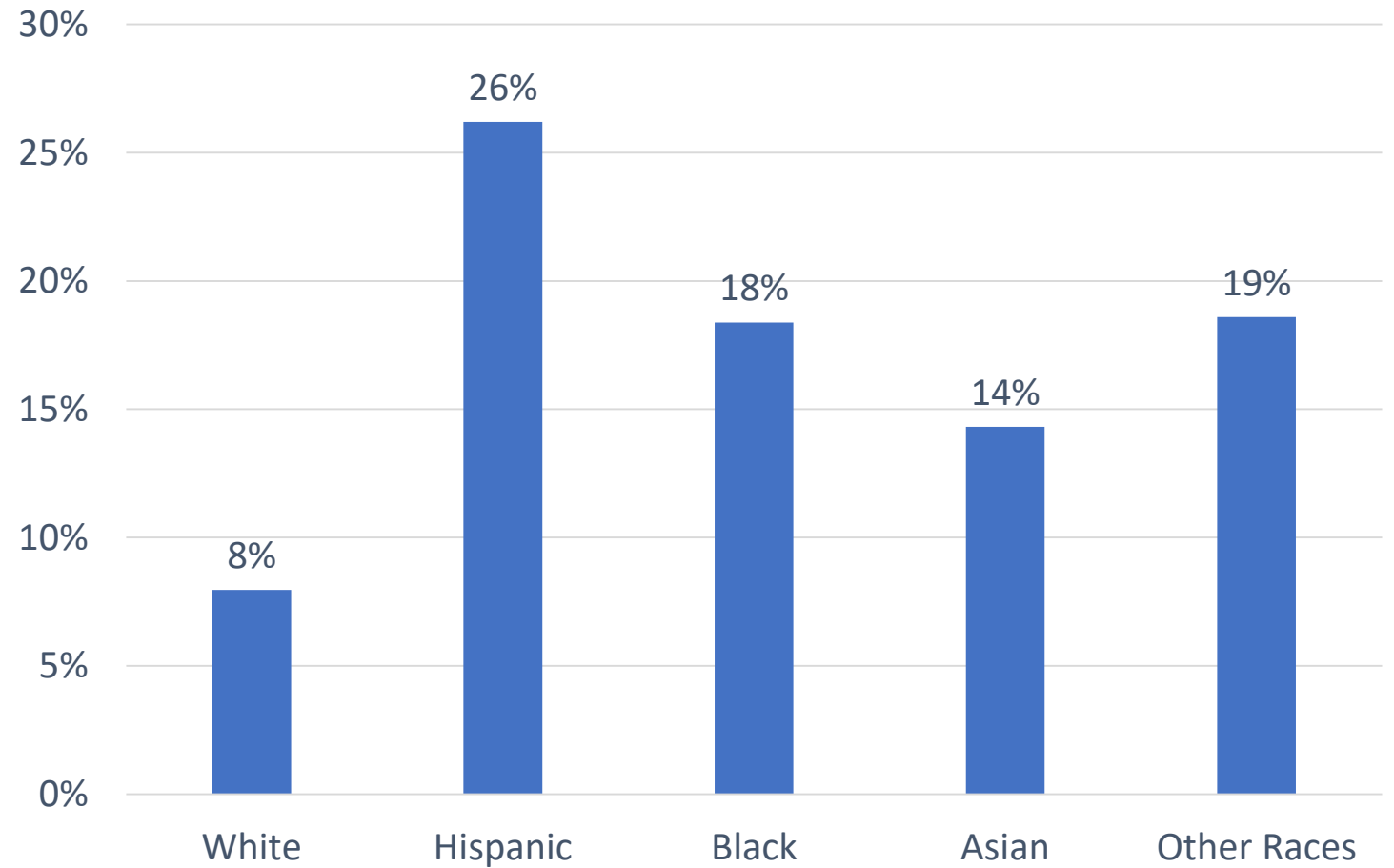
REOPEN, RECONNECT & STAY SAFE

EQUITY AND RANGE OF REOPENING OPTIONS
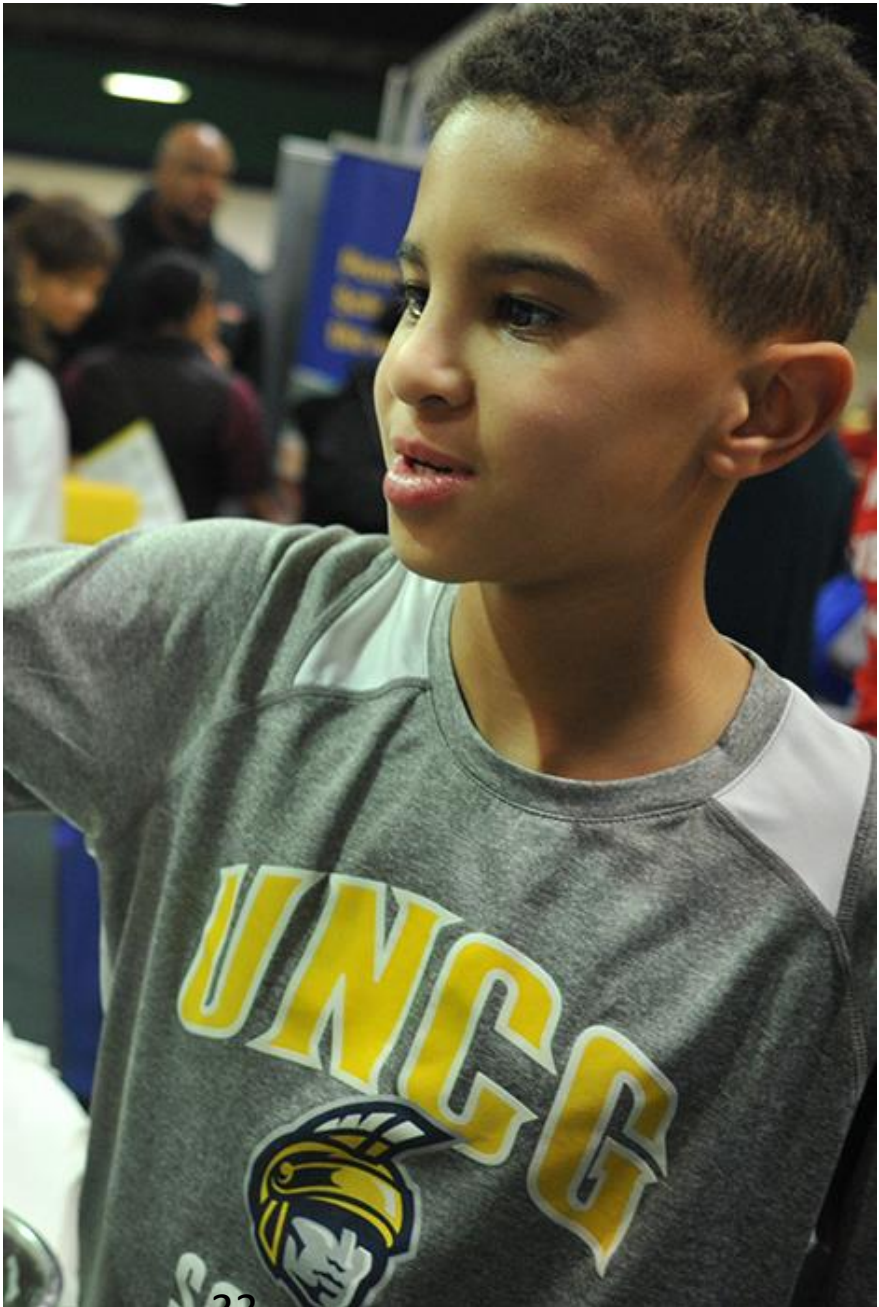
IMPLICATIONS FOR PLANNING

EQUITY CONSIDERATIONS

SERVING THE LARGEST NUMBER OF STUDENTS FOR THE GREATEST AMOUNT OF TIME WHILE KEEPING STAFF AND STUDENTS HEALTHY AND SAFE

INCREASING ACCESS TO COLLEGE AND REDUCING COLLEGE DEBT

PROVIDING FACE TO FACE INSTRUCTION FOR OUR YOUNGEST AND MOST VULNERABLE STUDENTS

TRANSFORMING LIFE OUTCOMES FOR STUDENTS

GUILFORD County Schools

K-8 in school full time and 9-12 remote full time

Student Experience

Health Risks

Equity
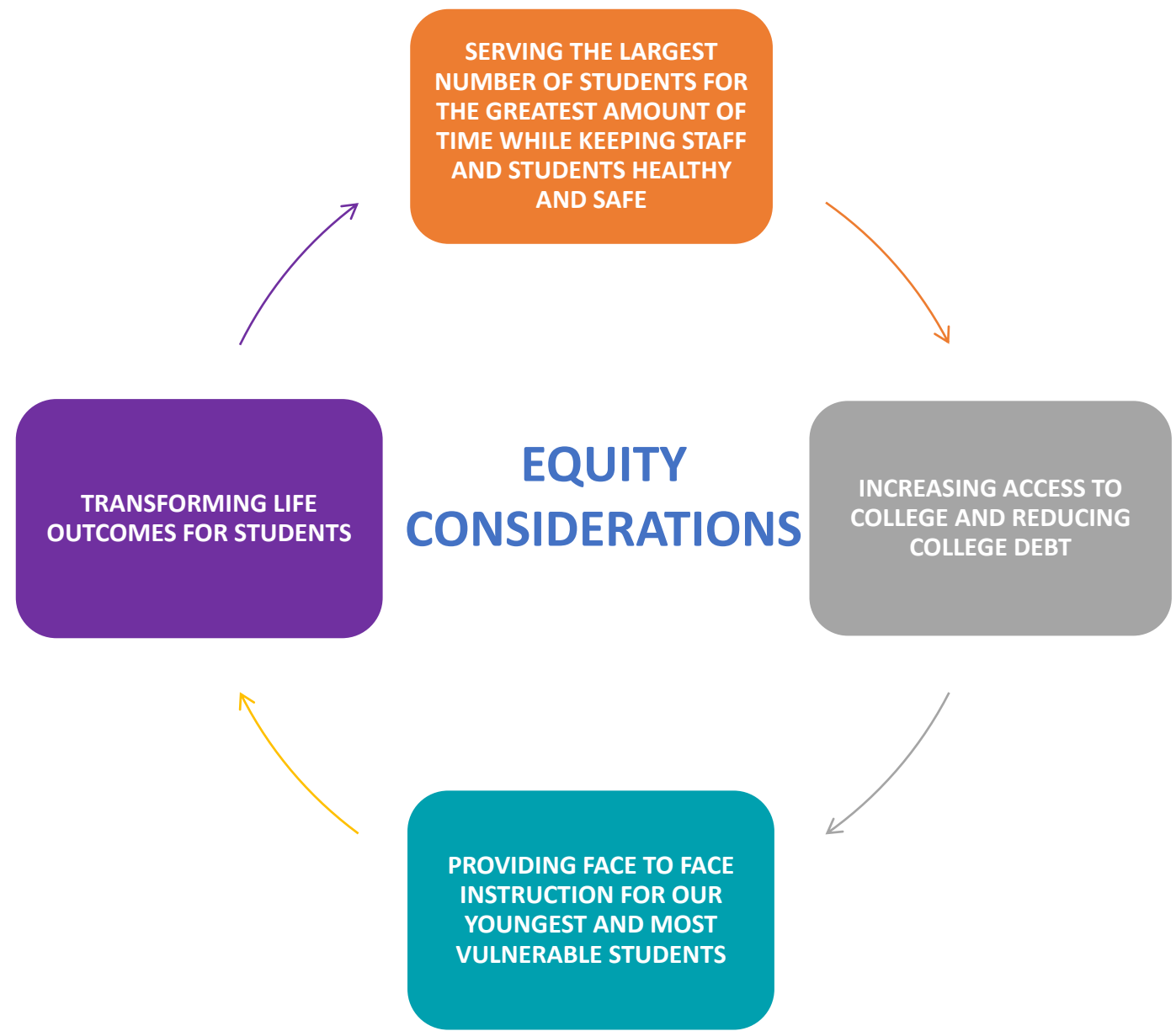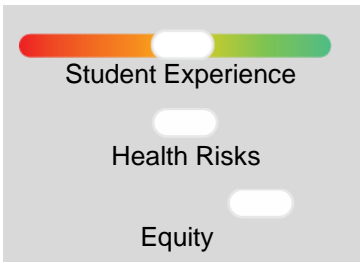
▶ **Hybrid Models**

		Monday	Tuesday	Wednesday	Thursday	Friday	SESSIONS	
							In Person	Remote
Week 1	Grades K-8	In-School	In-School	In-School	In-School	In-School	5	0
	Grades 9-12	Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning	0	5
Week 2	Grades K-8	In-School	In-School	In-School	In-School	In-School	5	0
	Grades 9-12	Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning	0	5

Scenario A

*Grades 11-12 encouraged to apply for tuition-free Career and College Promise (minimum 2.8 unweighted GPA)

✓ ## Advantages

- Provides full time face-to-face learning for the students who are acquiring foundational skills; K-8 daily on site learning
- Provides full time learning to 75% of our students
- Minimizes child care concerns for working families
- Provides opportunity to encourage eligible 11th and 12th grade students to access college courses debt-free
- Provides opportunity to offer face time for most vulnerable students in all grades K-12 (specific groups of Students with Disabilities, English Learners in first stages of language acquisition, homeless students and students living in foster care

X ## Disadvantages

- Separates school groups of students (K-3 in elementary, 4-6 in middle, and 7-8 in high schools)
- Creates 100% remote learning for high school students
- Impacts some students who may experience connectivity problems
- Creates potential of staggered bell schedules within the same school
- Generates possibility that siblings at the same school may ride separate buses
- Reduces feeding options to grab & go model for remote learners
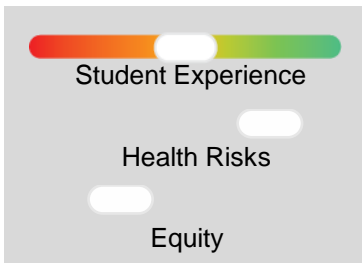
Blended Model: A/B days *(2 consecutive in-school days)*

Student Experience

Health Risks

Equity

▶ **Hybrid Models**

Scenario B

		Monday	Tuesday	Wednesday	Thursday	Friday	SESSIONS	
							In Person	Remote
Week 1	Cohort A*	In-School	In-School	Remote Learning	Remote Learning	Remote Learning	2	3
	Cohort B*	Remote Learning	Remote Learning	Remote Learning	In-School	In-School	2	3
Week 2	Cohort A*	In-School	In-School	Remote Learning	Remote Learning	Remote Learning	2	3
	Cohort B*	Remote Learning	Remote Learning	Remote Learning	In-School	In-School	2	3

*Grades 11-12 encouraged to apply for tuition-free Career and College Promise (minimum 2.8 unweighted GPA)
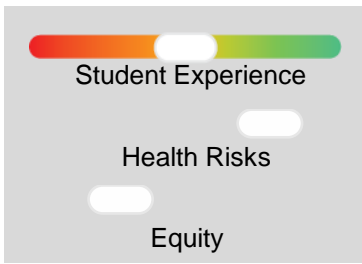
✔ Advantages

- Reduces class size to support social distancing and poses a medium/moderate health risk
- Maximizes contact time with cohorts of students in school daily
- Allows all students two consecutive days of face-to-face instruction each week K-12
- Keeps current bell schedules in place
- Reduces need for additional teaching personnel
- Allows for additional cleaning mid-week
- Creates savings in transportation and custodial supply costs

✗ Disadvantages

- Limits availability of classroom teachers to students on eLearning days
- Requires three consecutive days of remote learning for all students
- Reduces face to face instruction for students learning foundational skills
- Creates childcare concerns on remote learning days
- Limits access because GCS is not a 1:1 device district
- Creates connectivity concerns for some families
- Reduces pay of bus drivers by one day of pay per week
- Reduces feeding options to grab & go model for remote learners
- Widens achievement gap
- Increases implications for the most vulnerable students

Blended Model: A/B Week *(5 Consecutive in-school days)*

Student Experience

Health Risks

Equity

▶ **Hybrid Models**

Scenario C

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cohort A*	In-School	In-School	In-School	In-School	In-School
	Cohort B*	Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning
Week 2	Cohort A*	Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning
	Cohort B*	In-School	In-School	In-School	In-School	In-School

SESSIONS	
In Person	Remote
5	0
0	5
0	5
5	0

*Grades 11-12 encouraged to apply for tuition-free Career and College Promise (minimum 2.8 unweighted GPA)
Each cohort represents ½ the student body. Assignments and work can be preloaded on student devices for the remote learning days

✔ Advantages

- Reduces class size to support social distancing and poses a medium/moderate health risk.
- Model maximizes contact time with cohorts of students in school daily. Allows all students five consecutive days of face-to-face instruction every other week K-12
- Provides face-to-face instruction for every student
- Current bell schedules can remain in place.
- Can use existing transportation routes and increase flexibility with available drivers
- Accommodates magnet transportation.
- No additional teaching personnel needed.

✘ Disadvantages

- Creates five consecutive days of remote learning for all students
- Limits availability of classroom teachers to students on eLearning days
- Reduces face to face instruction for students learning foundational skills
- Creates childcare concerns on remote learning days
- Not a 1:1 device district
- Creates connectivity concerns for some families
- Reduces pay of bus drivers by one day of pay per week
- Reduces feeding options to grab & go model for remote learners
- Widens achievement gap
- Increases implications for the most vulnerable students

Considerations

Regardless of option selected, considerations will be based on current building utilization and current attendance boundaries
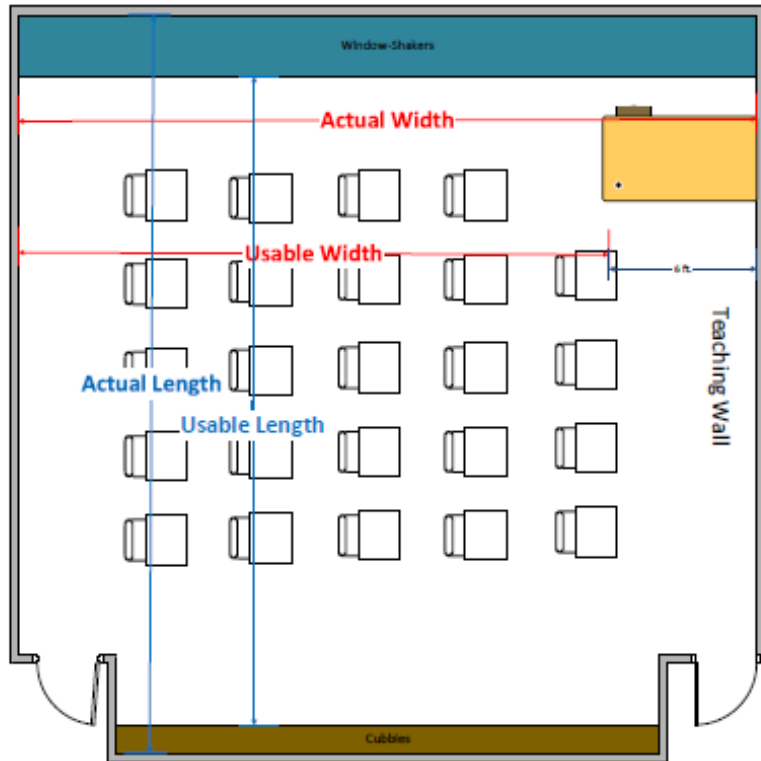
Example: Reedy Fork Elementary and Allen Jay Elementary may be able to serve grades K-5 because of available building space

Example: Southwest Elementary, Rankin Elementary and McLeansville Elementary will not be able to serve grades 4 and 5 because there is very little available building space

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Facilities

Evaluating building capacity while maintaining social distancing

- o Cafeterias as instructional space
- o Media centers as instructional space
- o Gyms as instructional space
- o Computer labs as instructional space

Classroom example:

Actual Length	Actual Width	Actual Sq. Ft.	Usable Length	Usable Width	Usable Sq. Ft.
29' 6"	27' 6"	811.25	27' 6"	19' 6"	536.25

Usable square footage: 536.25 sq ft
Square foot per student with social distancing   ÷36.00 sq ft/student
# of students with 6' social distancing   14 students

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Irving Park Elementary

Grade Level	Number of Locations	Capacity of Spaces	Number of Students	Available Capacity	Number of Teachers Required	Number of Teachers Allotted	Number of Teachers Needed
EC	1	15	10	5	1	1	0
Pre-K	1	15	15	0	1	1	0
Kindergarten	7	99	98	1	7	5	2
Grade 1	7	91	91	0	7	5	2
Grade 1/2 Combo	1	14	14	0	1	0	1
Grade 2	6	89	88	1	6	5	1
Grade 3	6	100	99	1	6	5	1
Grade 4	3	98	88	10	4	4	0
Grade 5	2	100	92	8	4	4	0
Grand Total	**34**	**621**	**595**	**26**	**37**	**30**	**7**

Facilities

GUILFORD County Schools

Irving Park Elementary: Allotted Teachers vs. Number of Teachers Needed to Comply with Social Distancing Requirements
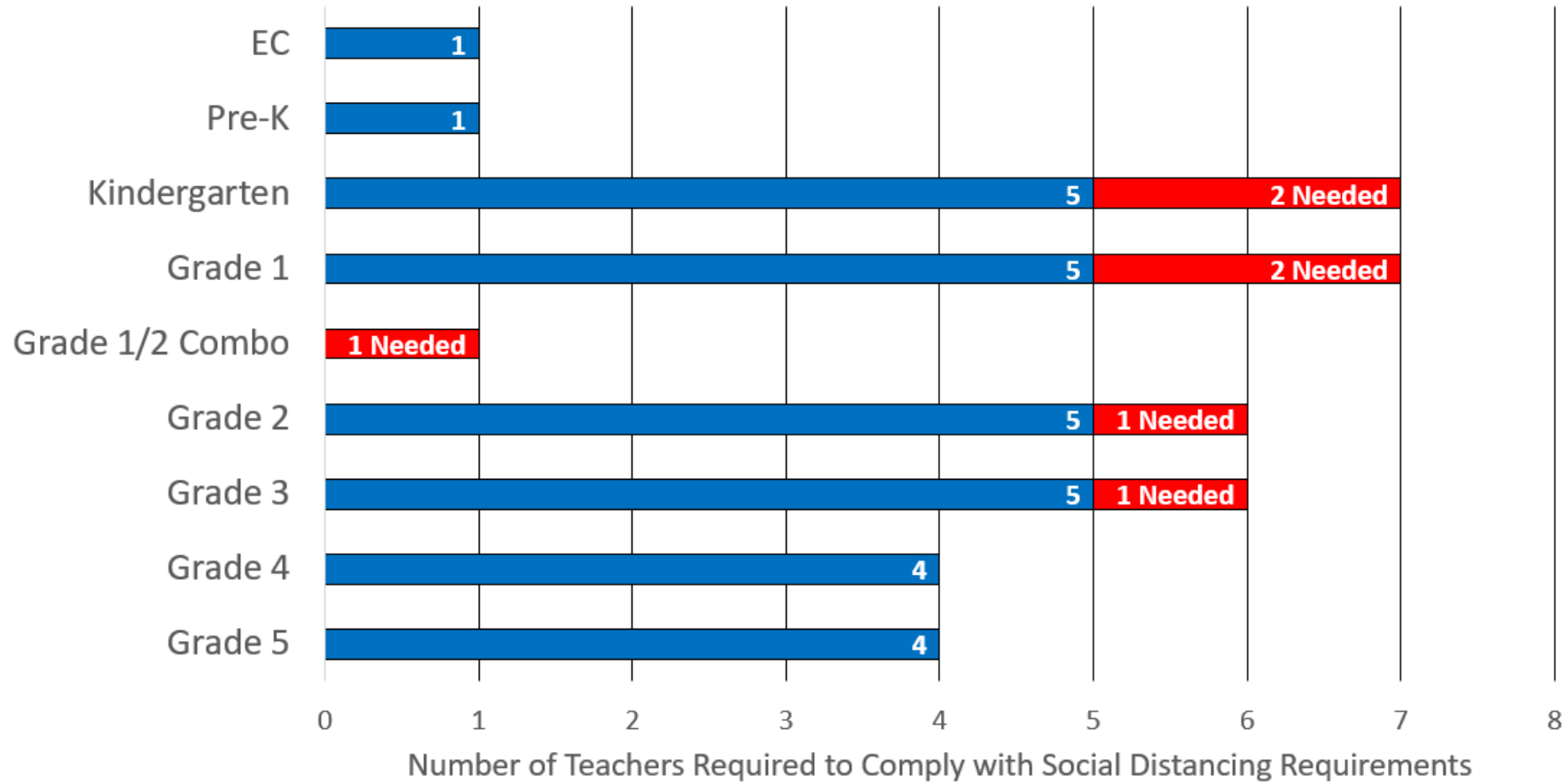
Facilities

Identify points of entry and exit for each building

Installation of hand sanitizer dispensers

Plexiglas partitions in all reception areas

Posters, floor markings and directional signage

Identify isolation areas in each school

Facilities use
- Policies
- Practices
- Pricing

Capital considerations
- Replace water fountains with bottle-filling stations
- Window repair/replacement
- Access controls to limit entry points
- HVAC improvements where possible

GUILFORD County Schools

Early and Middle Colleges are continuing to evaluate spaces and health protocols that will determine the extent of face-to-face and remote instruction on each campus.
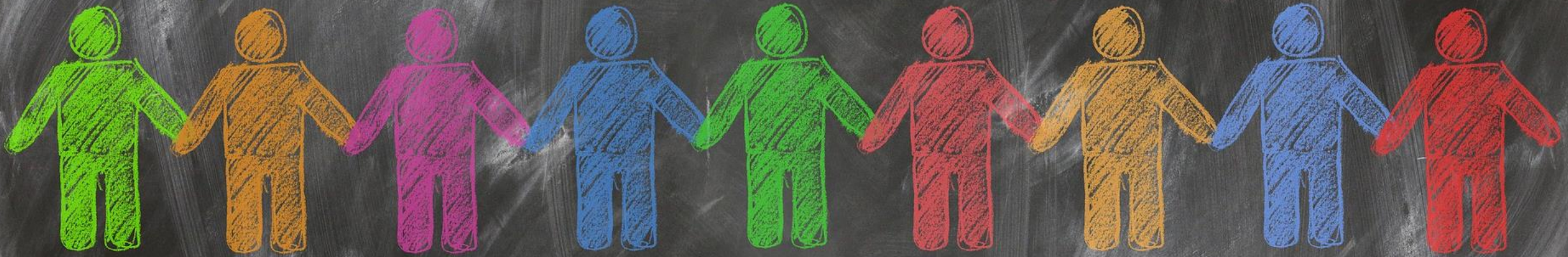
| College/University	Scheduled Fall Start Date
Bennett College	August 17, 2020
GTCC – High Point	August 17, 2020
GTCC - Jamestown	August 17, 2020
GTCC - Greensboro	August 17, 2020
UNC – Greensboro	August 18, 2020
Guilford College	August 19, 2020
Greensboro College	August 19, 2020
NC A&T S U	August 19, 2020

Early and Middle Colleges

GUILFORD
County Schools

REOPEN, RECONNECT & STAY SAFE

SCHEDULING CONSIDERATIONS

45
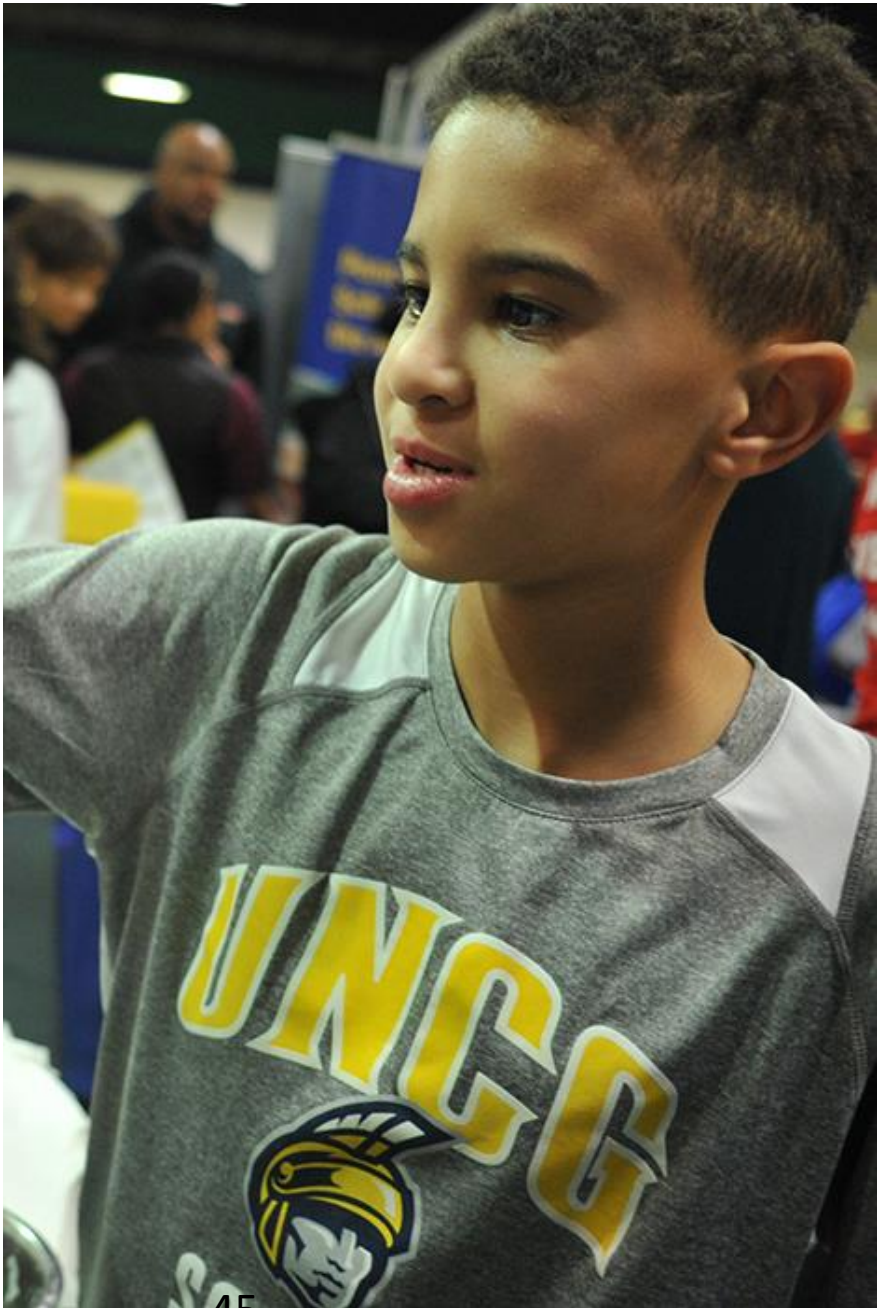
Scheduling Considerations

Increased enrollment in college courses	Half-day Pre-K and Kindergarten	Begin the year with teacher professional learning and training on health/safety protocols
Staggered start and end times	Consider individual student appointments for diagnostic assessments and school/classroom tours	Partial course-loads for high school students meeting state graduation requirements

GUILFORD County Schools

Accelerate Learning and Earn College Credit

Career and College Promise (CCP)
Off-site Learning

Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students.

Students who successfully complete college courses earn college credit they can take with them after graduation:
- Earning Dual Credit Tuition FREE
- Meeting HS Requirements with College Credits
- Accelerating Learning

Eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school in grades 9 and 10 for students meeting the criteria and identified as gifted in English/reading and math; and grades 10 and 11 for students meeting the criteria and have an unweighted GPA of 2.8.
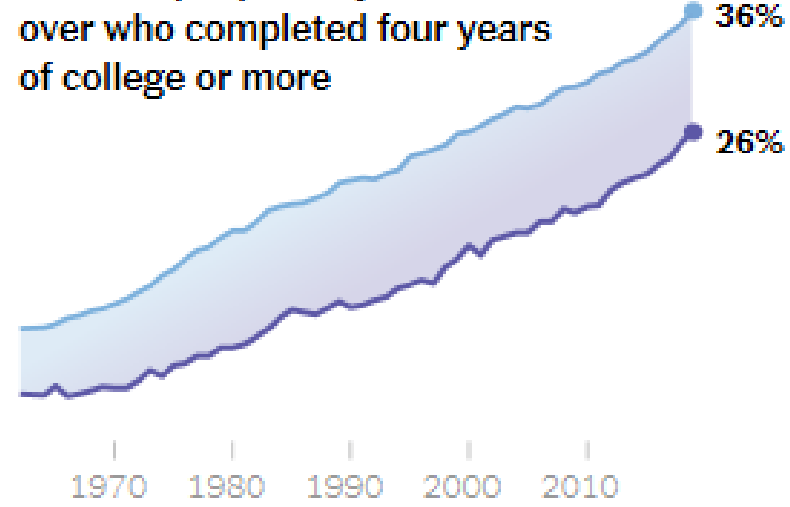
CCP Paths:
1. College Transfer
2. Career & Technical Education
3. Cooperative Innovative High Schools
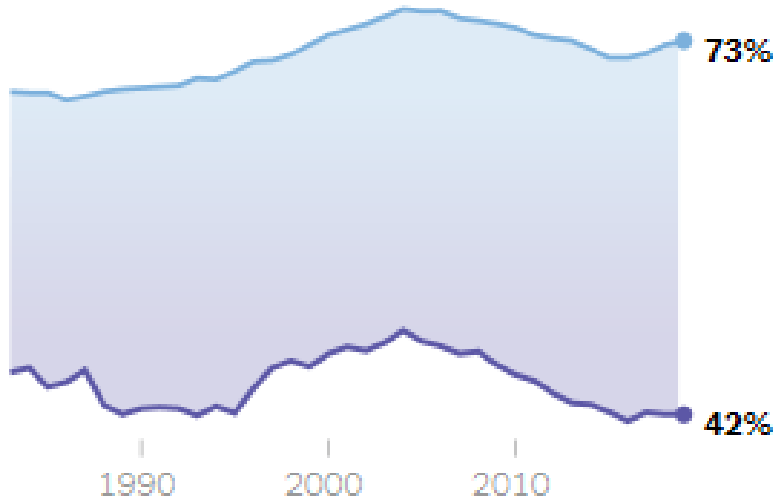
Unemployment rate, age 16 years and over

Black

White

6.5%

3.5%

1960 1970 1980 1990 2000 2010
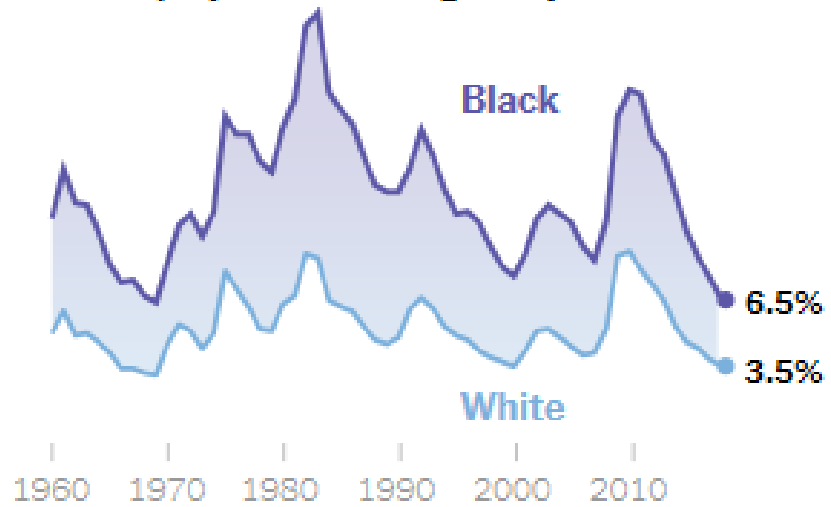
Share of people 25 years and over who completed four years of college or more
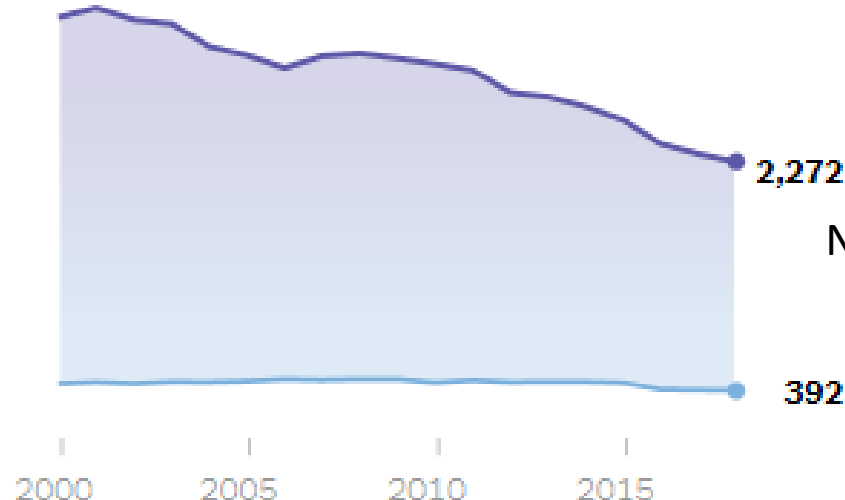
36%

26%

1970 1980 1990 2000 2010

Poor black students have almost $8,000 in college debt than their white counterparts, averaging over $27,000 total (Brookings, 2016).

Homeownership rate

73%

42%

1990 2000 2010

Sentenced male prisoners per 100,000 residents of the corresponding group

2,272

392

2000 2005 2010 2015

New York Times, 2020

GUILFORD County Schools

Accelerate Learning and Earn College Credit

Career and College Promise (CCP) Off-site Learning

Increase CCP offerings for students who have met all HS graduation requirements in grades 9 through 12 to accelerate learning:

- **Be Off-site**
  - Learn in a college setting at Guilford Technical Community College (GTCC)
- **Be a Virtual Learner with online courses at GTCC**
- **Be College Prepped**
  - Foster college readiness skills by accelerating your post-secondary journey
- **Be Career-Ready**
  - Obtain a career credential, certificate or diploma in high-wage, high-skill, or in-demand occupations
- **Be Debt Free**
  - Earn tuition free college credit

GUILFORD County Schools

Future Ready Core Graduation Requirements

Subject	Credits Needed
22 Credit Minimum	22
Electives: World Language, CTE, Arts Education	2
English	4
Health and Physical Education	1
Math	4
Science	3
Social Studies	4

GUILFORD
County Schools

Students Eligible for CCP and On Track To Meet Graduation Requirements

- 11th Graders with at least 12 credits and an unweighted GPA of 2.8 or higher
- 12th Graders with at least 18 credits and an unweighted GPA of 2.8 or higher

59% of 11th Graders and 65% of 12th Graders are Eligible for CCP and On Track to Meet GCS Graduation Requirements
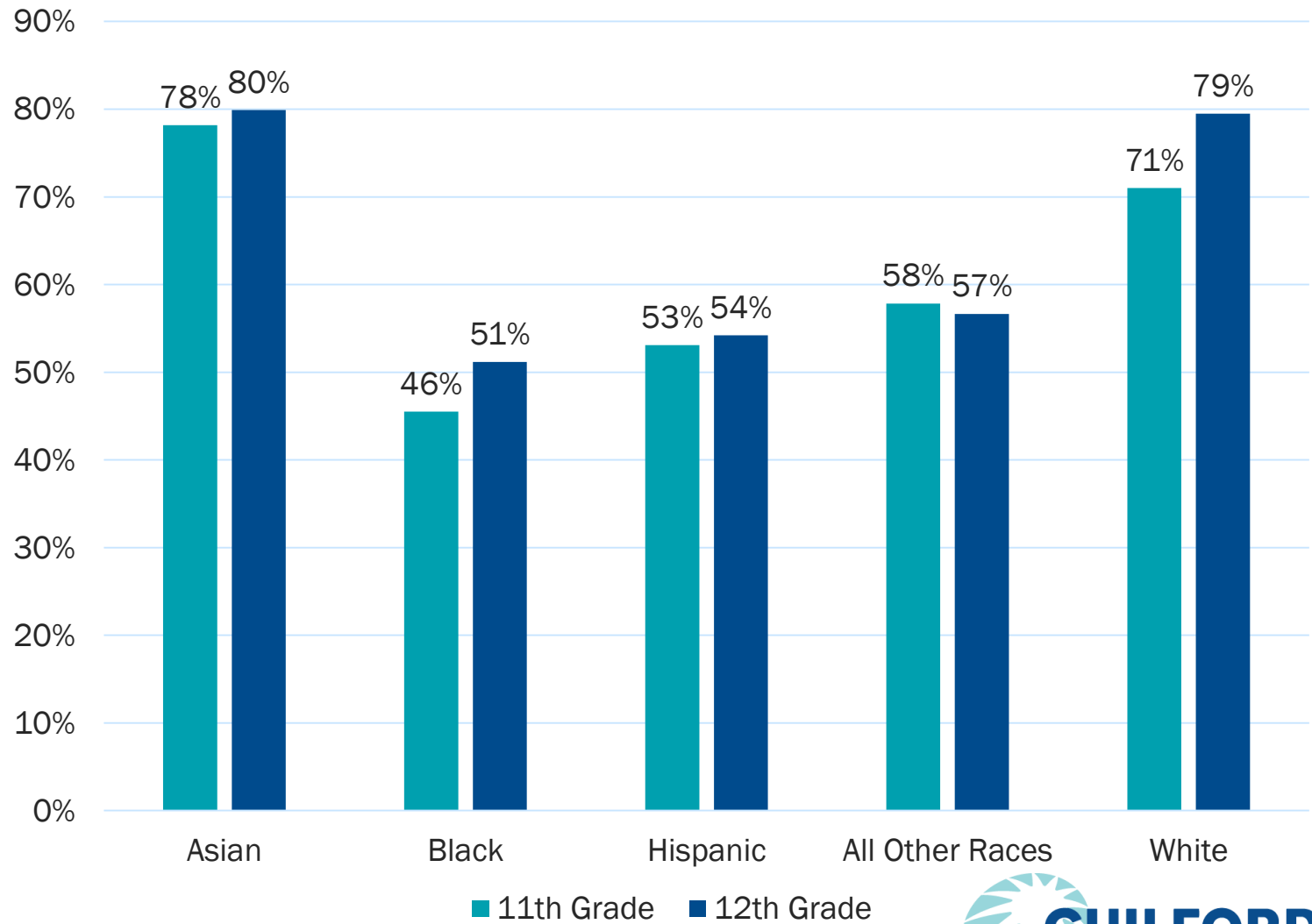
Race	11th Grade	12th Grade
Asian	78%	80%
Black	46%	51%
Hispanic	53%	54%
All Other Races	58%	57%
White	71%	79%

■ 11th Grade ■ 12th Grade

GUILFORD County Schools

Students Eligible for CCP and On Track To Meet Graduation Requirements

- 11th Graders with at least 12 credits and an unweighted GPA of 2.8 or higher
- 12th Graders with at least 18 credits and an unweighted GPA of 2.8 or higher

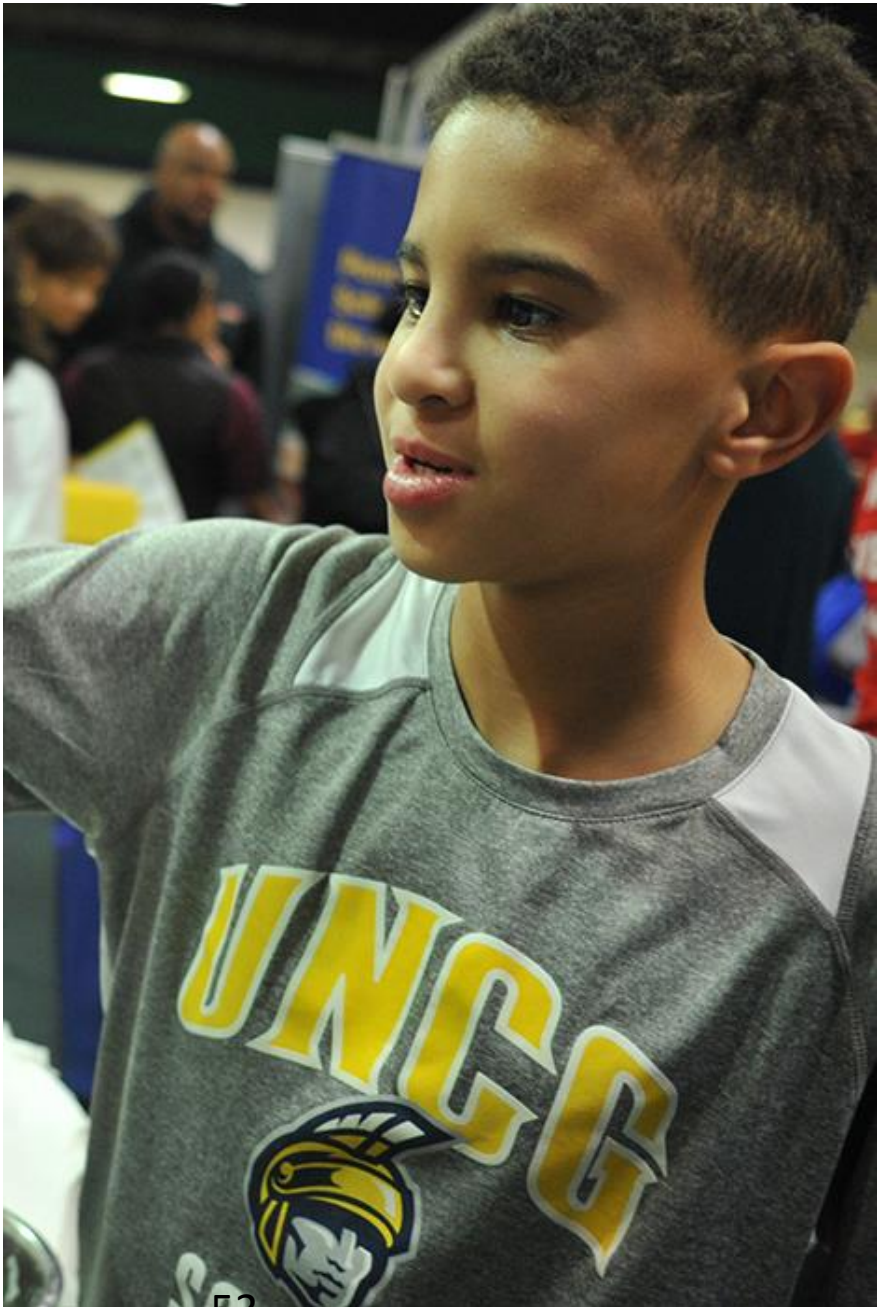## Students Eligible for CCP and On Track to Meet Graduation Requirements by Gender
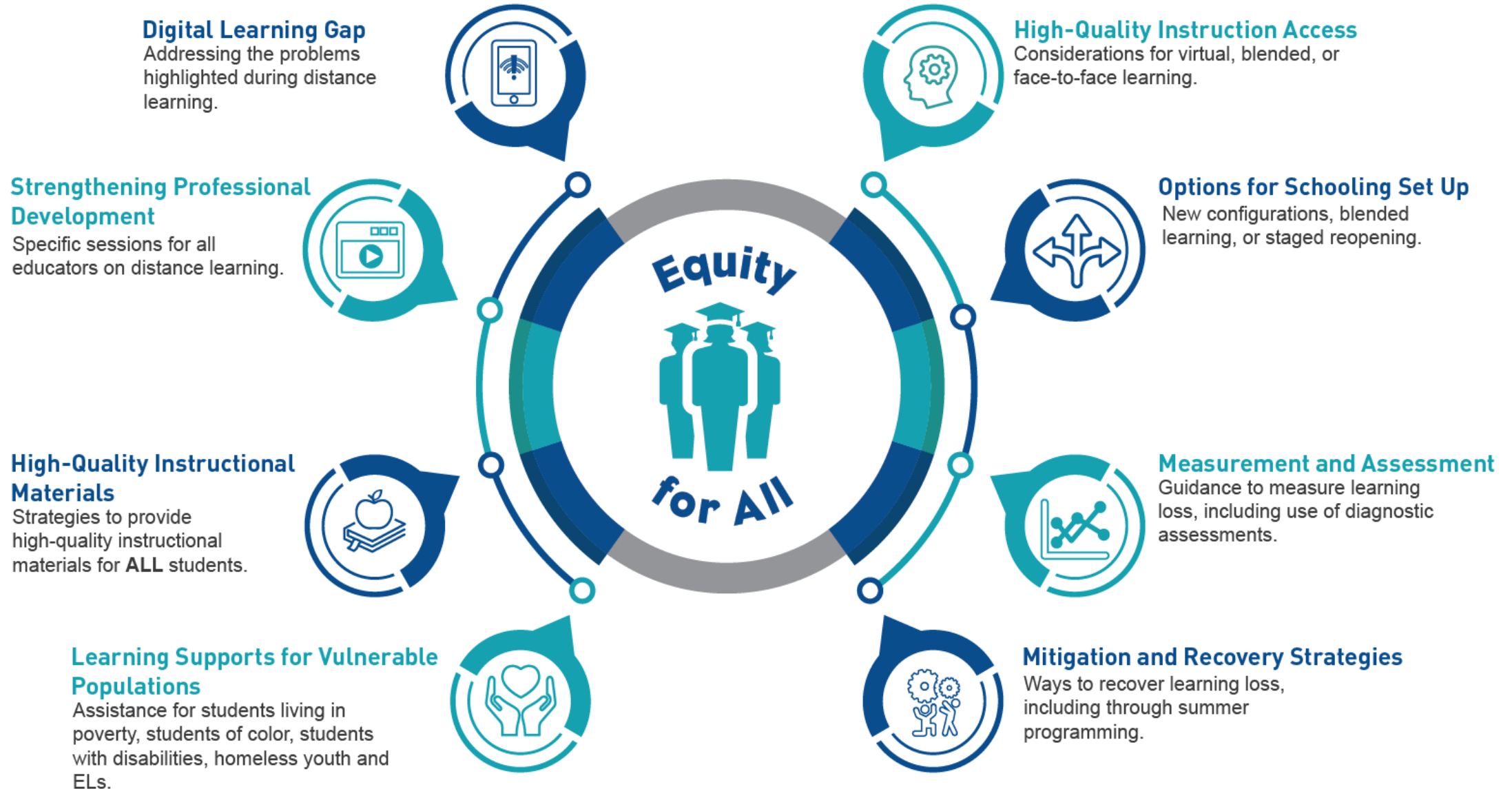
	11th Grade	12th Grade
Female	66.6%	71.5%
Male	51.2%	57.6%

GUILFORD County Schools
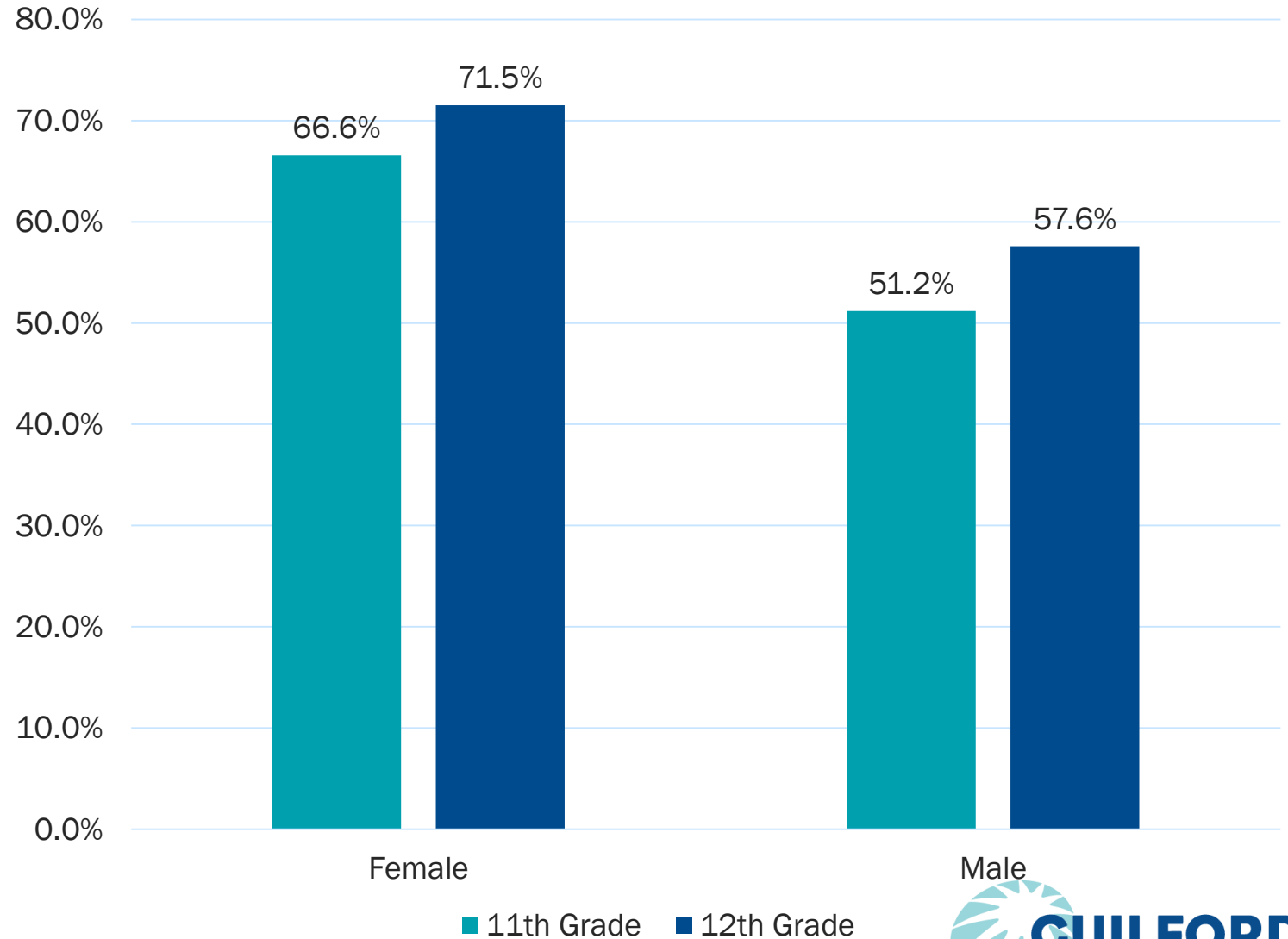
REOPEN, RECONNECT & STAY SAFE

Academic Planning

GCS Academic Framework
for Reopening Schools in 20-21

Digital Learning Gap
Addressing the problems highlighted during distance learning.

High-Quality Instruction Access
Considerations for virtual, blended, or face-to-face learning.

Strengthening Professional Development
Specific sessions for all educators on distance learning.

Options for Schooling Set Up
New configurations, blended learning, or staged reopening.

Equity for All

High-Quality Instructional Materials
Strategies to provide high-quality instructional materials for **ALL** students.

Measurement and Assessment
Guidance to measure learning loss, including use of diagnostic assessments.

Learning Supports for Vulnerable Populations
Assistance for students living in poverty, students of color, students with disabilities, homeless youth and ELs.

Mitigation and Recovery Strategies
Ways to recover learning loss, including through summer programming.

Blended Learning Considerations

Blended learning is a mix of face-to-face and digital instruction

Expanded digital resources for Pre-K through 12th grade including core content, foreign languages and arts

Simplified Canvas navigation with streamlined dashboard for all students
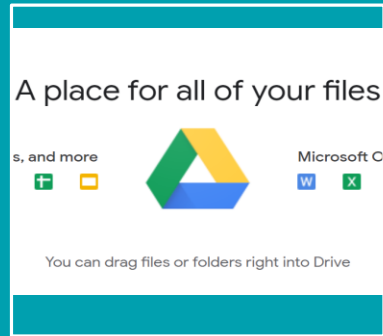
Integration of Google apps for education

Elementary specific Canvas navigation with minimized links
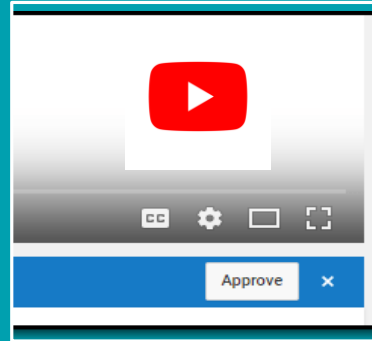
Video lessons by GCS master teachers

Combining Google Apps for Education with Canvas and Microsoft gives us a seamless, efficient, effective, and innovative learning system that supports our learning environment.

Google Drive

Docs, Sheets, Slides, Forms & More!

YouTube

Restricted access to videos.

Jamboard

Interactive whiteboard

Students & Staff

Google Apps for Education

GUILFORD County Schools

Google Apps for Education in GCS

GUILFORD County Schools SOAR TO GREATNESS C

A place for all of your files

Google Docs, Sheets, Slides, and more

Microsoft Office files and hundreds more

You can drag files or folders right into Drive

Jamboard in G Suite for Education by Luigi Parisi

Google Earth

Technology

Request for Proposal (RFP) for student and staff devices-bids received July 9 are being evaluated

Current lead times for all Windows laptops and Chromebooks for all major vendors is approximately 120 days

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County Schools

CONNECTIVITY INFRASTRUCTURE NEEDS
~ To Ensure A Successful Hybrid Learning Environment ~

PRODUCT	PURPOSE
Modernized Student/Staff Devices and Audio Visual Needs to support teaching and learning	Majority of current devices EOL/EOS (End of Life / End of Support) – Devices need modernized solid state hard drives for efficiency and productivity
Mobile Device Management	Technologies to remotely manage devices for updates, security patches, etc.
Updated Servers / Virtual Servers / Management Tools	Server consolidation / Establishing distribution point for updating images and automating updates and security patches
Leverage Cloud Technologies (move outdated server technology to the cloud)	Increasing usage of Azure Cloud Technologies to Off-load EOL/EOS Servers and ensure more efficient file sharing experiences
Asset Tracking and Management	Inventory management, tracking, and documentation is an essential function for GCS.
User Account Creation / On and Off-boarding accounts (Microsoft Identity Management)	As users enter and depart GCS, critical processes take place behind the scenes to ensure they have access to the resources specific to their role. These processes also ensure that access is removed when they depart services with GCS.

Technology

GUILFORD County Schools

CONNECTIVITY INFRASTRUCTURE NEEDS
~ To Ensure A Successful Hybrid Learning Environment ~

| PRODUCT	PURPOSE
Cybersecurity Officer	To ensure safety and compliance with our organizations data and systems
Move to a Hosted VOIP Telephony Service	Currently, GCS is manually managing all district sites for VOIP. Additionally, we still have 5 sites with legacy telephone technologies.
Modernized and add Access Points that meet today's connectivity standards	Move ALL GCS sites to updated wireless access points that allow for reliable, multiple, simultaneous connections
Open Wireless Network for Guests / Wireless Network for Students Staff / Production Network for Safeguarding Systems	Ensure protocol engineering architecture that makes network sharing easier from a privacy and bandwidth-sharing perspective.
Increase Bandwidth across district sites	Additional district Bandwidth is needed to support the increase in mobile technologies which will be taxing the current system if not addressed

Technology

GUILFORD
County Schools

CONNECTIVITY INFRASTRUCTURE NEEDS
~ Funding Options Establish A Robust Digital Learning Infrastructure ~

FUNDING SOLUTIONS	
ERATE Federal Funding – Category 1	GCS receives federal funding of 80% which means we are responsible for the remaining 20% of the cost for Wide Area Network(WAN) services. Our current contract expires 2021 and a new bidding process will begin this fall for WAN services.
ERATE Federal Funding – Category 2	Category 2 funding allows districts to pay for access points, cabling, and other hardware to increase connectivity.
CARES Funding / State / Local Funding	Increase access to mobile device technologies
School Connectivity Funding (PRC 073)	School Connectivity allotment (Fines and Forfeitures) is used for enhancing the technology infrastructure to support teaching and learning.
School Technology Fund (PRC 015)	State funds to encourage wider use of technology in classrooms and can be used for spending on parts, equipment, and staff development.

Technology

GUILFORD County Schools

REOPEN, RECONNECT & STAY SAFE

eLearning Virtual School Option
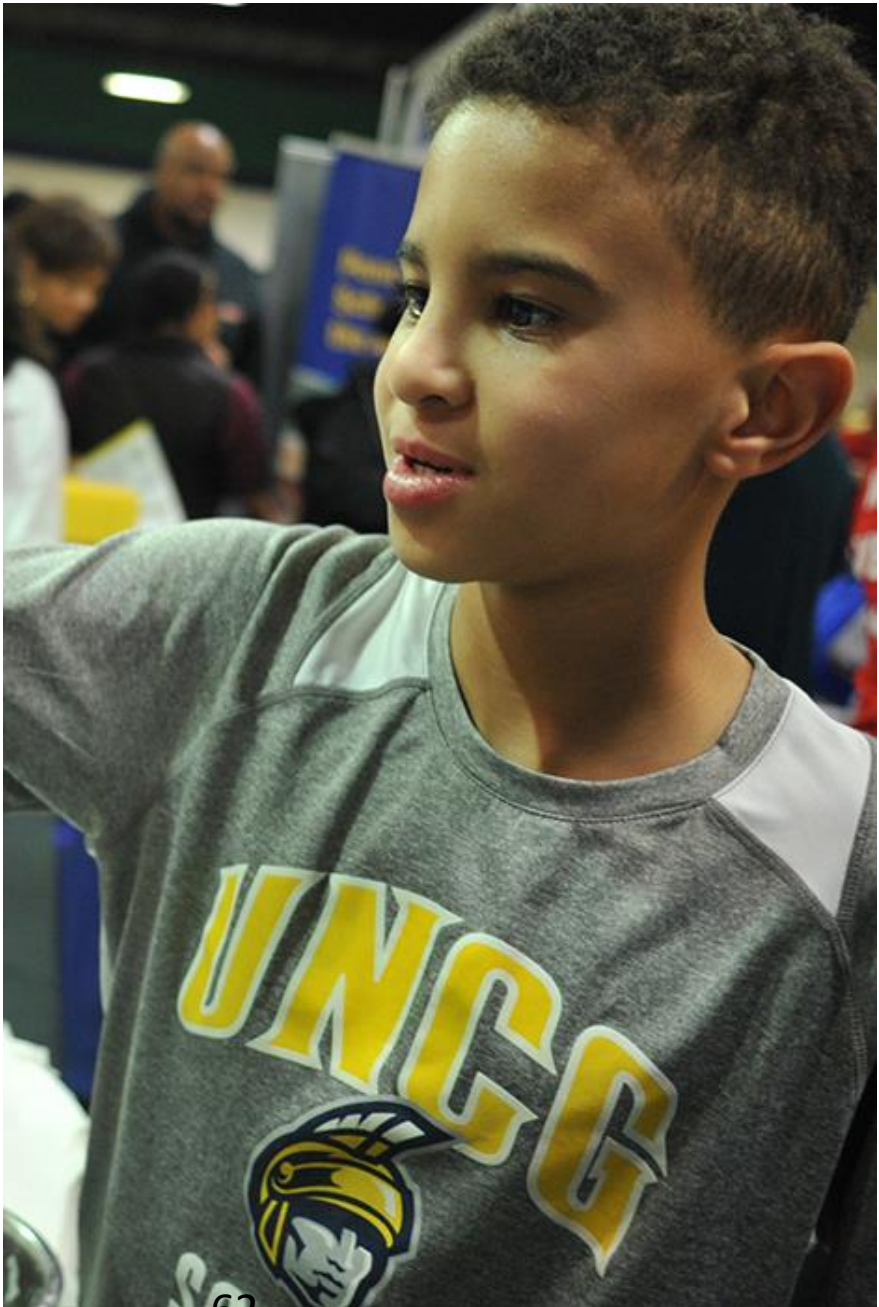
Igniting eLearning

Virtual Schools

**Guilford eLearning
Virtual Academy (K-5)**

**Guilford eLearning
University Prep Academy (6-8)**

GCS eLearning is provided to students in grades 9-12 who can enroll in the eLearning University Prep Academy program while remaining assigned to their home school.

Igniting eLearning

Definitions

- **Apex learning:** an online learning program used most often for credit recovery in various content areas.

- **Asynchronous learning**: communication exchanges, which occur in elapsed time between two or more people. Examples are email, online discussion forums, message boards, blogs, podcasts, etc.

- **Blended learning:** an education program in which a student learns in part online and in part in a supervised brick and mortar location outside the home.

- **Distance education:** general term for any type of educational activity in which the participants are at a distance from each other—in other words, are separated in space. They may or may not be separated in time (asynchronous vs. synchronous).

- **Online learning:** education in which instruction and content are delivered primarily over the Internet. *Used interchangeably with virtual learning, cyber learning, or e-learning.*

- **Synchronous learning**: online learning in which the participants interact at the same time and in the same space.

(Source: Young, 2017)

GUILFORD County Schools

Igniting eLearning

Virtual School Vision

GCS eLearning virtual schools provide a learning environment where teachers use digital tools for teaching and Learning to facilitate the learning process, and students are empowered to connect and interact with their peers and instructors online through personalized and distinguished learning paths required to be future ready.

GUILFORD
County Schools

Igniting eLearning

Proposed Teacher/Student Ratio

Staffing allotments decrease at brick and mortar schools, as staff is reassigned to the virtual schools:

- Provides secure, flexible, and personalized experiences for staff
- Fosters an innovative and differentiated approach to teaching, learning, and assessments.
- Attracts new teachers to enter the field of education in GCS

Appropriate administrative, counseling, and teaching staff will be assigned at each virtual school.

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County Schools

Igniting eLearning

100% Virtual Learning and Equity for All

- Creates more powerful instruction and support experiences for students
- Secure, flexible, and personalized experiences
- Interact 1:1 live with instructors, staff, and peers; synchronous learning
- Virtual office hours with administrators, counselors, and instructors
- Ability to view relevant pre-recorded content; asynchronous learning
- Fosters student opportunity to accelerate or self-paced learning
- Learning template immerses all learning tools in one place for ease of access, navigation, and learning management
- Increases parental/family involvement with families as learning coaches

GUILFORD County Schools

The Life of an eLearner

Flexibility for All

Distinguished Flexible Learning Paths		
Schedule	Engagement Time	eLearning Experiences
✓ Yearlong ✓ Traditional ✓ Flexible	✓ Morning ✓ Midday ✓ Evening ✓ Mixed	Social Emotion Learning (SEL) Math Energize & Movement Break Science Reading Physical Activity Social Studies Enrichment/intervention Specials (Art, Global Languages, Music, CTE, PE) Literacy Teacher/Student Check-ins Student Blogging & Gaming

Six courses with asynchronous or synchronous instruction based on flexible learning paths.

Flexible Instructional Time

Grade	Instructional Hours – No Traditional Seat Time/Attendance	Independent Enrichment & Exploration Time
K-1	4 hours of instruction	2 hours
2-3	4 hours of instruction	2 hours
4-5	4 hours of instruction	2 hours
6-8	4.5 hours of instruction	2 hours
9-12	5 hours of instruction	2 hours

Six courses with asynchronous or synchronous instruction based on flexible learning paths.

GUILFORD County Schools

REOPEN, RECONNECT & STAY SAFE

SCHOOL PROGRAMS
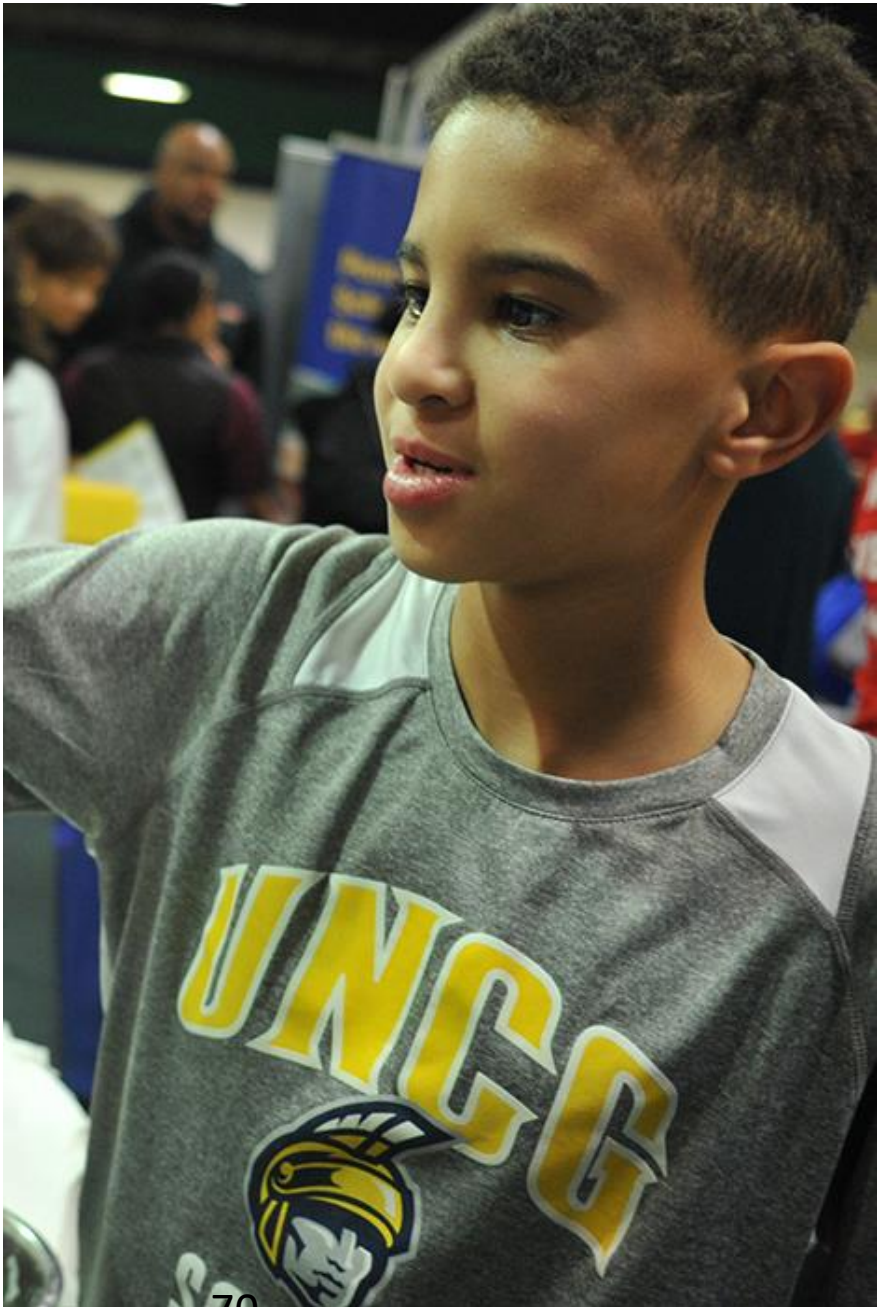
Other School Programs

Athletics and Extracurricular Activities
- Summer workouts and rehearsals
- Not earlier than July 20th

ACES Programs
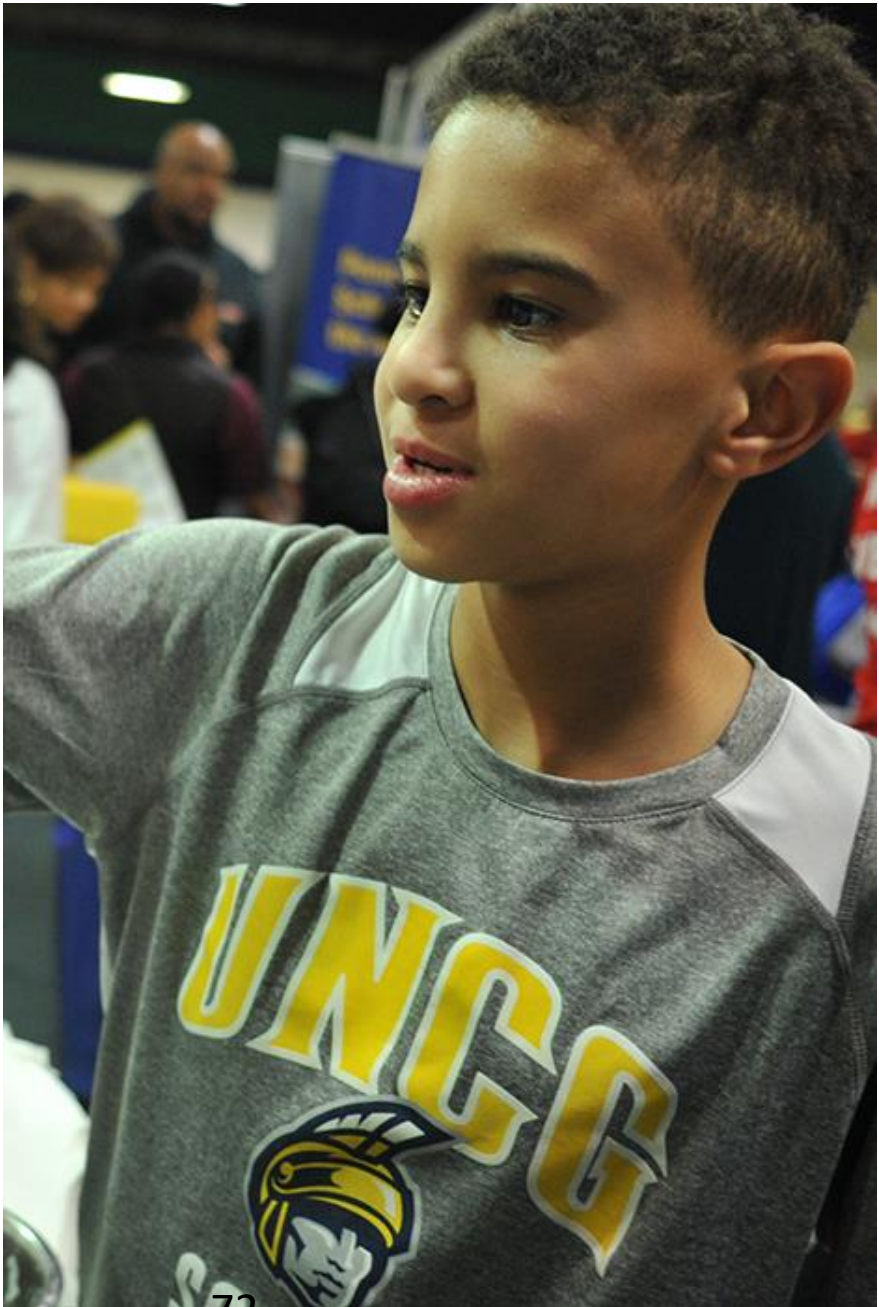- May not be feasible due to health and wellness protocols
- Will need ACES staff to support instructional programming (will need to identify funding source)
- Will work with childcare agencies and community organizations to provide alternate options for families

GUILFORD
County Schools

REOPEN, RECONNECT & STAY SAFE

OPERATIONAL PLANS

Transportation

Quick Facts

- 529 Yellow Buses
- 67 Contract Buses
- 125 Schools (including 48 Magnet and Choice Schools)
- 480 Bus Drivers Available
- 57,045 Miles per Day
- 10,039,920 Miles per School Year
- 33,039 Bus Riders

GUILFORD
County Schools

Transportation

Factors to Consider

- Number of bus drivers available
- Bus Capacity: 1 Student/Seat
- Student Ride Time
- Bell Schedule
- Bus Route Length (time and distance)
- Bus Sanitation Time

GUILFORD County Schools

Scenario A: K-8 in school full time and 9-12 remote full time

DRAFT

Grade	Assigned Riders	Total Number of Runs with 24 Riders per Run	Bus Delivery	Instructional Day	Bus Load/Depart	Tier
KI	1148	47.8	7:15 - 7:25	7:40 - 2:25	2:25 - 2:35	Tier 1
1	1604	66.8	7:15 - 7:25	7:40 - 2:25	2:25 - 2:35	Tier 1
2	1875	78.1	7:15 - 7:25	7:40 - 2:25	2:25 - 2:35	Tier 1
3	2290	95.4	7:15 - 7:25	7:40 - 2:25	2:25 - 2:35	Tier 1
Total	**6917.0**	**288.2**				
4	2702	112.6	8:05-8:15	8:30 - 3:25	3:25 - 3:35	Tier 2
5	2864	119.3	8:05-8:15	8:30 - 3:25	3:25 - 3:35	Tier 2
Total	**5566.0**	**231.9**				
6	2923	121.8	8:55-9:05	9:20- 4:15	4:15 - 4:25	Tier 3
7	2812	117.2	8:55-9:05	9:20- 4:15	4:15 - 4:25	Tier 3
8	2960	123.3	8:55-9:05	9:20- 4:15	4:15 - 4:25	Tier 3
Total	**8695.0**	**362.3**				

Transportation

GUILFORD
County Schools

Scenario B: Blended Model: A/B days (2 consecutive days of face to face instruction)

Grade	Assigned Riders	Cohort A or Cohort B Assigned Riders	Total Number of Runs
KI	1148	574	24
1	1604	802	33
2	1875	938	39
3	2290	1145	48
4	2702	1351	56
5	2864	1432	60
Total	**12483**	**6242**	**260**
6	2923	1462	61
7	2812	1406	59
8	2960	1480	62
Total	**8695**	**4347.5**	**181**
9	3463	1732	72
10	3080	1540	64
11	2873	1437	60
12	2445	1223	51
Total	**11861**	**5930.5**	**247**

DRAFT

We would use existing runs and routes but we would have to identify the routes where more than 24 students would ride We would also use current bell time schedule.

Transportation

GUILFORD County Schools

Scenario C: Blended Model: A/B week

Grade	Assigned Riders	A Week or B Week Assigned Riders	Total Number of Runs
KI	1148	574	24
1	1604	802	33
2	1875	938	39
3	2290	1145	48
4	2702	1351	56
5	2864	1432	60
Total	**12483**	**6242**	**260**
6	2923	1462	61
7	2812	1406	59
8	2960	1480	62
Total	**8695**	**4347.5**	**181**
9	3463	1732	72
10	3080	1540	64
11	2873	1437	60
12	2445	1223	51
Total	**11861**	**5930.5**	**247**

DRAFT

We would use existing runs and routes but we would have to identify the routes where more than 24 students would ride We would also use current bell time schedule.

Transportation

GUILFORD County Schools

Transportation

- Disinfect buses pre- and post-trip
- Students requested to distance at bus stops
- Will use the parent attestation for boarding the bus; or students will need to be screened before entering the bus
- Evaluating best practice for bus capacity
- One student, with face mask, per seat
- One student per seat every other row
- Windows open when safe and appropriate
- Front seat next to door isolation seat
- Hand sanitizer on all buses to be used as students enter the bus
- Bus runs will deliver students to a single site
- Reduce transportation demand
- Encourage personal transportation if an option
- Potential to increase walking distances
- Walking school buses
- Working with First Student on transportation for students with disabilities

GUILFORD
County Schools

Cleanliness & Hygiene

Establish a schedule for and perform ongoing and routine environmental cleaning and disinfection of high-touch areas and increase frequency of disinfection during high-density times and disinfect all shared objects between use.

Focus on restrooms and high-touch surfaces such as door handles

Avoid students sharing items or materials throughout the school day

Provide supplies and train classroom staff to clean and disinfect frequently touched surfaces
Remove excess furniture and equipment to limit number of items to be cleaned

Remove as many "soft" surfaces as possible (pillows, rugs, bean bag chairs, etc.)

Centralized custodial management
- Consistent training
- Deep cleaning checklists
- Calendar touch points for completion of tasks
- Procurement of PPE, cleaning supplies, hand sanitizer, soap, paper towels, etc.

GUILFORD County Schools

School Nutrition

Meal delivery to classrooms
- Limits student movement in the building
- Allows use of cafeteria for instructional space

Identify alternate kitchens to prepare and deliver food to schools in the event a kitchen has to close due to positive COVID 19 test

Required to use on-line payment option if summer meals program is not extended

GUILFORD County Schools

School Nutrition

USDA program type and waivers of regulations

Student arrival time and meal schedules

Accountability of meal counts for reimbursement

Safety of staff and number of staff available
- 83 employees are currently 65 years old or older
- 25 employees are currently age 64
- 107 employees are between the ages of 60-63

GUILFORD
County Schools

Option 1	Option 2	Option 3
Benefits	Benefits	Benefits
K-8 students receive meals at school daily	All students receive meals two days of week at school	All students receive meals during week of attendance
Concerns	Concerns	Concerns
	Grab & Go Model	

School Nutrition
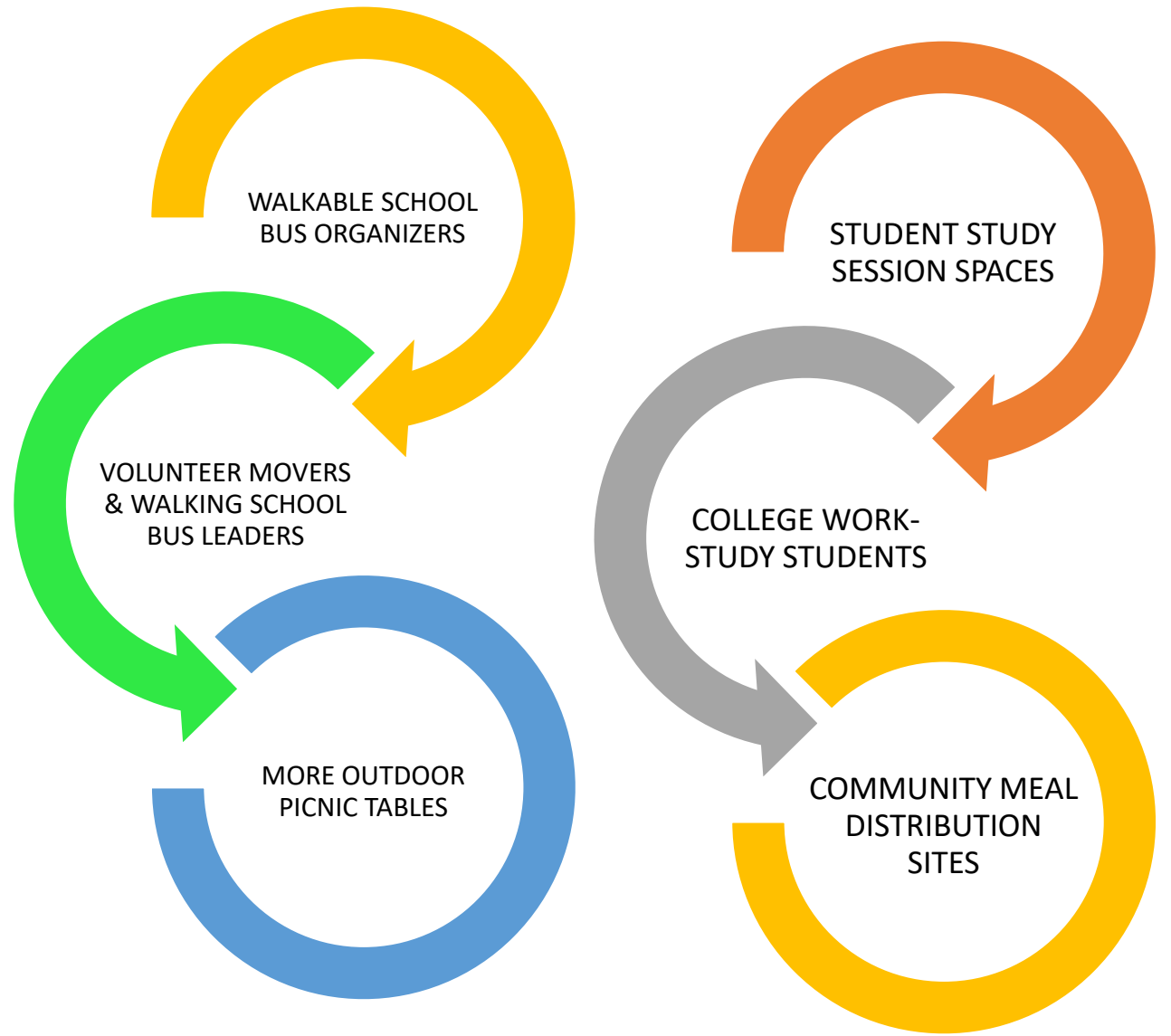
REOPEN, RECONNECT & STAY SAFE

PARTNERSHIP OPPORTUNITIES
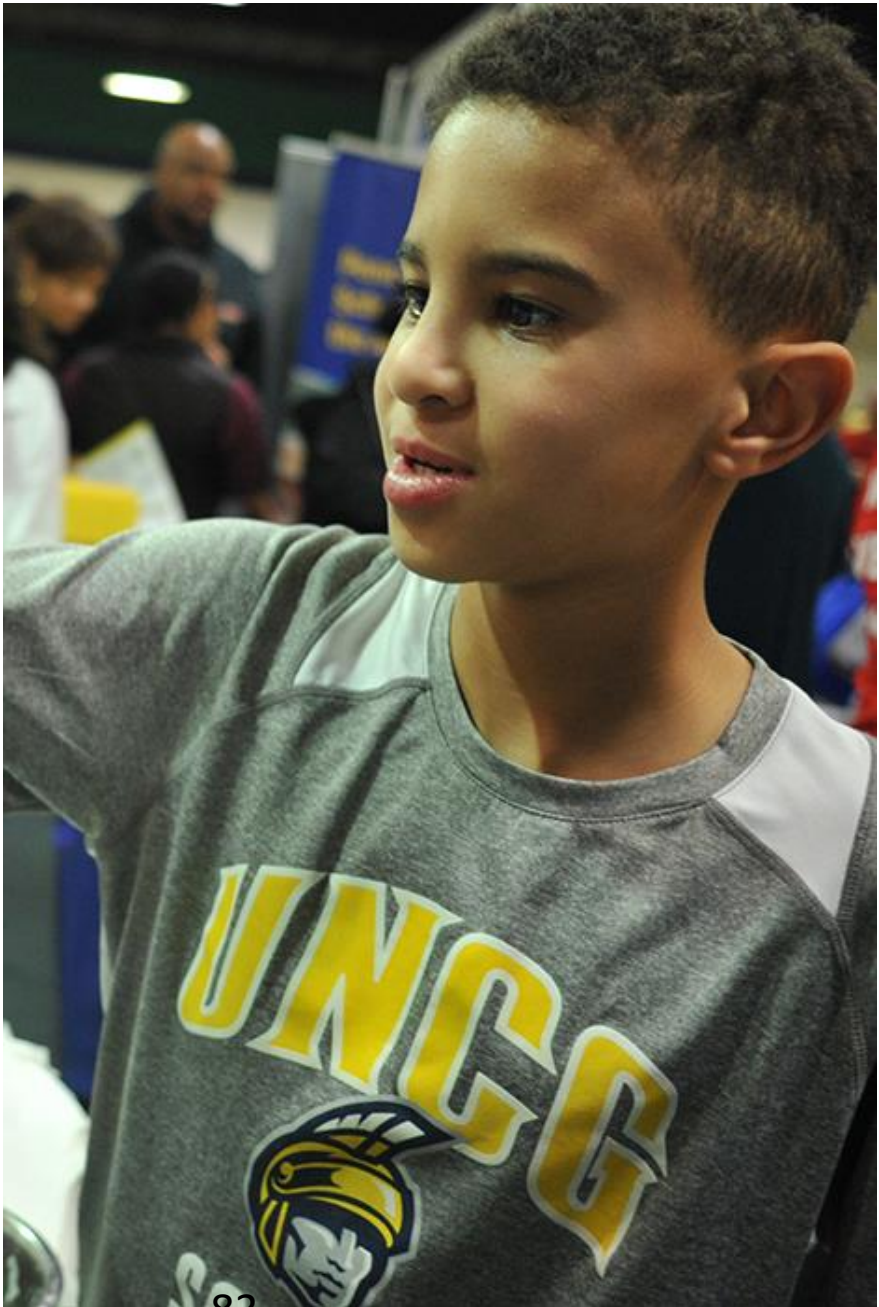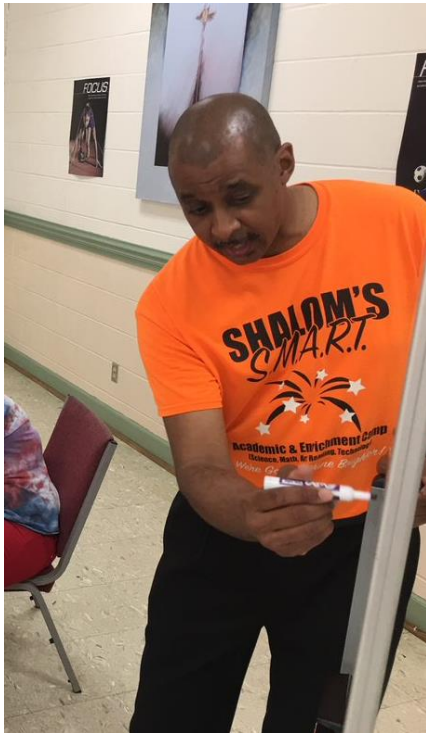
HOW OTHERS CAN HELP

"Once again, we are asking public schools to do the impossible & return schools to normal while offering parents more options and keeping everyone healthy without hiring more staff or spending a penny more."

Sharon L. Contreras, PhD
Superintendent of Schools

WALKABLE SCHOOL BUS ORGANIZERS

VOLUNTEER MOVERS & WALKING SCHOOL BUS LEADERS

MORE OUTDOOR PICNIC TABLES

STUDENT STUDY SESSION SPACES

COLLEGE WORK-STUDY STUDENTS

COMMUNITY MEAL DISTRIBUTION SITES

**GUILFORD County Schools**

Outreach to Faith Community

- Presented to four faith organizations and associations
- Developing partnerships with local faith communities to host spaces for small study groups
- More than 20 churches have expressed interest; outreach is continuing
- Legal counsel has drafted an MOU

GUILFORD County Schools

REOPEN, RECONNECT & STAY SAFE

TIMELINE & NEXT STEPS
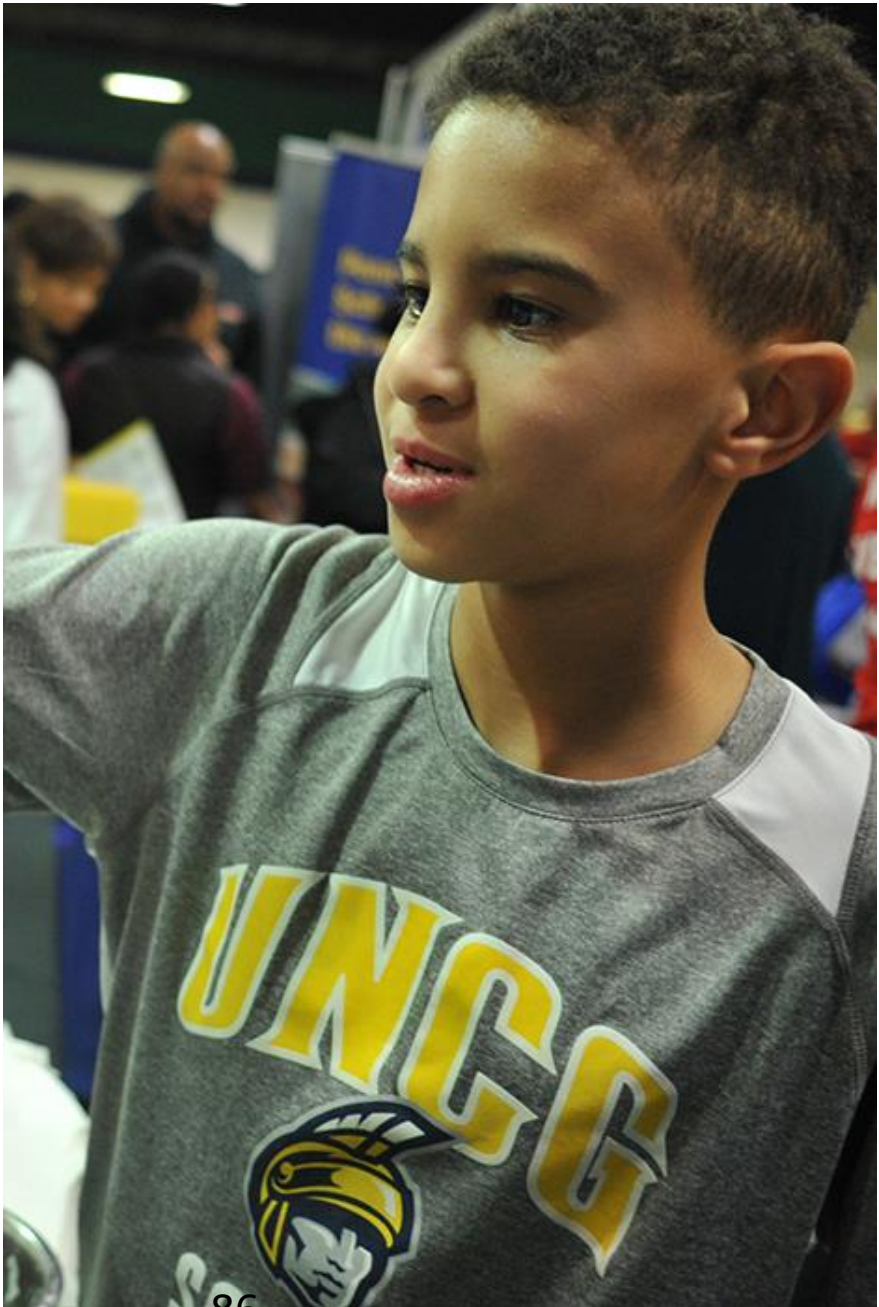
July 9	• **Board Work Session on Re-opening**
July 14	• **Board Review of Re-opening Options**
July-Aug	• Task Forces & Staff Fine-Tune Work/Action Plans, Schedules & Logistics; Communicate Plan to Staff, Parents, Public

Timeline & Next Steps

GUILFORD County Schools

Wrap-Up

Next Steps

Outstanding Questions

GUILFORD
County Schools