AccelerateED Instruction Subcommittee

Wednesday, May 27, 2020 (meeting 6)

10 a.m. – 12 p.m.

Instruction Subcommittee

Patrick Kelly, Chairman
Tonya Addison
Katherine Coleman
Katherine Lee D'Andrea
Latoya Dixon
Abbey Duggins
Sherry East
Anna Hall
Hollie Harrell
Tommy Hodges
Rainey Knight
Sandra Linder
Rich O'Malley
Tommy Hodges

SC Department of Education (SCDE) Staff

Ryan Brown
Rebecca Davis
Crystal Dennis
Stephanie DiStasio
Elizabeth Ann Jones
Angel Malone
David Mathis
Bradley Mitchell
Quincie Moore
John Payne
Brian J. Pratt
Anne Pressley
Laurie Traywick

Minutes

Agenda: Fall 2020 Recommendations – due June 12, 2020

The Instructional Subcommittee discussed, reviewed the working document of recommendations from last meeting, and made edits/comments when/where necessary.

Scheduling Models

- Recommending 3 different models
    1. Complete Distance Learning – If people cannot be in the building in August.
        a. A clear expectation of assignment due dates
        b. Districts to develop a guidance handbook of expectations of all stakeholders.
        c. Districts to have clear expectations communicated up front and regular check-ins throughout with all stakeholders.
        d. Districts to articulate/define their plans for regular check-ins with/by stakeholders. A best practices guide.
        e. Advisor Mentoring Plan – faculty members (not only teachers) be responsible for checking in with students (phone, email, etc.) in cohorts of students for additional communication
        f. Provide an appendix of resource links (VirtualSC, etc.)
        g. Districts could create a mini network between districts with the same model to share plans, policies, resources, rubrics, etc.
        h. Waivers to opt-in to remote learning for students and for teachers with compromising health conditions
        i. Technology support centers for students and teachers

- Flagged to possibly discuss later or provide feedback to other subcommittees:
  - Protocol if schools have an outbreak but it does not affect other schools in the district. Content or Credit Recovery model?
  - Need to be sensitive to fact that not all districts have digital access and districts have to plan accordingly based on their resources.
- All but 22 districts in the state will either be moving to eLearning or to a readiness district.

2. Hybrid (not all students to be in the building at once)
   a. The AM/PM Model

Concerns:
- Transportation
- Parents' work schedules

   b. A/B Days:
      - Baltimore model
      - Students in school 5 days - morning cohort and afternoon cohort. Instead of being in classrooms all day, students scheduled to be in other areas of the building at times.

Concern:
- Scheduling around parents' jobs
- IEP students – teams meet to determine seat time.

a. Cluster by last names, diploma pathways, addresses, (are districts considering creating cohorts models? A sign up?)
b. Districts should prioritize attendance for K4 and elementary first and could require the use of middle and high school facilities to facilitate elementary attendance
c. Districts to make the decision. The sub-committee to encourage districts to get feedback from their stakeholders as well as pose the types of questions that districts will need to consider when they are creating their plan, thinking about the logistical pieces, and weighing their options to make an informed decision. Giving districts the flexibility to choose is necessary for them to be able to serve the unique needs of all students, with special consideration for the hand-on experience and how that looks for special population students.
d. Districts to consider how they will respond if teachers need to be out for extended periods of time. Will teachers be able to work remotely while students are present? Scheduling piece? Special populations of students who may need to be out for a rolling basis.
e. Districts are encouraged to form their own task force from members of their community to help decide on the model best suited for them.

3. "Traditional"
   a. Clear on-going communication about new health protocols, including rationale for the procedures before and during the start of school.
   b. Maximum class size cap will come from the Operations Subcommittee. The Instructional Subcommittee recommends that whatever cap size that is determined, it should NOT be exceeded.

Questions:
- Is the CDC recommendation of 12:1 realistic?
- What would the consequences be for exceeded it?

   i. Reduction of Transitions within the building
      - Districts to consider: staggered class dismissal, lunch in classrooms , live

streaming of elective classes to home classrooms, rotating teachers instead of students to reduce transition through the hallways, flow of traffic in hallways in certain buildings.

Structuring Learning

1. Removing Barriers to Instructional Time
    a. Testing Waiver (and associated district benchmarks)
        - SAT/ACT/WIN at high school level offered during the day
        - There is an option for students to take SAT and ACT
        - All students must take WIN
        - SAT/ACT/WIN count toward college and career readiness
    - Recommend an evaluation at the state level based on summer recommendations.
    - Drills
        - Request for a waiver for the bi-annual school bus evacuation drill
        - Operational Subcommittee may need to handle concerns on: Active shooter/fire/tornado and eating in classroom (allergies), clean-up protocols.
    - Modified School Day for High School
        - Consideration on 24 credits to not just to fill the schedule. Not only consider 24 credits but also CTE completion.
    - Field Studies (revisit if another subcommittee is not handling it)

2. Calendar
    a. Start Date
    - Start dates will need to be district decisions.