

AccelerateED Task Force  
Building and Student Services  
Monday, May 4, 2020  
3:00-4:30 p.m.

Kathy Coleman, AccelerateED  
Chair

Task Force

Alan Walters, Chair  
Chanda Jefferson  
Harrison Goodwin  
Chuck Saylor  
Kathy Coleman

Advisory Group

Margaret  
Merriweather  
Anna Duvall  
Sharon Worley  
Scott Powell  
Angie Slatton  
Sabra Denny  
Abby Duggins

SCDE Staff

Sabrina Moore  
Sherrie Beaver  
Sarah Longshore  
John Payne  
Beckie Davis  
Vickky Ladd  
Dan Ralyea  
Jasmeen Shaw  
Brian Pratt  
Marlene Sellars

Questions assigned to the group: Based on the discussion today, we would like for you to come up with recommendations for the following main issues and how they fit with the charge of your subcommittee:

1. Expand summer academic opportunities in ELA and math to include special populations of students who are in need of support
2. Provide social/emotional learning support as students and staff return to the school environment
3. Upfront costs for districts
4. Particular focus on K-3 and giving districts flexibility on these programs
5. Making sure safety protocols are in place in schools
6. Meeting the needs for students with disabilities.

The meeting was called to order by chair Alan Walters with greetings and the purpose of the meeting. The meeting proceeded with introductions of the AccelerateED chair, Kathy Coleman followed by members of the Task Force, SCDE staff and Advisory Group.

Ms. Coleman provided an overview. Thanks for willingness to serve. Molly asked her to head this group and figure a way to help students get back into school. What will it look like and the department staff have dealt with several issues but wanted to have a small task force to come up with good ideas of the best way to serve the students in the summer and then hopefully in the fall. We all know that it's contingent on COVID-19. It would be a shame if we are not ready. A lot of states are already working on it. Asking the group to think out of the box and use expertise to help. Task force to cover areas that was needed a lot of expertise and divided into three areas, which will sometimes overlap and work

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together; Instruction, Operations and Building and Student Services. Reach out to colleagues for their ideas.

Six areas of focus that has been assigned; some of them are vague and some are broad. Use what SCDE staff has already done as a baseline. Identify under each one, use some type of action items with some sort of measureable goals and objectives so that we can kind refine this down so that specific recommendations can be made. The one that has the most immediate time constraints was the summer academic opportunities; how do we do the summer programs; how do they mesh; do we add academic days to the program calendar. Later is better, July would be the better time. Summer camps and/or programs can our opportunity to convince our teachers, our administrators, parents, students and all stakeholders. Upfront costs, safety protocol; everything we do are impacted by it.

1. Expand summer academic opportunities in ELA and math to include special populations of students who are in need of support

JPayne: Summer reading opportunities. It will depend on COVID-19 and where we are at that point. Considerations for June reading enrichment activities that can be done at home. Summer learning opportunities for K-3 in ELA and Math in July. Conversations regarding additional days at the beginning or extended days throughout the year. In terms of July to have a variety of options available that will include–Face-to-face (ideal); virtual or blended model or paper packets approach to summer learning.

KColeman: Provide recommendations for options. Funding models and what the funds can be used for

JPayne: Several pots of money available-1) \$1.9 Billion that the governor will receive as part of the CARES Act that has to be spend by the end December 2020. Ask for a part of the money to offset the cost for summer learning activities. 2) \$48m governor received from another part CARES Act for education only. Working with the governor’s office to plan how that money is to be spent. 3) \$216mSCDE just received -90% (\$194m) will be used as flow through to school districts in the form of a subgrant; \$21m will be kept at the state level for state wide activities. Schools who receive Title programs under ESSA, Perkins, Adult Education, Career Technical Education funds, Federal Literacy fund, all districts have an extra year to the spend those dollars. We need to determine how we best use all of these fund sources to best meet the needs of our students. The use of the funds must be related to COVID-19.

AWalters:

1. Funding
2. How to define/identify the special populations in need of support
  - Students protected by Federal law/civil rights law
  - Students with IEPs/ Students with Disabilities
  - 504 Plans
  - English Learners Students
  - Homeless

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Foster Care  
Migrant  
Neglected/Delinquent  
Specialized settings such as placement in a residential treatment facility

### 3. Actual Content

Clarification – This group is to focus to health and safety side; we address student services and how that may look as far as future buildings, protocols. Also funds used for cleaning and technology. These are items that may fall in this group.

SMoore/MMerriweather– regarding mental health services and want to connect with schools. Summer programming, to identify students with a universal screener. There are low cost and no cost options. Concerns that are being voiced are regarding students who need to be in the camps are the ones that they are hard to find now. From the health and safety standpoint, how can should we address it. In partnership with districts to find the students by knocking on doors. The face to face screening tools are free. There is a cost for the virtual screening. SLongshore – issue that they have run into with screening potential English Learnings is that the ESEA approved training tools that our state uses are conducted face to face. We need to be sure we are able to put safety protocols in place that will allow us to continue screening. Question: What will the safety protocol look like face to face look like, perhaps separate locations in the same building using SKPE for whatever? Some districts have used Google Hangout-the instructor in one room and the student in another. However, at some point there will need to be some type of interaction in order to get the student set up on the device. Does that require everyone using a mask? Does it require a temperature check? Does it require that they are make sure that they are separated by six feet? As of now, the department has provided provisional guidance to allow us to screen potential English Learners but it is not what we are supposed to be doing. In order to determine the student’s actual proficiency level we have to be able to use the ESEA approved screeners for our state that does require some type of face to face interaction. We need to be able to identify students in need of support services, whether we are talking about English Learners. Mental health, migrant students. We have to be able to have the conversations as to being able to identify students that may need additional support services; we may use dividers, masks, or the types of things that will protect and keep staff, students and families safe and healthy are needed. AWalters: This brings up another issue and that is the digital divide and the lack of broadband in some areas so some students may have to come to the school in separate rooms. The WIDA screener is done on line, it still has to be done face to face with a certified trainer. JPayne: some of that is also true with special education so there are conducting an evaluation to see if a child is eligible has to be done in person and not done remotely. Safety precautions and recommendations that we have to have in place that have more significant health impairments that may have underlying health conditions and having a healthy environment for screening.

JShaw: Modify or repurpose placings in schools. National Council for School Facilities –broke it down into two separate areas 1) Social Distancing plan allowing 44 square feet per child and whatever the capacity of the school using 60% of the capacity and placing desks 6 feet apart

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facing the same direction, the possibility to eat lunch in the classroom, rotating teachers and not students, one way hallways, checking temperatures before entering the building. Also, using difference types of schedules (AB), Students who attend on Monday and Tuesday or Wednesday and Thursday, and everyone work remotely on Friday, the use of face masks, running buses half empty. This would apply to the summer programs as well. and a plan for facility hygiene. Reopen school in a safe manner. Fiscal modifications would have to be made to accommodate these type of changes. The summer will be the test tube for the fall at a larger scale. Sdenny: Another thing to think about is the amount of staff that would be needed to do all of this. You can't do more with less people. What about childcare for teachers' children; teachers are also trying to teach their own children. What does health care look like for your staff and teachers?

Jshaw: Biggest comment was that community buy in will be a big part of all of this things. AWalters: 800 sqft mile 1.5 hour bus one way. CSaylors: K-12 or more of a high school setting? What is the size of average room that they were using? JShaw: As they described the square footage, they were referring to usable space not to include the teacher's desk or cabinetry and the things of that nature. When they talked about capacity they were taking in consideration the student population.

Sdenny: In reference to students and desks. Stateside and nationwide personalized learning and flexible teams, we don't have the traditional desks that can be put back in rows, mostly tables and that type of grouping and to go back to that type of setting would be an additional cost. Jshaw: Survey for superintendents and districts, to give us an idea of how much their need for how much it will cost for cleaning supplies, potential training, vendors for cleaning purposes. How much will it cost? Alan: All items have been touched; especially safety protocol. How about restroom times? Keeping them 6 feet apart going in and out of the restrooms. CJefferson: Went to a graduation pick up, where the seniors were there to pick up their caps and gowns and they had an opportunity to get out of their cars and take pictures; they were so excited to see each other for the first time, all they wanted to do was to hug each other. Hard for teachers and students because it is our natural behavior. A safety protocol and procedures and accompanying them with needs an info graphic that the state department puts out with our safety protocol and procedures; perhaps a video so that we have that clear communication and we can continue to show that to our students, teachers and community members. The info graphic would state what our teachers will do, what our custodians will do, how we are help teachers, how we are helping students and keeping them safe. Alan: each one of these things that will be put out by the state department needs to be sourced back from DHEC or CDC or somebody so that know we are using consistent and approved standards. Potential for civil liability if we are pushing out things that we want people to do we should be concerned about an outbreak.

SMoore: Some type of marketing campaign to say to the educators, parents, and students that the facility is taking great cautions to ensure that your return, you will be safe. Resources/funding needed to build up confidence.

JPayne: Conversations with Molly about sanitizing and cleaning not only schools but also the school buses. She is interested in how we want to help districts to provide those costs; again buying power in bulk. Working through whether it is feasible to use state level dollars or some of the governors. Alan: Completing with states, federals. We have covered the upfront costs for facilities and also messaging.

AWalters: Another item is the Social emotional learning support: This would be in the fall as well. MMerriweather: When we have banners and tents in place outside of the building, it makes a difference to people. When they pulled into the parking lot, there was a procedure in place for screening everyone before they entered the building; order banners early.

ASlatton: What to do for all students; using the tiered approach to supports. We probably already have a clear idea of who the Tier III are now; already checking on them, going by their homes to make sure that they are safe. We have Tier II and Tier III don't work if we don't have Tier I in place; what does that look like? How are we going to identify the students that need these supports? What does the system look like knowing that there will be overlap? This is a great opportunity for the state as we grow; but what does that look like in the form of staffing, curriculum, etc.

Duvall: Universal screening-Something in place. School Counselors are trained for Tier I and Tier II response to intervention, response to social emotional learning. Some people are ready to go and ready to go, but need to know what to do and have the ability. Hands will be full when school returns and there are people in building who can help. ASlatton: Funds for training to current staff members. Even if there is funding, there is not enough professional people out there to fill all positions needed.

AWalters: Chandra will Google doc for each of the six areas of focus. Your opportunity to place under the specific area as your wish list and then it can be refined. Opportunities in this tragedy to do some things that we would not otherwise have a chance to do. CJefferson: Teachers throughout the state are interested in the social emotional training. This will allowed them to reach out to some of our more vulnerable students throughout this period.

ADuggins: the need to strength the Tier I (MTSS). We may not need to have made the leap able to work without this tragedy; so this is the silver lining. Teachers are hungry for strategies to support their kids in anyway, academically as well as social emotionally.

MMargaret: Tier III kids–increase Telepysch (?); if needed at school.

SMoore: Will there be infrastructure funds this year at last years \$60,000.00. There isn't any current money in state budgets. AWalters: Some schools don't have nurses. There are thermal cameras and metal detectors but there has to be someone there to monitor it as people come in. We need a base line standard from when they get out of the cars or buses, to the time we send them home, what are the expectations while they are in our care and custody.

JShaw: Part of the survey that will be sent out to be answered includes what does the district need, how much will it cost. Last years' safety money has been depleted.

AWalters: Meeting the needs with children with disabilities. JPayne: What are going to be the general education opportunities for student with disabilities and how do we go from there in terms of the specialized learning instruction and services. The learning will be an extension of the general reading camps. Students with certain disabilities don't normally go to the reading camps, children with significant disabilities. So we need to look at 1) students with disabilities as an extension with a variety of scenarios and 2) determine what type of opportunities for students who don't typical attend the summer learning camps because of the nature of disabilities. Looking at what would be some of the supplemental services, technology needs, divisional divide, and access to the internet. Some maybe unique such as assistive technology; does the district have the capacity to provide a player at home. We are thinking of 1) a summer learning opportunity for ELA and math and what will be extended learning opportunities and supplemental opportunities when school starts back in August. There is a task force with our Special Education office helping us think about some of the unique needs and they have been meeting regarding the immediate needs and also long term. What will it look like for an extended summer learning for the students with disabilities? Also addressed is another group of students that may not attend the summer learning camps, what will it look like for students with significant cognitive disabilities and thinking of students other needs. For example, students with emotional disabilities, how will their social emotional needs be met, students that have functional needs. Students in high school working on some type of employable credential and making meeting those needs.

ASlatton: Access to students over the summer for data collection and what that looks like; a blend of instruction but also an opportunity for data collection for our students so that whenever we return to school we are ready to rock and roll. That way time is not spent completing data collection so the more that we can do during the summer the better.

Sdenny: Supplemental support, what does that look like? How can we do more than we are doing?

Jpayne: Supplemental services. What has been the impact on all education not just students with disabilities? How much learning has been lost not time lost?

AWalters: Google doc. How do we take todays work and document it? Through the notes, the google doc. Next step is the general task force meeting scheduled for Wednesday and then on Thursday. Summarize our notes and bring it back and refine it better.

VLadd: Nursing-offices are not designed for social distancing. PPE is also important; a lot was donated to the school districts so the supply is depleted. Nurses are using cloth masks which protect the other person but does not protect the nurse. For instance, when a nebulizer is used, it sends germs into the air. More square footage is needed and there are also some schools without any nurses; no clinical oversight as to what is taking place in the building. Also there needs to be

safety of the adults. Adults are at more risk than the kids. A list is available that she will share with the group. AWalters: Teachers not wanting to come back because of underlying conditions.

SMoore: This is May and offices are possibly opening in July. There is an urgent need to move forward quickly so that we can go back and educate communities, parents, students, and teachers. Final solutions/plans are really conducive to not only safety but effective learning and effective emotional development.

AWalters: Having buy in from teachers, students, and parents is the only way this is going to work.

? School counselors are taken away from providing emotional support by things like changing schedules making it chaotic. They are processing hundreds and hundreds of requests.

AWalters: Next steps: Compiling this information through notes and google docs.