



Dr. Eugene Sanders
CEO & Superintendent

Planting the “SEED” for Academic Recovery (A Trauma-Informed Approach to Academic Recovery)



Dr. Vilicia Cade
Chief Academic Officer



Special Acknowledgment

The development of this plan was fueled by collaboration with various stakeholders. The Chief Executive Officer, Dr. Eugene T. W. Sanders, the Senior Leadership Team, and the Human Resources Department spent several hours vetting ideas from various constituents to ensure alignment to the CEO's nine considerations (core values).

To arrive at our final recommendations, the district convened various focus groups to solicit feedback and to build capacity for buy-in on our recommendations to the Board of Education. Our plan focuses on addressing the “holistic needs of students and staff” during this global health pandemic.

Special appreciation is being extended to Mrs. Tina Beatty, Director of Human Resources, Mrs. Julie Cheek, Human Resources Facilitator and Dr. Stephen Sturgill, Chief of Staff and Transformation Officer for the countless hours spent debating on how to best re-start schools. Their input on staffing and logistical matters was unmatched. A special acknowledgment is being extended to all the administrators, teachers, parents and community partners who “*leaned in*” to share their voice.

There is no simple solution to our efforts to “*Lead During Ambiguity*” but as a Blue Streak Family, we are poised to do so edifying our commitment to — Tradition, Pride and Excellence!

Dr. Vilicia Cade
Chief Academic Officer



CEO's Considerations For SCS Instructional Delivery Options

SCS Instructional Delivery Options were designed with the most consideration given to the CEO's 10 Priorities:



1. Safety & Sanitation Factors for Students, Staff, & Parents



2. Social-emotional Well-being



3. Technology-driven Academic Success



4. Social Distancing Guidelines of 6 feet



5. Budget & Cost



6. Facilities Usage & Maintenance



7. Transportation & Cafeteria Standards



8. Parent & Community Feedback



9. Flexibility & Adaptability



10. Collaborating with Neighboring Districts



Three Core Academic Values

SCS' Instructional Delivery Models have **three core academic values:**

1. Following all Health Department Guidance

- Social distancing, face coverings, sanitizing and washing hands, and frequent disinfecting of personal space and equipment used for learning

2. Providing Consistency in Advancing Academic Goals/Programming

- A: Recovery of academic loss from COVID closure and summer break
- B: Interventions to close learning gaps
- C: Focus on advancing new content and skills

3. Considering How to Scale the Utilization of Virtual Classrooms Effectively to Maximize Learning

- Provide Google training to all Stakeholders to ensure the effective participation in virtual classrooms

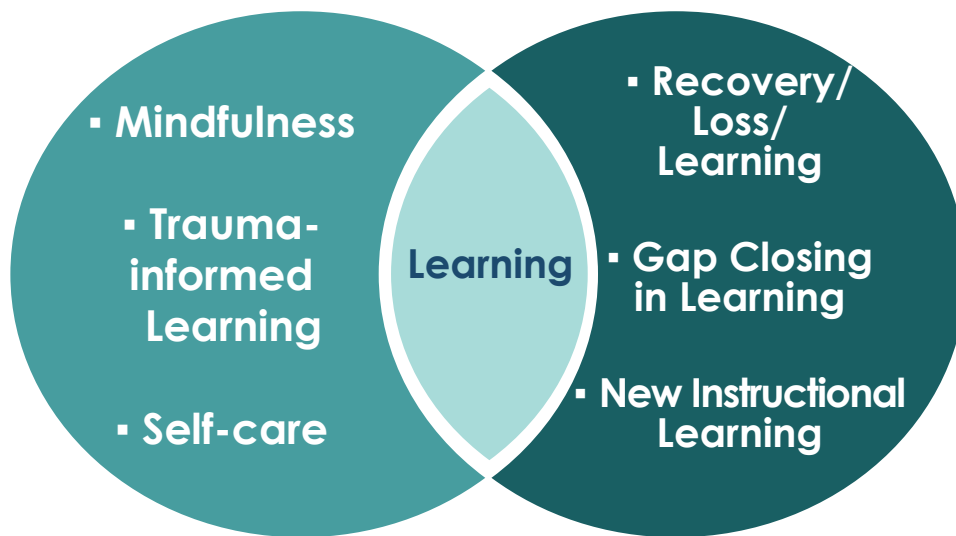




Taking a Trauma-Informed Systemic Approach for Students & Adults

The foundation of SCS' Academic Recovery Plan embeds the understanding that all members of our community are on the road to recovery from trauma caused by the COVID-19 Pandemic. This will be the bedrock of our academic recovery efforts for Fall 2020.

To this end, trauma-informed care using restorative practices and mindfulness will be essential to the re-start of school.

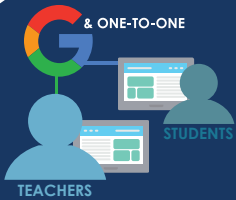


- Daily scheduled “mediation moments” for both staff and students (virtual or face-to-face)
- Morning circles and afternoon circles (restorative practice)
- Extended-day on-site Yoga opportunities



Sandusky City Schools' COVID-19 Academic Recovery Plan

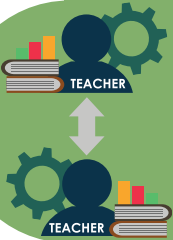
Five Goals to Re-start School following the COVID-19 School Closure



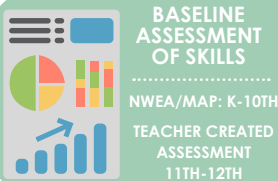
1. Launch the development of a digital ecosystem that utilizes one-to-one device access and a student learning management system.



2. Ensure the district has the flexibility to implement effective virtual or face-to-face instruction interchangeably.



3. Establish a proactive process that centers on teacher collaboration to ensure that student learning advances if instructional staff is unavailable because of the COVID-19 health crisis



4. Utilize a systemic process that assess students' academic status to develop an enrichment-learning plan based on individual need.



5. Implement a process that focuses on safeguarding the social-emotional well-being of both students and teachers.

**All instructional staff must develop proficiency in using Google email, classroom, forms, slides, and meets as the primary form of interaction and communication to monitor and support student learning. The district will pursue an accelerated timeline to become a highly effective Google Certified district and scale one-to-one device use.*



Five Critical Instructional Priorities



Re-entry Academic Assessments & On-going Social Emotional Supports for Students & Adults - We will take a systematic approach to assess the impact of the COVID-19 school closure on students' academics. We will implement "mindfulness" techniques as a core strategy for self-care for students and adults. We will focus on evolving as a trauma-informed organization using restorative practice to aid in our recovery efforts



Enrichment/Intervention Supports for Students - We will provide access to personalized adaptive instruction, weekly time on ExactPath and be explicit in small group instruction.



One-to-one Devices to Advance Learning - We will require every teacher to operate a Google Classroom. We anticipate the need to shift between virtual and face-to-face delivery of instruction due to the pandemic. This is to allow for interchangeable instructional practice either (*face-to-face or virtual lessons must be pushed out in Google and Graded in Google effective August 2020*).



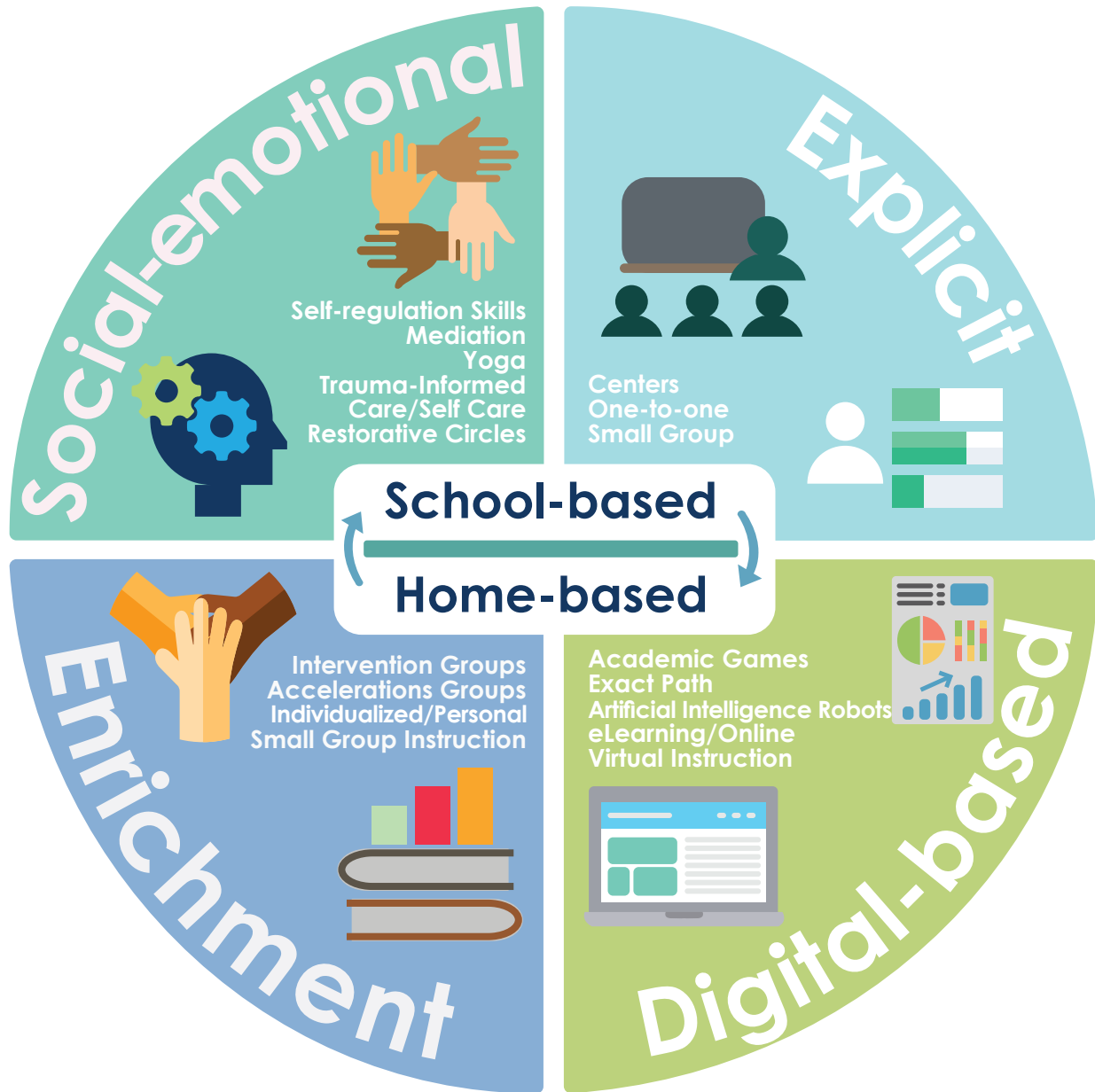
Strengthen Monitoring & Accountability - Every core subject teacher must document and convene monthly individual goal setting, academic student conferences or individual feedback virtual/face-to-face meeting with students (3rd - 12th grade, parents must be included for Preschool - 2nd grade)



Collaboration to Advance Collective Teacher Efficacy - Teachers must co-create Weekly Playlists by subject and grade.



Sandusky City Schools' Four Key Areas of Learning



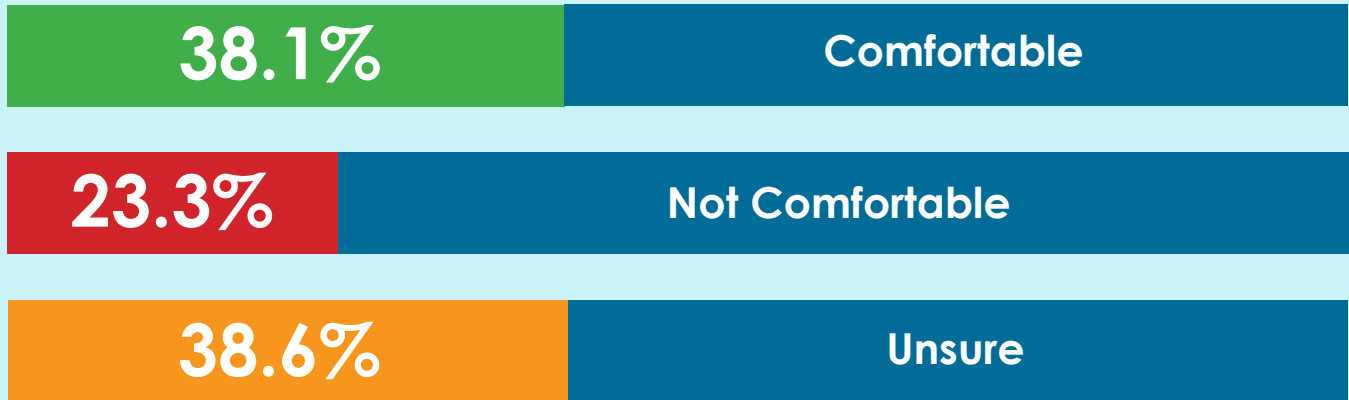
SEED (Social-emotional Supports, Explicit Instruction, Enrichment Options, & Digital-based Games)

There are **four key areas of learning** to advance SCS' Three Core Values. **SEED** will provide a structure for the Instructional Core Values.

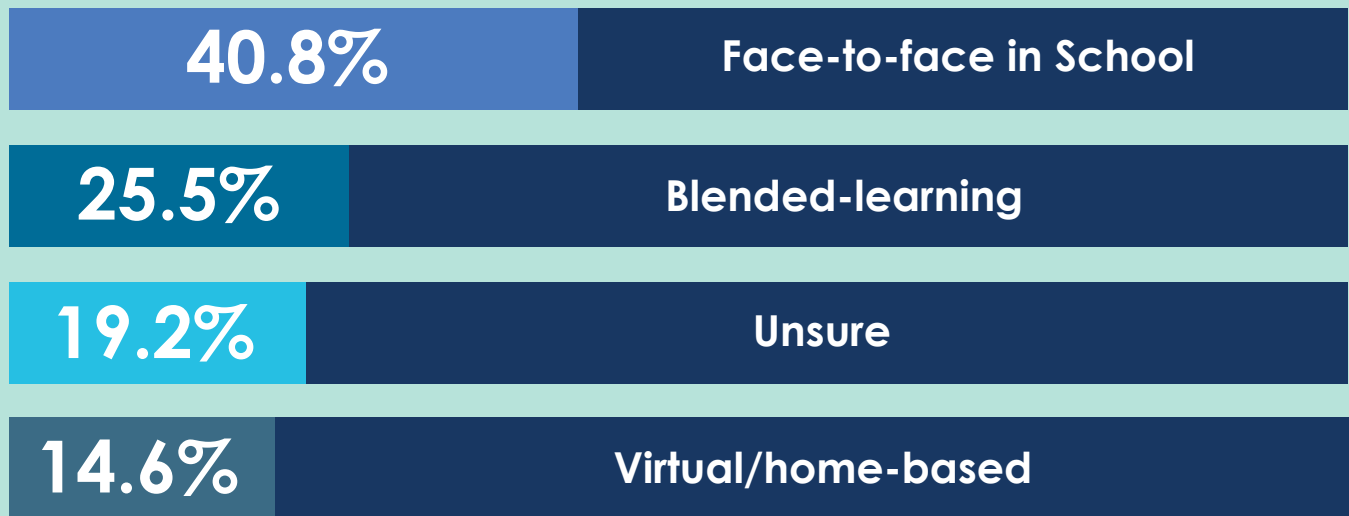


Parent Survey Results

We provided a survey to our families regarding their level of comfort about sending their children to school in the Fall of 2020:



When asked about preference for instruction in the Fall of 2020, Parents responded:



Parents have spoken. Critical takeaways from Parent Survey:

61.9%

of Parents said they are 'not comfortable' or 'unsure' to return students to school

59.3%

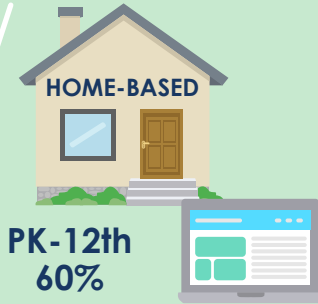
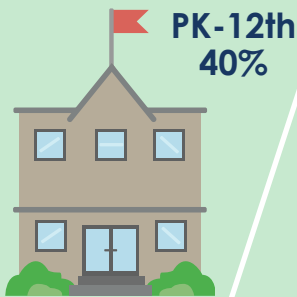
of Parents said they prefer some type of virtual instruction or unsure



Sandusky City Schools Instructional Delivery Options

SCS Instructional Delivery Options

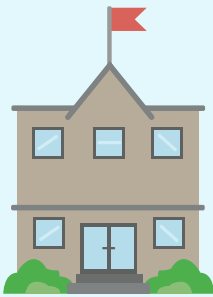
OPTION 1



Blended Learning

- 40% Face-to-face 60% Virtual (Preschool-12th Grade)
- 6 ft Physical Distancing
- Busses: 2 Students per seat with masks

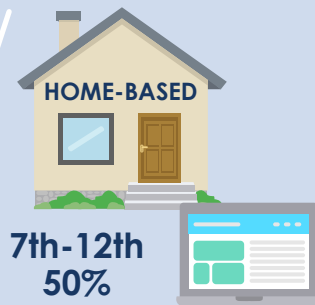
OPTION 2



Traditional Learning

- 100% Face-to-face
- 3 ft Physical Distancing
- Busses: 2 Students per seat with masks
- Grades: Preschool - 12th

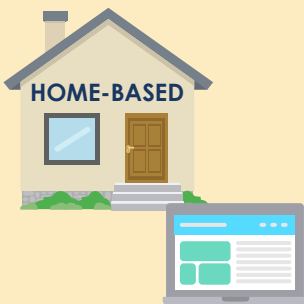
OPTION 3



Face-to-face Learning

- 100% Face-to-face (Preschool-6th Grade)
- 50% Face-to-face/50% Virtual A/B Block (7th-12th Grade)
- 6 ft Physical Distancing
- Busses: 2 Students per seat with masks

OPTION 4



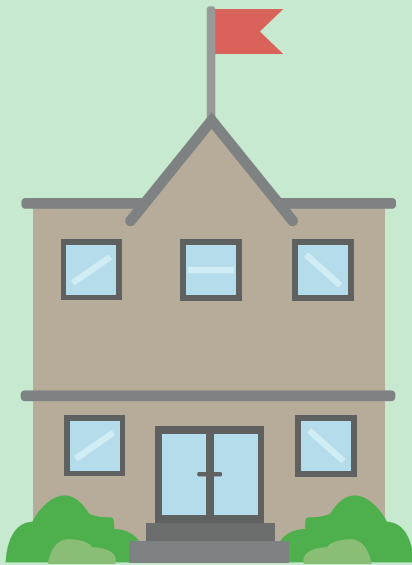
Virtual Learning

- 100% Virtual (Preschool - 12th) Home-based learning
- Any family wanting a 100% Virtual option can opt-in for 'COVID Home-based Learning' for a complete year. Families will need to complete the 'COVID Home-based Form'.



Sandusky City Schools Instructional Delivery Options

OPTION 1 - Blended-learning



Preschool -
12th Grade
A/B Block



HOME-BASED

Preschool -
12th Grade
A/B Block

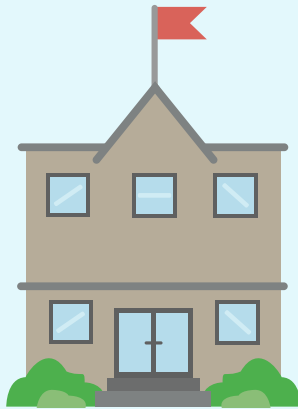
- 40% Face-to-face/
60% Virtual
A/B Block
(7th-12th Grade)
- 6 ft Physical Distancing
- Busses: 2 Students per
seat with masks

- A - Monday & Thursday
- B - Tuesday & Friday
- * Wednesday - Virtual Day
for all students

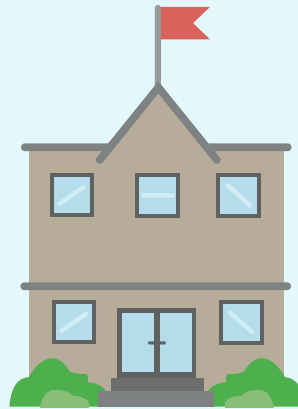


Sandusky City Schools Instructional Delivery Options

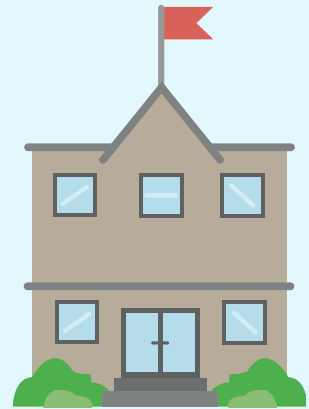
OPTION 2 - 100% Face-to-Face



Preschool -
6th Grade



7th & 8th
Grade



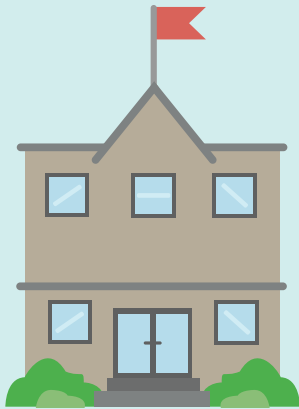
9th - 12th
Grade

- 100% Face-to-face
- 3 ft Physical Distancing
- Busses: 2 Students per seat with face coverings
- Grades: Preschool - 12th



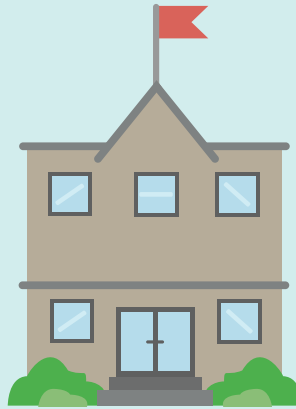
Sandusky City Schools Instructional Delivery Options

OPTION 3 - 100% PK-6th & 50%/50% 7th-12th



Preschool - Kindergarten

- 100% Face-to-face
- Five Days a Week
- 1/2 Days
- 6 ft Physical Distancing
- Busses: 2 Students per seat with masks



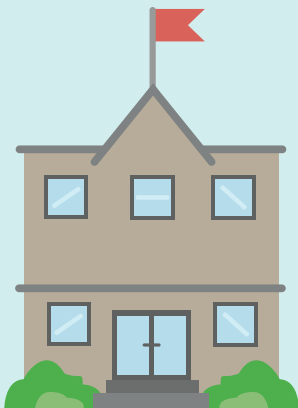
1st & 2nd Grade

- 100% Face-to-face
- Five Days a Week
- Full Days
- Staggered Schedules
- 6 ft Physical Distancing
- Busses: 2 Students per seat with masks



3rd - 6th Grade

- 100% Face-to-face
- Five Days a Week
- Full Days
- Staggered Schedules
- 6 ft Physical Distancing
- Busses: 2 Students per seat with masks



7th - 12th Grade

- 50% Face-to-face/
50% Virtual
A/B Block
(7th-12th Grade)
- 6 ft Physical Distancing
- Busses: 2 Students per seat with masks



Sandusky City Schools Instructional Delivery Options

OPTION 4 - 100% Virtual



- **100% Virtual/
Home-based Learning:**
eLearning
Google Meets Session

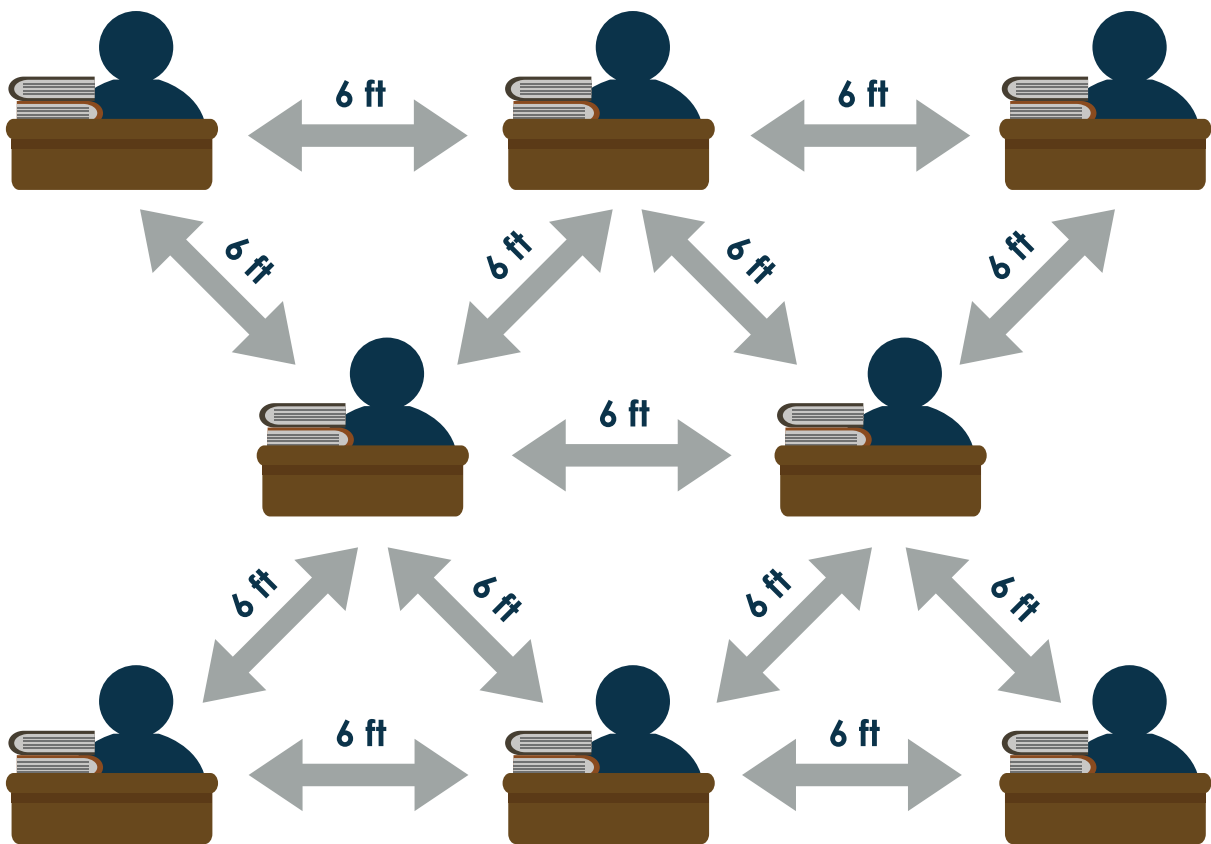
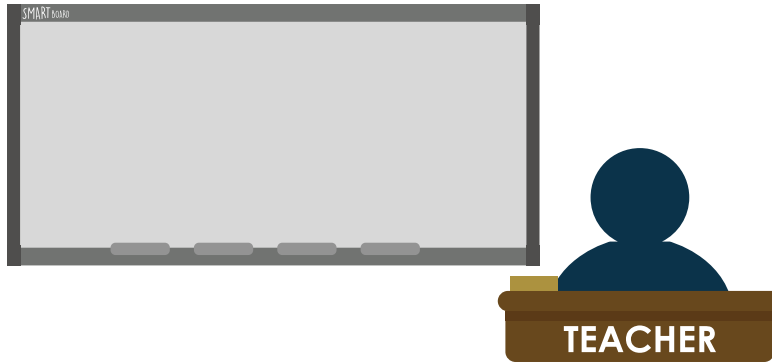
COVID-19 Home-based Learning

*Any family can opt-in for COVID Home-based Learning.

- 2 Days of Google
- 3 Days of eLearning



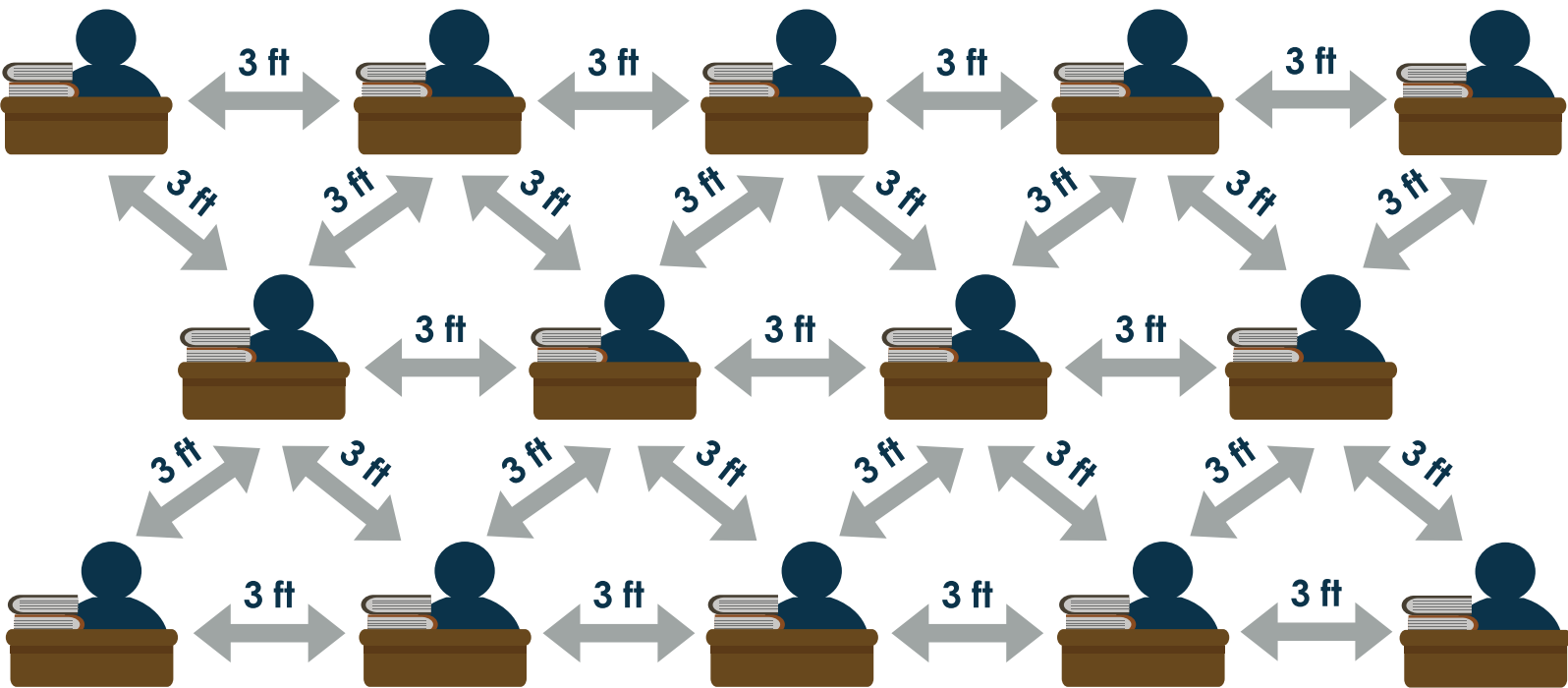
Classroom View



- 6 ft Physical Distancing
- Busses: 2 Students per seat with masks



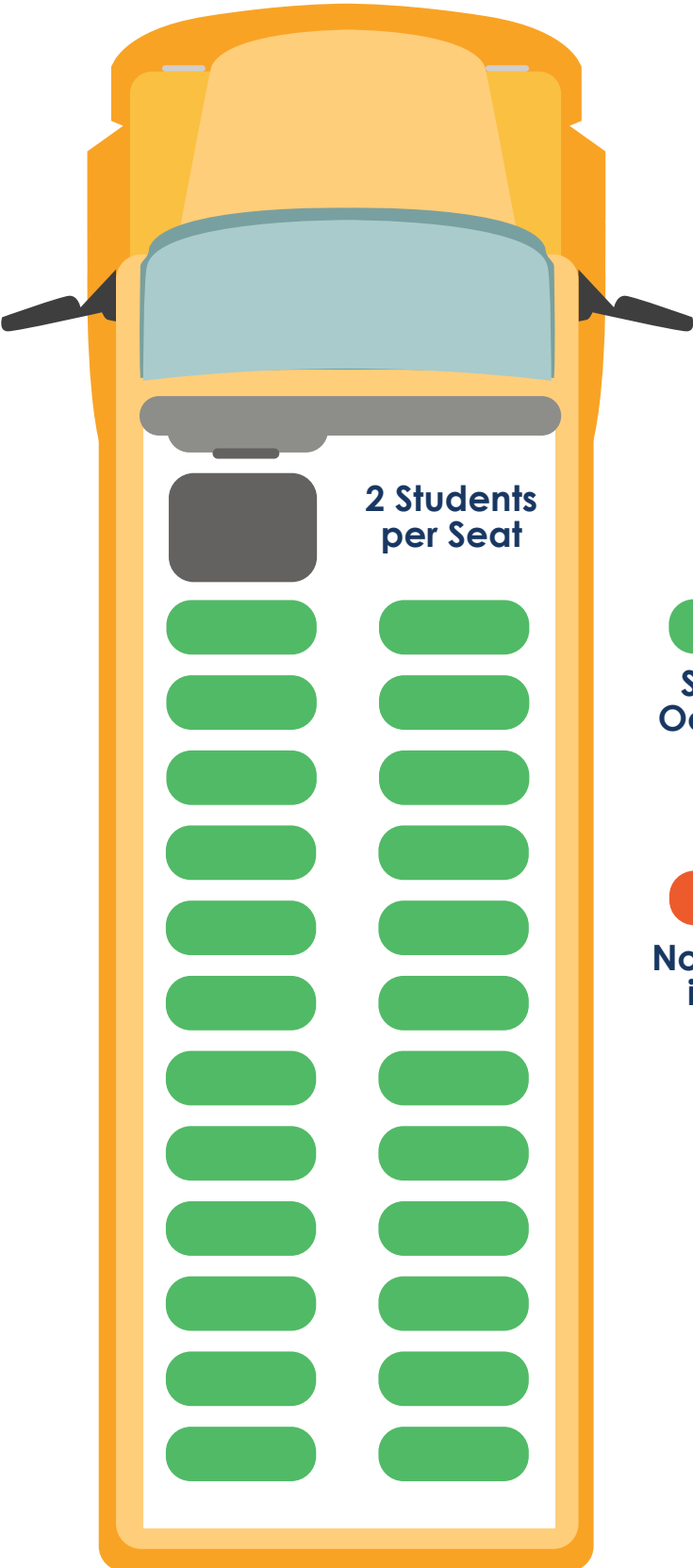
Classroom View



- 3 ft Physical Distancing
- Busses: 2 Students per seat with masks

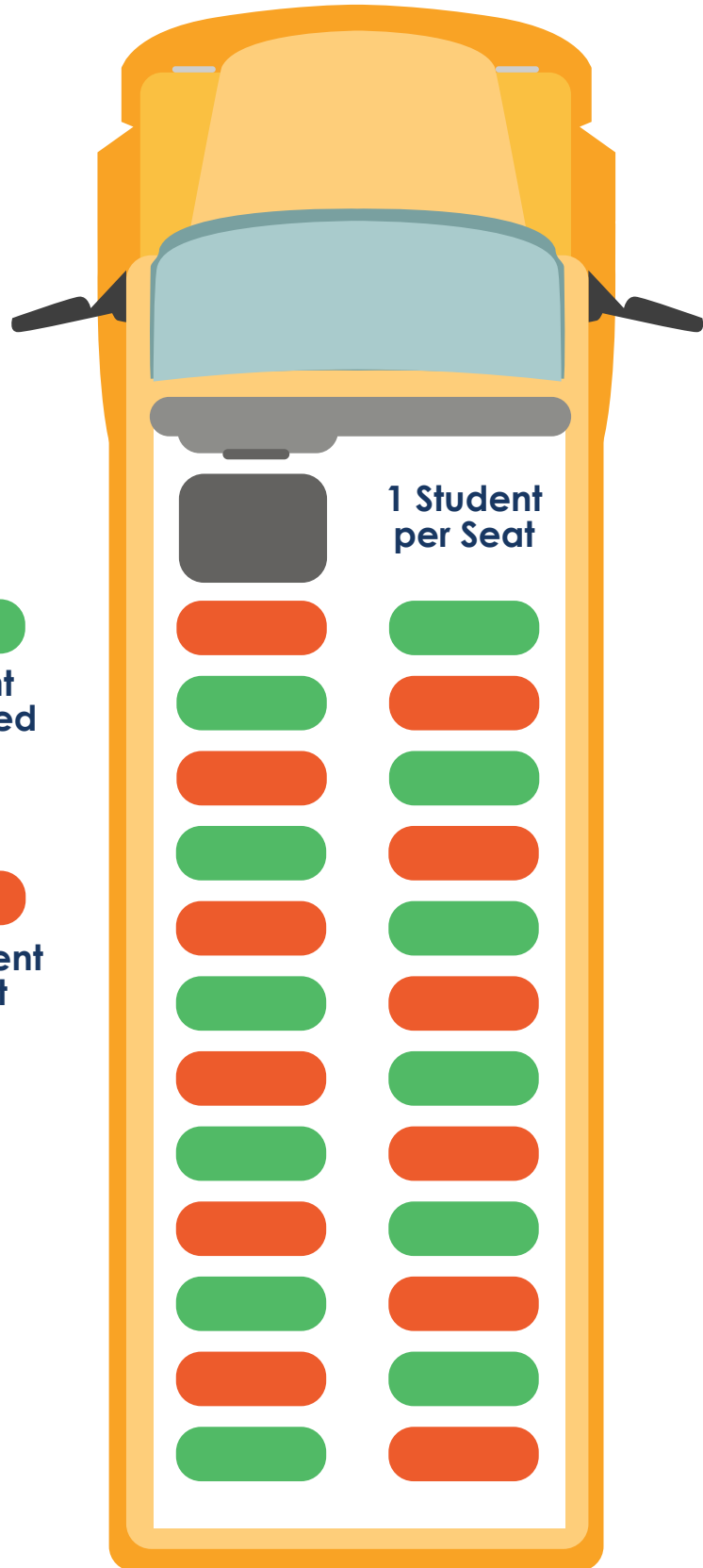


Transportation View




Student Occupied Seat


No Student in Seat





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