

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200037

Grants.gov Tracking#: GRANT13154977

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200037

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="██████████"/>	* c. Organizational DUNS: <input type="text" value="██████████"/>
--	--

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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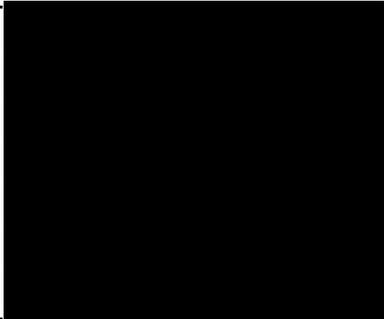
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

South Carolina Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	3,210.00	3,210.00	3,210.00			9,630.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	20,423.00	5,430.00	5,430.00			31,283.00
6. Contractual	3,696,892.00	3,916,545.00	4,096,340.00			11,709,777.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2020 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200037

Name of Institution/Organization South Carolina Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: South Carolina Department of Education

* Street 1: 1429 Senate St., Ste 1005 * Street 2: _____

* City: Columbia * State: SC: South Carolina * Zip: 29201

Congressional District, if known: SC-06

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Education Stabilization Fund
	CFDA Number, if applicable: 84.425

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Not Applicable Middle Name _____

* Last Name N/A Not Applicable Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Not Applicable Middle Name _____

* Last Name N/A Not Applicable Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: _____

* Name: Prefix Mrs. * First Name Molly Middle Name M.
* Last Name Spearman Suffix _____

Title: State Superintendent of Education Telephone No.: _____ Date: 06/29/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-SC_GEPA_statement_SCR2L.pdf

Add Attachment

Delete Attachment

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South Carolina Department of Education Statement of Compliance General Education

Provisions Act (GEPA) Section 427

The South Carolina Department of Education (SCDE) ensures equitable access to, and participation in, all federally assisted programs awarded to the SCDE for all students, teachers, and other beneficiaries. Partners in *South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere (SCR2L)* will be required to provide all activities and services in accessible formats for all families, teachers, and non-public school students. The SCDE and partners fully support Equal Employment Opportunity and Affirmative Action principles, practices, and programs, and do not discriminate among applicants or employees on the basis of gender, race, national origin, color, disability, religion, political affiliation, marital status, sexual orientation, veteran status, or age.

Applicants or employees capable of performing the duties of a position or job classification may not be discriminated against for any reason, including a physical or mental disability. Project staff will ensure that the materials and resources are accessible to all stakeholders, including those with disabilities and English learners by complying with Section 508 of the Rehabilitation Act of 1973 and the Web Content Accessibility Guidelines 2.1 AA (WCAG 2.1 AA) set forth by the World Wide Web Consortium's Web Accessibility Initiative. All materials developed or curated through this project will be internally reviewed using the built-in accessibility checkers in programs such as Microsoft Word, PowerPoint, and Adobe Acrobat Pro and checklists created by the SCDE to identify any issues with, but not limited to, the order of content, contrast ratios and uses of color, and the inclusion of alternative text. In addition, materials developed will be made available in multiple forms to accommodate accessibility needs. Project staff will disseminate all materials in formats that comply with Section 508 on the [SC Remote Learning website](#), maintained in conformance with Section 508 and WCAG 2.1 AA. These efforts will deliberately address equitable access and participation by all students, teachers, and other program beneficiaries.

We will ensure that all buildings and facilities used for project activities, technical assistance, and meetings are in compliance with the American with Disabilities Act of 1990 (ADA). All project activities will be available through assistive technologies upon request. Project partners are mandated by federal law to comply with ADA. Training materials will be provided upon request in a variety of modalities including print, Braille, auditory form, and experiential activities.

The SCDE will not prohibit participation of any particular gender, race, national origin, color, disability, or age. The SCDE must remain in full compliance with the Individuals with Disabilities Education Act (IDEA) to receive federal funds and sign an assurance indicating we will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services; and adhere to all provisions of federal law relating to students with disabilities, including IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the ADA.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="South Carolina Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mrs."/>	* First Name: <input style="width: 200px;" type="text" value="Molly"/> Middle Name: <input style="width: 150px;" type="text" value="M."/>
* Last Name: <input style="width: 300px;" type="text" value="Spearman"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 300px;" type="text" value="State Superintendent of Education"/>	
* SIGNATURE: <input style="width: 250px; background-color: black;" type="text"/>	* DATE: <input style="width: 150px;" type="text" value="06/29/2020"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Mr.	First Name: Bradley	Middle Name:	Last Name: Mitchell	Suffix:
----------------	------------------------	--------------	------------------------	---------

Address:

Street1:	1401 Senate Street, Room 219
Street2:	
City:	Columbia
County:	
State:	SC: South Carolina
Zip Code:	29201-3730
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

The South Carolina Department of Education requests \$15,049,608 for *South Carolina's Return to Learn: Delivery Quality Instruction Virtually Anywhere (SCR2L)* to provide all South Carolina (SC) students with a high quality, robust digital education ecosystem to support continued learning through digital learning resources that can be accessed via a myriad of platforms. The objectives are

1. Increase availability of remote learning resources to students and teachers in areas of SC that lack broadband access;
2. Improve education resources for specific, identified gaps by developing and curating engaging, high-quality content;
3. Increase teacher experience, confidence, and proficiency with remote learning technology and resources; and
4. Improve communication between families, teachers, and schools to support remote learning.

Key activities include the acquisition and development of quality digital content, deployment of datacasting and subsequent training of teachers and staff, the expansion of the SC Remote Learning Web Portal, and the development of online VirtualED courses. Funds will enable the staff needed to carry out all aspects of the project, the hardware and software necessary for the development of learning objects and online courses, datacasting to reach families lacking internet access, statewide professional development on new resources and digital learning, and informational materials to promote remote learning and the developed resources to parents and students outside of the public school system.

The SCDE will partner with the SC Education Oversight Committee (EOC), SC Educational Television (SCETV), and SpectraRep to carry out activities for the SCR2L.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

South Carolina’s Return to Learn: Delivering Quality Instruction Virtually Anywhere

(SCR2L)

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A. Highest Coronavirus Burden: South Carolina

A.1 South Carolina has a high Coronavirus burden as does the South Carolina Department of Education (SCDE).

A.2 Additional Factors of South Carolina's Burden (Application Requirement 3)

The impact of COVID-19 on the South Carolina's (SC's) economy has been devastating for parents, students, and LEAs as unemployment claims and virus cases have risen dramatically. Between mid-March and June 20, 2020, residents filed 618,729 unemployment claims and by June 23, the SC Department of Employment and Workforce had provided more than \$2.5 billion in assistance. African Americans and other minorities are disproportionately affected both nationally and in SC, where African Americans make up approximately 27 percent of the population and Hispanic or Latino and other minorities make up approximately 10 percent.

SC's hospitality and tourism sector is a \$1.8 billion industry that supports 1 in every 10 jobs. This sector has had the greatest decline in net jobs of any industry in SC. Because these businesses make their income between Memorial Day and Labor Day, the pandemic hit at a particularly vulnerable time given the need and guidelines for social distancing to ensure safety.

Current projections are that SC will lose more than half of its expected tourism revenue this year, which will significantly impact local and state funding available to LEAs. During the week of May 16, 2020, hospitality and tourism revenue was down 79 percent from the same week in 2019. The loss of this revenue will be a widespread, sustained problem across SC for the rest of 2020 and into 2021. Sectors that depend on the resulting tax revenue, including education will continue to be affected by these losses.

Hospitality and tourism workers in SC and their families, including students and parents, experience above-average rates of food insecurity (16–17 percent); with job losses in this sector,

parents are facing particularly dire circumstances. Food banks across the state are experiencing an extremely high demand for assistance; many are low on supplies and desperate for donations.

On April 22, 2020, when Governor Henry McMaster extended the closure of all SC public schools for the remainder of the school year and moved schooling online, there were 4,824 COVID-19 cases including 160 new cases that day.

In two months, by June 22, SC's total COVID-19 cases reached **25,666** and the rate of percent positive climbed to **12.6 percent**. The sharp upward trend began in early June and continues: SC is now a hotspot. On June 24, SC reached a new one-day high of **1,291** new confirmed cases and a **16.9 percent** positive rate. By June 28, the total confirmed cases reached **33,221** and a **20.1 percent** positive rate. As of June 29, SC has **34,546** total confirmed cases and a **15.5 percent** positive rate. SC has suffered **717** deaths due to the virus.

Currently, LEAs are bracing for the impact of the economic downturn, having built their 2020–21 budgets anticipating the state-funded Base Student Cost (BSC) of \$2,489 per student. However, the SC General Assembly has not approved the state's budget for 2020–21; SC is operating under a Continuing Resolution until the state budget is approved (anticipated in September 2020). If the General Assembly approves a budget with a reduced BSC, LEAs will be required to fund the shortfall from local funds that are also affected by the COVID-19 pandemic. Due to this fiscal uncertainty, many LEAs are reserving portions of their CARES Act subgrants to address such financial shortfalls in an effort to avoid reductions-in-force.

SC residents continue to experience unprecedented disruptions to learning and daily life. Educators, parents, guardians, and caregivers worked together to develop and deploy an array of resources to meet the academic, social, and emotional needs of students, a collective effort that mitigated some negative impacts. But it is undeniable that much has been lost. Student success in

this new reality varies widely due to factors such as unique learning needs, socioeconomic status, and access to broadband technology.

During the Spring 2020 school closures, remote learning was delivered to public school students in three ways by SC’s 79 traditional LEAs and two charter school authorizers, the South Carolina Public Charter School District and the Charter Institute at Erskine:

Delivery Model	Number of LEAs	Number of Students	% of All Students Statewide
eLearning	19	219,988	28%
Paper Packets	17	64,206	6%
Blended	45	492,267	63%
TOTAL	81	776,461	100%

Prior to the outbreak of COVID-19, the SCDE had been encouraging LEAs to develop emergency remote learning plans (ERLPs); the statewide school closure came amid the ERLP approval process. The nineteen LEAs that delivered instruction through eLearning included 15 LEAs that were participating in an inclement weather eLearning pilot program administered by the SC Education Oversight Committee (EOC), plus four SCDE approved based on the ERLP. These LEAs quickly shifted to eLearning; however, none were prepared for such an extended period of remote learning. Understanding how to use an LMS with fidelity for that long was an insurmountable challenge. Many media outlets carried reports of "parents giving up."

To help LEAs provide online learning, the SCDE deployed 3,000 school buses with Wi-Fi routers to help students access the internet, including non-public school students and students in institutes of higher education (IHEs). The SCDE also posted a map of fixed Wi Fi locations including school parking lots, municipal downtown areas, and churches with free Wi Fi. While this provided an innovative, short-term solution, hot spots and Wi-Fi equipped buses are not an adequate, long-term solution for remote learning needs.

The SCDE launched the [SCRemoteLearning](#) web portal and provided guidance to schools and LEAs, particularly on remote learning, to help them react as quickly as possible to the COVID-19 emergency. The SCDE learned that the largest lack of quality resources and the largest learning gaps statewide were in the preK-3 (PK-3) grade levels. With instruction taking place from a distance, the challenge of teaching these youngest learners was substantial. More than other age groups, younger learners required parents or other adults to be present to help them learn.

To gauge the impact of COVID-19, the SCDE analyzed statistics and surveyed LEAs. The LEA-identified needs for successful continuity of instruction include 1) 1:1 devices, 2) sufficient internet in terms of both availability and quality, 3) teacher readiness for remote learning, 4) student readiness for remote learning, 5) a learning management system (LMS), 6) quality content and lessons aligned to state academic standards, 7) instruction for special populations, and 8) other technology infrastructure issues (switches, inventory systems, security, single sign on, gradebook exchanges, class rostering, etc.). Technology inequities between LEAs include the lack of 1:1 devices, lack of broadband internet access, and lack of digital platforms to support remote learning.

B. Project Services and Project Plan

To address SC's needs to support students, families, and LEAs with greater access to the internet and with high-quality learning resources for PreK-3 (PK-3) during this time of uncertainty due to COVID-19, the SCDE and its partners propose *South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere* (SCR2L). This 36-month project will serve public school students (including students in charter schools), non-public school students, and home school students with an array of platforms that include innovative methods in a robust

digital education ecosystem available to students, regardless of broadband availability. In SC, all LEAs serve 4K students, so SCR2L will include service to PK students and their families.

SCR2L brings together a team of education partners to analyze, strategize, and deploy solutions, including an innovative approach to delivery. Partners are the SC Education Oversight Committee (EOC), South Carolina Educational Television (ETV), SpectraRep, and the SCDE. The SCDE's Division of College and Career Readiness and its Offices of Virtual ED and Early Learning and Literacy will lead the project with support from other SCDE offices, including the Offices of Standards and Learning, Personalized Learning, and Research and Data Analysis.

The **goal** of SCR2L is to **provide all SC students with a high quality, robust digital education ecosystem to support remote learning through digital resources that can be accessed via a myriad of platforms**. To respond to the needs and accomplish this ambitious goal, the partners have identified the following **objectives**:

- 1. Increase availability of remote learning resources to students and teachers in areas of SC that lack broadband access.** SCR2L will build on research currently underway to identify local connectivity and education resource gaps and leverage current and planned delivery methods. The SCDE, SCETV, and SpectraRep will expand a current pilot to delivery resources and content through an innovative use of datacasting technology for education. SC is the first in the nation to implement datacasting for educational use.
- 2. Improve education resources for specific, identified gaps by developing and curating engaging, high-quality content.** To increase the variety of learning options that are needed to address identified gaps in PK-3 educational resources, the partners will collaborate to develop and acquire content, courses, learning objects, and supports. They will provide

training and professional development for effective instruction to ensure equitable access to high quality materials and increase choices for teachers, students, and parents.

3. Increase teacher experience, confidence, and proficiency with remote learning

technology and resources. Remote learning success has varied widely as educators have varying degrees of proficiency with technology. Detailed technical assistance and professional development on using innovative content and the effective use of delivery methods will be provided for all teachers.

4. Improve communication between families, teachers, and schools to support remote learning. The need is great for effective communication between families and schools.

SCR2L will leverage the EOC's best practices for communicating to parents about remote learning, convene an advisory group of parents, students, and teachers, and deploy a team of Learning Engagement Coaches to help bridge the digital gap between school and home to foster successful remote learning experiences for families and teachers.

Resources will be available to all students, including students with disabilities, English language learners, students with economic disadvantages, and historically underserved students, regardless of their access to broadband.

The theory of action for SCR2L is presented in the logic model on page 7.

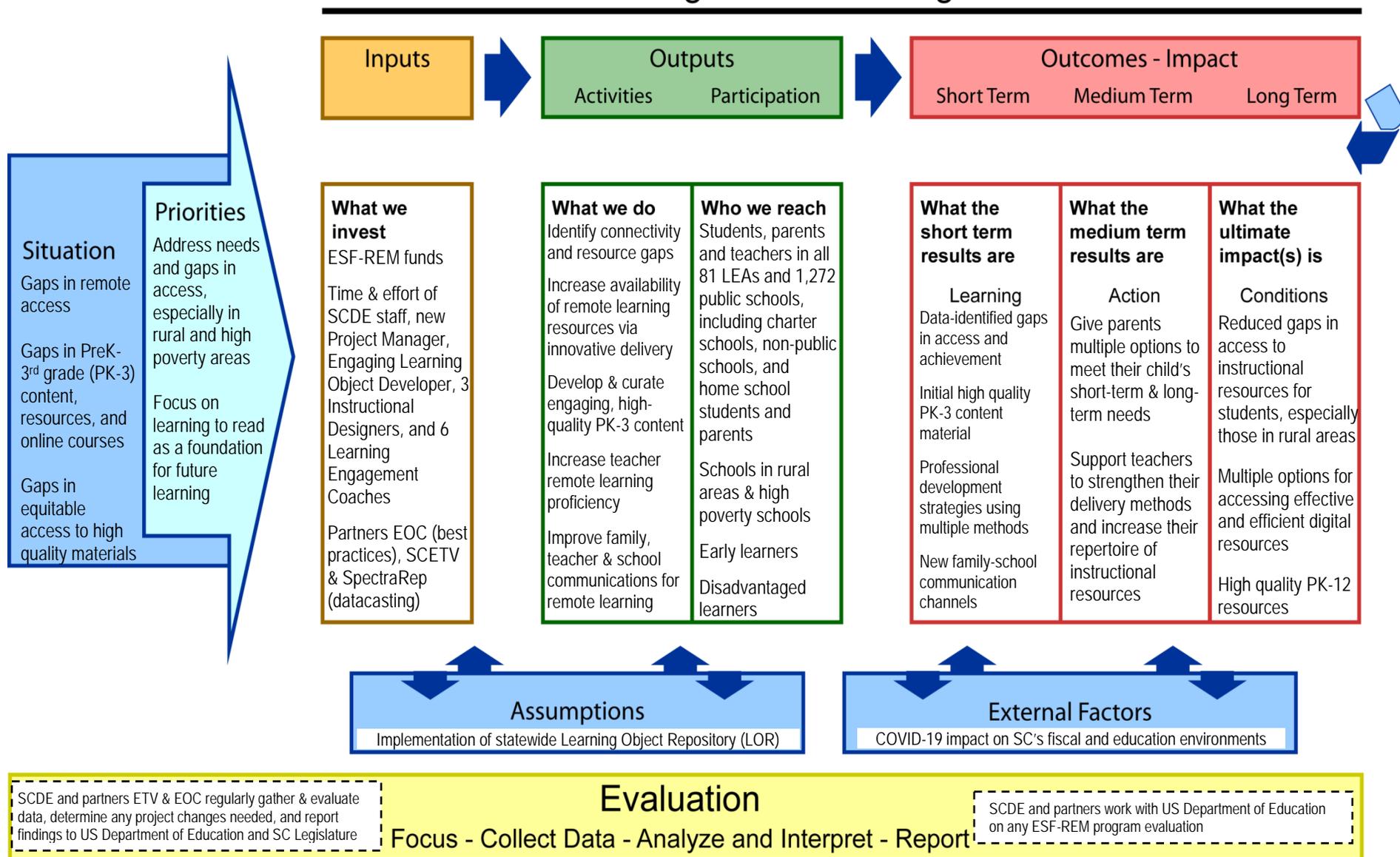
B.1 SCR2L as an Exceptional Approach and the Plan to Address Absolute Priority 3

Using a variety of delivery methods, SCR2L will make high quality resources, content, and online courses available to all teachers, students, and families across the state for use in their preferred instruction method (virtual, blended, hybrid, or brick-and-mortar classroom). SCR2L will leverage work already underway by the SCDE to acquire a Learning Object Repository (LOR) to house content agnostic to the type of LMS (or paper packet) deployment any LEA



Key Action: Provide all South Carolina students with a high quality, robust digital education ecosystem to support remote learning through digital resources that can be accessed via a myriad of platforms.

Program Action - Logic Model



may use. The SCDE is using a portion of its CARES Act funds for this statewide LOR to benefit all LEAs, their teachers, and students.

The LOR will be one of the innovative distribution methods SCR2L will use as part of a robust and fully connected digital ecosystem that includes:

- Datacasting, an innovative application of technology used for emergency broadcasting to deliver education content (see Appendix 6, page A6–1);
- SC Remote Learning web portal ([SCremotelearning.com](https://www.scremotelearning.com));
- VirtualSC, SC’s free, statewide virtual school program.

B.2 Gaps and Weaknesses that SCR2L will Address

During SC’s school closures due to COVID-19, the SCDE identified several weaknesses in services and infrastructure, including lack of student and teacher access to broadband technology, gaps in high quality SC standards-aligned digital materials and curriculum for PK–3 grades, and a lack of a specific location for teachers and students to obtain quality vetted content for use in a variety of instructional models (virtual, hybrid, blended, face-to-face, etc.). The gap between LEAs capable of providing remote learning and those lacking resources and broadband accessibility became apparent (see pages 2-4).

In April 2020, State Superintendent of Education Molly Spearman convened AccelerateED, a task force of educators, business leaders, and parents representing all aspects of SC’s K-12 public education system. The task force met 26 times through June 19, 2020, to examine challenges to school operations and student learning during the COVID-19 pandemic and to make recommendations for how schools and LEAs could best combat and overcome these obstacles to serve students and families. Accelerate ED released their report on June 22, 2020.

The task force recommended the SCDE expand VirtualSC offerings and online resources to support elementary and middle school students (See Appendix 6, page A6–26).

SCR2L will build on the following currently activities to support remote learning in SC.

Statewide Learning Object Repository (LOR)—the SCDE is working to identify, develop, and make available an LOR to allow seamless and easy distribution of high-quality online learning objects, resources, and courses. This LOR is anticipated to be in place prior to the start of SCR2L; all materials developed through the project will be added to the LOR following the Instructional Management Systems (IMS) Global Consortium’s Learning Tool Interoperability standards. By following these standards, the SCDE can ensure that all materials developed and curated for SCR2L can be embedded seamlessly into this LOR and any LMS, which will allow teachers across SC quick access to the materials for their students.

LEA Learning Management System (LMS)—While some LEAs have an LMS in place, the SCDE is offering incentives to encourage LEAs without this resource to acquire such. On June 5, 2020, Superintendent Spearman announced incentives to LEAs that choose to use 40 percent of their SC CARES ESSER subgrants in at least two of the following five priority areas:

1. Purchasing content from a statewide contract approved by the SCDE for LMS;
2. Expanding connectivity for students to enable distance learning (i.e., hot spots, access points, use of LEA property for internet or 5G expansion, etc.);
3. Providing devices for teachers and students to access distance learning;
4. Licensing systems that support distance learning infrastructure (e.g., class rostering systems, single sign-on systems, online classroom management systems, inventory tracking systems, etc.); and/or

5. Providing professional development to teachers and faculty on using the LMS and/or professional development in training teachers how to effectively deliver remote digital learning.

The incentive to LEAs is a supplemental subgrant of emergency funds from the SCDE's CARES ESSER funds. LEAs are encouraged to select one of three different LMSs on state contract that are able to consume Learning Tool Interoperable (LTI) content.

Pilot: Datacasting Education Content—In April 2020, SCETV, the state's public television network, partnered with the SCDE and SpectraRep to explore the application of datacasting technology to support students without access to broadband (Appendix 6, page A6–1). According to the Federal Communications Commission (FCC), nearly half a million SC residents live in areas below the standard for broadband connectivity (Appendix 6, page A6–106). The partners are pioneering this educational application of datacasting as a tool to bridge the digital divide, initially piloting in one LEA by Fall 2020. Datacasting is a proven technology originally designed to support public safety. By using a portion of SCETV's statewide terrestrial broadcast signal that reaches 98 percent of SC, datacasting technology can provide a one-way delivery of educational content directly into a student's home.

SCR2L will leverage and extend this pilot to provide access to educational resources for more families who lack broadband connectivity. Datacasting will allow SCETV to transmit files, videos, and other data to computers via its statewide broadcast signal. Students and educators without internet access can receive the same instructional content and educational resources that normally requires an internet connection. Content sent through datacasting is encrypted and targeted to ensure broadcast transmission, privacy, and security.

SC Remote Learning Web Portal—The SCDE developed a public web portal, [SC Remote Learning](#) to provide information and resources in one location on the web. Currently this web portal houses learning resources developed for summer learning programs and makes these resources available to non-public school students and teachers and home school students across SC. These resources will be added to the LOR when it is available. Because content on this portal is available to the public, the digital materials and learning objects will be available for non-public school students, home school students, and parents to use in a way that will meet the needs of the student for either extension or remediation, as needed.

VirtualSC—As an additional distribution method during SCR2L, the SCDE will continue offering completely free online courses taught by highly qualified SC licensed teachers to public and non-public school students through its VirtualSC online learning program. Currently VirtualSC serves students in grades 7-12 attending public, non-public and home schools, and students in Adult Education Programs. The AccelerateED Task Force recommends VirtualSC offer PK-8 grade level courses to provide high quality options for parents who may not feel comfortable sending their children back to school during the pandemic (see Appendix 6, page A6–26).

SCR2L will help the SCDE develop materials, resources, and courses for VirtualSC to provide free rigorous online courses aligned to state standards. The project will leverage the work VirtualSC currently does in partnering with schools to provide free individualized online learning solutions for students and enable VirtualSC to develop courses for PK–8 as recommended by the AccelerateED Task Force.

The SC Education Oversight Committee (EOC) is partnering in SCR2L to lend expertise gained through their eLearning pilot and the best practices they've learned from communicating

with teachers and parents/families about remote learning and technology. The EOC is an independent, nonpartisan group made up of 18 educators, business people, and elected officials appointed by the legislature and governor to enact the South Carolina Education Accountability Act of 1998 that sets standards for improving the state's K-12 educational system. The EOC's eLearning pilot is entering its third year and with support from the SCDE, has expanded to add 27 LEAs and create a readiness cohort of 16 additional LEAs that are interested and still building the capacity necessary for full implementation of eLearning.

As the EOC's eLearning Pilot has scaled up, the participating LEAs are being grouped by region into clusters of 6-10 LEAs each, depending on student and teacher populations. Each eLearning region has a designated lead LEA responsible for hosting meetings (face-to-face and virtual), facilitating networking, and working with the pilot coordinator. SCR2L will leverage this activity and divide the largest region into two to make a total of six eLearning regions.

Learning Engagement Coaches (LECs)—To ensure students are engaged and ready to learn, SCR2L will provide six LECs, one to serve each of the six eLearning Regions. The LECs will assist families with remote learning instructional delivery, schools with students who are unresponsive, and collaborate with local service agencies for services to families.

Project Services and Project Plan The SCDE and partners propose the following activities through SCR2L to address SC's immediate remote learning needs (Application Requirement 2).

During **Year 1**, the partners will determine gaps in instructional content based on teacher feedback through a variety of methods including surveys to teachers, stakeholder and Advisory Group meetings, EOC eLearning Pilot LEA feedback, and experience gained through the recent emergency school closures. Results from current studies to identify connectivity gaps in LEAs

across the state will be incorporated into plans for the delivery methods and to determine the target LEAs for datacasting.

After identifying additional specific gaps, the SCDE will collect and vet existing high quality standards-aligned resources and learning objects to assist teachers and parents with filling the gaps identified for PK-3 students. The SCDE also will engage Subject Matter Experts (SMEs), who are SC-certified educators and instructional designers familiar with state and national design standards, including accessibility, to develop additional resources, learning objects, and other instructional materials.

All curated and developed digital materials and learning objects made available for use through SCR2L will be:

- Aligned to applicable state and national standards;
- Deliverable in a variety of instructional formats to best meet the needs of individual students (virtual, blended/hybrid, or brick and mortar);
- Aligned to [IMS Global Consortium's standards for Learning Tool Interoperability](#) (LTI) to ensure seamless integration into a variety of delivery platforms;
- Vetted and developed to ensure compliance with the [Web Content Accessibility Guidelines](#) (WCAG).

The SCDE will expand the [SC Remote Learning web portal](#) to store and distribute materials to teachers, students and parents.

SCETV, the SCDE, and SpectraRep will expand the datacasting pilot to deploy the technology in 10 LEAs identified as high need for connectivity and internet access. A cohort of 3 teachers per LEA will be developed to test and use the service with their students. End-user datacasting set ups will be provided that include a flat panel antenna and a USB receiver that will

connect to a local device in the home. To assist with households that need devices, 100 laptop computers will be available for assignment by each LEA.

The SCDE and EOC will begin outreach, appropriate professional development (PD), training, and communication to teachers to help them gain experience with remote learning strategies and learn to use digital materials to enhance educational options for students. Three eLearning consultants will work with the EOC to create videos, flyers, and other communication items using best practices for introducing remote learning concepts to families.

Six Learning Engagement Coaches (LEC) will assist families with remote learning instructional delivery, schools with students who are unresponsive, and local service agencies with connections to provide services to families. Each LEC will serve one eLearning region; in addition to connecting with students and their families, the LEC will communicate with multiple personnel at each LEA in their region, including teachers, guidance counselors, mental health professionals, nurses, etc. to ensure that any needed referrals for students to needed support services are made.

Project activities will continue into **Year 2** and the partners will continue activities from year one to gather and supply high quality learning objects, resources and instructional materials to teachers, students, and families. The SCDE will use the materials developed and gathered in year one to begin the first phase of full online course development for grades PK–3. Development of fully online courses for students in PK-3 will expand options for students, parents, and schools by allowing students to complete an entire subject or grade level remotely. Online courses also can be used in a blended format to accommodate student preferences or alternative school attendance schedules. These courses will contain everything necessary for

students to complete an entire year of coursework in one package, as well as the resources needed by teachers to teach the course remotely.

To develop the online courses, the SCDE will use the design process currently established for VirtualSC. Design teams consisting of three Subject Matter Experts (SMEs) and one instructional designer will create up to two courses in a 9-month period using a three phase design process:

1. Design a Course: Creation of a full course plan that creates course and unit objectives that are aligned to the appropriate standards and identify the assessments to be used to measure student mastery of the objectives.
2. Develop a Course: Design teams work to create each unit and build it in the course management system. Units will include:
 - a. Interactive formative assessments/lessons with individualized feedback.
 - b. Summative assessments to measure student mastery.
 - c. Instructions and context for activities at an appropriate cognitive and reading level.
3. Document a Course: Develop documentation necessary for teachers to teach the course effectively (pacing guide, syllabus, instructor resources, accessibility documentation, course links whitelist), as well as accountability documentation (WCAG 2.0 compliance, academic and design standards alignment).

The development of full courses will involve creation of even more independent learning objects. These new learning objects will be added to the LOR and to the SC Remote Learning web portal to make them available to a larger network of educators and students.

Recognizing the challenges that parents faced during the recent school closures regarding remote learning, these courses will be designed to help students move through the courses as

independently as is developmentally appropriate; this includes having features that would read instructions to students and allow students to complete work interactively and receive immediate feedback. A teacher's presence will remain necessary, but students will be able to engage in much of each course without a synchronous teacher presence.

SCR2L partner activities will continue into **Year 3**. The SCDE will ensure that the learning objects, resources, instructional materials, and online courses are made available in a variety of distribution channels to allow teachers, students, and parents flexible options for accessing and using these materials based on the unique needs of individual students.

B.3 Expansion of Remote Learning Options to Support Improved Student Outcomes

Through SCR2L, SC intends to adopt digital resources, materials, and online courses that are developed and vetted to ensure that all content is high quality and aligned to state academic standards or national standards and that can be embedded into one statewide digital ecosystem for education. This ecosystem will include access to content facilitated by a statewide LOR, datacasting, a public resource web portal, and through the state's virtual school program, VirtualSC. The innovative use of datacasting will make education content, including new resources and courses developed and curated through SCR2L, available to students in the participating LEAs, anticipated as 10 LEAs in year one with the ability to scale up to as many as 30 LEAs by year three, depending on needs and changes in connectivity during the project.

The connected digital ecosystem will provide a breadth content to support a variety of options for how the content can be used by students and teachers in public and non-public school students across the state, including:

- Virtual options using the complete online courses or assigning portions of the online courses to fill gaps in student learning;

- Hybrid/Blended options that allow a teacher to assign individual pieces of digital content to students in a physical classroom, so the teacher can provide individualized support and instruction; and
- Flipped Classroom models allowing a teacher to assign digital content for their students to complete at home to prepare for upcoming work to be done in a physical classroom.

The benefits of SCR2L and its outcomes include the increased ability of LEAs to make quick transitions to remote learning during emergency school closures, and enhanced digital materials that can be delivered to students in a variety of platforms to meet their individual needs. Homebound students or students that are out of school for a prolonged period of time will benefit from access to the digital materials through a variety of access options. Students who need remediation or extension can take advantage of self-pacing coursework, and by providing student and parent access when school is not in session, such as during the summer or over extended school breaks, SCR2L can help students prevent learning loss.

Performance Measures. By June 2023, SCR2L will increase the digital lessons, teacher guides, and family friendly guides, including lessons in ELA/social studies and math/science available via the distribution methods. In addition to the ESF-REM performance measures, the SCR2L team will track and report on the proposed student outcome measure and performance measures for each objective (see page 18). Student ELA and math performance on LEA benchmarks and state mandated assessments will be reported in the following intervals: $\leq 25\%$ of remote instruction; 26% -75% of remote instruction; and 76%-100% of remote instruction. As available, student performance data will be compared to students receiving 100 percent face-to-face instruction. The ELA lessons will integrate grade specific social studies topics standards and the math lessons will integrate grade specific science topics/standards.

<i>Student Outcome Measure: The percentage of time PK-3 students engage in eLearning.</i>			
Performance Measure	Baseline	Notes on Baseline Data	Performance Target
Attendance data, LEA ELA and math benchmarks, and state assessments	No baseline	No current data; set baseline by June 5, 2021	% of students meeting or exceeding grade level expectations
<i>Objective 1: Increase availability of remote learning resources to students and teachers in areas of SC that lack broadband access.</i>			
Performance Measure	Baseline	Notes on Baseline Data	Performance Target
Number of resources available for teachers and students	Number of items in SC Remote Learning web portal on June 1, 2020	Valid baseline for project start; SCR2L is to increase resources	25 percent increase per year
Number of resources sent via datacasting	No baseline	Pilot that SCR2L is expanding is anticipated to start August 2020; set baseline by October 30, 2020	Actual number
<i>Objective 2: Improve education resources for specific, identified gaps by developing and curating engaging, high-quality content.</i>			
Performance Measure	Baseline	Notes on Baseline Data	Performance Target
Number of resources available to address targeted PK-3 gaps	Number of items in SC Remote Learning web portal on June 1, 2020	Valid baseline for project start; SCR2L is to increase resources	25 percent increase per year
Survey teachers and families about resources and remote learning	No baseline	Year 1 will be initial survey/evaluation, years 2-3 will be ongoing survey/evaluation	>80 percent returned surveys/participation of surveyed groups
<i>Objective 3: Increase teacher experience, confidence, and proficiency with remote learning technology and resources.</i>			
Performance Measure	Baseline	Notes on Baseline Data	Performance Target
Number of professional development (PD) opportunities	No baseline	No project PD has been held. Year 1 will begin initial PD; years 2-3 will be ongoing PD	At least 3 in year 1; up to 6 in years 2-3
Number of teachers participating in PD	No baseline	No project PD has been held. Year 1 will begin initial PD; years 2-3 will be ongoing PD	Actual number
<i>Objective 4: Improve communication between families, teachers, and schools to support remote learning.</i>			
Performance Measure	Baseline	Notes on Baseline Data	Performance Target

Number of resources accessed	No baseline	SCR2L project count	Actual number
Create informational videos, graphics, flyers about remote learning	No baseline	No SCR2L items yet produced; will set baseline in Year 1	2 items per year
Hold quarterly Advisory group meetings	No baseline	Advisory group not convened; will set baseline in Year 1	4 per year

To monitor student outcomes, the SCR2L team will use a variety of assessments, including PALS (Phonological Awareness Literacy Screening), Teaching Strategies GOLD® Assessment, myIGDIs Assessment, and KRA (kindergarten readiness assessment) for PK, the LEA’s formative assessments for grades 1 and 2, and the SC Ready assessment for grade 3. For high school students, end-of-course exams will be useful for measuring student outcomes, particularly for VirtualSC courses.

The Project Manager and partners will collect data on a regular basis related to achievement of the project’s measurable objectives and on specific activities. With support from the SCDE’s Office of Research and Data Analysis, the Project Manager and the SCR2L team will analyze the data quarterly and make determinations on any changes to the project plan based on the data. The team will also monitor Annual School Report Card data to inform decision-making.

As the state government agency responsible for oversight of public education, the SCDE has extensive experience and the capacity to collect and report reliable, valid, and meaningful performance data. The agency has a long history of high-quality data collection, analysis, and reporting for grant-funded projects including its 2015 Charter School Program grant and a 2014 (and 2020) State Longitudinal data systems grant. The agency has the financial systems and internal controls in place to manage federal grants and leverage contributions from state projects.

B.4 Research in Early Learning and Technology that Supports SCR2L

While research in the PK-3 remote learning space is minimal, the team has planned SCR2L using research from the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center (FRC) to provide the most promising practices for early remote learning (NAEYC, 2012; Rogers, 2020). The SCR2L model is built on research from FRC, in partnership with the Technology in Early Childhood Center (TEC) which emphasizes intentional integration of developmentally appropriate practices, a balance of activities, consideration of screen time, and access for interactive technology. Additionally, it is important to provide parents with choices in meeting educational needs, strengthen teacher proficiency in remote learning, increase digital resources, and provide equal access to quality remote learning.

The few studies on online learning show that students still perform as well as face-to-face instruction, particularly when digital resources are strategically used by teachers to support the curriculum and individual needs of students (USED, 2010).

C. Quality of the Management Plan and Adequacy of Resources

C.1 Management Plan

SCR2L brings together the SCDE, SCETV, including SpectraRep, its datacasting vendor, and the EOC and its eLearning consultants (many who are former LEA superintendents), to address critical remote learning needs: access to education content in remote areas and high quality PK-3 content. SCR2L will be housed within the SCDE's Division of College and Career Readiness and be overseen by two of its directors, Bradley Mitchell and Dr. Quincie Moore. Mr. Mitchell is the director for the Office of Virtual Education (OVE) and Dr. Moore is the director of the Office Early Learning and Literacy (OELL). Both offices will collaborate to ensure SCR2L activities progress on time and within budget. The OVE manages VirtualSC and will hire

and manage the SCR2L staff and work with SCETV and SpectraRep on datacasting. OELL staff will develop and approve portions of the PK–3 curriculum, support the work of the LECs, and collaborate with the EOC to inform teachers, parents, and families of opportunities. The Division is managed by deputy superintendent, Dr. David Mathis, who reports directly to State Superintendent Molly Spearman (See the Organizational Chart on Appendix 6, page A6–105).

In Year 1, the SCR2L team will convene an advisory group and work with stakeholders to determine the core PK–3 standards to be addressed, including standards that students may have missed due to the school closures and key concepts students need for success in the next grade levels. Already, the team has started identifying key standards. The team will add to and adapt the list as needed based on educator feedback and student data.

SCR2L Timeline of Key Activities

Acronym Key—SCDE: Office of Early Learning and Literacy (ELL); Office of Standards and Learning (SL); Office of Personalized Learning (PL); Office of Virtual Ed (OVE). Education Oversight Committee (EOC); South Carolina Educational Television (ETV); SpectraRep (SR)												
Key Activity & Responsible Staff	Year 1 2020–21				Year 2 2021–22				Year 3 2022–23			
	Oct–Dec	Jan–Mar	Apr–Jun	Jul–Sep	Oct–Dec	Jan–Mar	Apr–Jun	Jul–Sep	Oct–Dec	Jan–Mar	Apr–Jun	Jul–Sep
Hire SCR2L staff–OVE, EOC												
Analyze PK-3 needs–ELL, OVE												
Convene Advisory group												
Align SC standards and learning progressions to needs–ELL, SL, PL, Advisory group, EOC												
Develop videos on remote learning challenges, how navigate LMS, grade levels–EOC												
Acquire needed effective digital content–ELL, OVE												
Develop print materials and social media for dissemination–EOC												
Expand awareness campaign on role of families in PK-3–EOC												
Quarterly analysis and reports-All												
Set datacasting systems, supports;												

acquire equipment; assign LEAs– ETV, SR, OVE																				
Provide training on datacasting– ETV, SR																				
Develop/refine content for datacasting–ETV, SR, ELL, OVE																				
Deploy datacasting in at least 10 LEAs each year–ETV, SR																				
Evaluate datacasting activities– SCETV, SCDE, SR																				
Develop PK-3 resources and lessons–ELL, OVE																				
Make priority core learning content available–ELL, SL																				
Expand SC Remote Learning web portal–OVE																				
Put core learning content on remote Learning portal–ELL, OVE																				
Provide PD, training, and communication–ELL, OVE, EOC																				
Develop full online Virtual Ed courses for PK-3–OVE																				
Embed materials into state’s LOR– OVE																				
Provide all SCR2L materials on SC Remote Learning portal–OVE																				
Make Virtual Ed courses available via variety channels–OVE																				
SCDE submits Final Report to USED in December 2023																				

C.2. How the Proposed Use of Funds Will Support SCR2L

To address the gaps between LEAs regarding remote learning and accessibility, SCR2L will expand access to remote learning opportunities through distributions methods including datacasting, the SC Remote Learning web portal, and Virtual SC-developed courses. The funds requested to support the development and acquisition of high quality learning resources and course content is based on the SCDE’s experience with such activities and will support three years of work. The funds requested for datacasting are based on the vendor’s experience in using

the technology for emergency communication and the SCETV’s experience in outreach, training, and professional development around new technologies.

This opportunity for funding is a lifeline for bridging the digital gap and the early learning resource gap in SC. The curriculum content, learning resources, and course materials developed during SCR2L will be made available through the new statewide LOR that the SCDE is using part of its CARES Act grant funds to acquire by the start of school in Fall 2020.

To support these efforts, the SCDE and will provide statewide professional development to teachers and supports to families regarding the new resources and distribution methods for digital learning. The EOC will promote the resources to parents, families, and students, including those outside of the public school system.

C.3 Reasonable Costs in Relation to SCR2L Objectives, Design, and Potential Significance

SCR2L will provide the first comprehensive PK–3 learning resources repository available in SC via the SC Remote Learning Portal. SCR2L will enable the SCDE to create high-quality content that can be accessed statewide using any LMS or personal device. By offering consistent, standards-aligned lessons, the project will help to close the digital equity gap that is present between high-poverty and low-poverty LEAs in the state.

The datacasting component of SCR2L will be deployed in year one in 10 LEAs identified as having the greatest connectivity needs. SCR2L will establish a cohort of three (3) teachers per LEA to use the service (grouped by grade level and LEA). LEAs will assist with identifying teachers based on critical needs and teacher expertise. Datacasting equipment will be provided for participants and a number of laptops will be available for LEAs to assign as needed.

After year one, SCETV and the SCDE will analyze data and local access methods to determine which LEAs will continue into year 2, which now have connectivity and can phase out, and which new high-need LEAs can be incorporated.

C.4 Anticipated Persons to be Served, Anticipated Results, and Anticipated Benefits

SCR2L will serve all public school students (782,638) by expanding digital delivery methods, and more than 258,000 PK-3 public school students (33 percent of all students) in addition to an estimated 2,000-3,000 non-public school and home school students who will have access to digital learning resources.

The work of the AccelerateEd task force is the primary effort to address SC's current educational needs. Educators, district and school administrators, teachers, board members and others came together to address instruction, finance and operations, safety and student services. Their recommendations include scheduling models (traditional, hybrid, full-distance learning), the acquisition of personal protective equipment (PPE), and class size caps, and recommendations on how to help children cope with changes resulting from COVID-19. The SCDE is supporting LEAs as they work to implement these recommendations.

Resources developed through SCR2L have the potential for a significant impact on the early learner population (29,145 in 2019-20). Because PK is not required in SC, many children do not receive formal schooling opportunities until they begin kindergarten. While the number of students in public PK has increased, the resources developed through SCR2L will help thousands of families expose their children to core learning content to help their children prepare for the transition to kindergarten.

The SCDE will use the National Institute for Excellence in Teaching (NIET) virtual learning rubric to guide the creation and evaluation of remote learning lessons. This rubric pairs

with the NIET K–12 Teaching Standards already used throughout SC, focuses on key indicators that should be covered in virtual lessons, and will ensure that all SCR2L content meets both state and national standards of learning quality.

The most significant barrier currently is equal access and opportunities for all students particularly in areas of connectivity and instructional delivery. Internet access is unavailable in rural areas of SC. Students in homes without connectivity had significant problems in completing assignments and connecting with teachers during the school closure. Approximately, 15,000 students statewide were reported to have no contact with teachers throughout the school closure. Meanwhile, SC is developing plans for using other CARES Act funds to plan rural broadband fiber expansion and hot spot programs.

The datacasting technology deployed through SCR2L will bridge the current digital gap for LEAs with remote schools, their students, and their families for whom broadband access is anticipated to be up to five years away.

The Accelerate ED taskforce also highlighted a disparity of viable curricula and instructional resources among public and non-public schools. Lack of adequate funding in many school communities, especially in underserved areas, has resulted in an absence of diagnostic tools to assess students, curricula that serves as a foundation of instructional, and teacher training to ensure effective delivery of instruction. School budgets in the underserved schools are primarily designated to pay utilities and staff salaries leaving no financial resources to meet the academic needs of students.

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South Carolina’s Return to Learn: Delivering Quality Instruction Virtually Anywhere

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Appendix 1: Letter of Support
From Governor of State



HENRY MCMMASTER
GOVERNOR

June 29, 2020

The Honorable Betsy DeVos
Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos:

I am writing to demonstrate my support for the South Carolina Department of Education's grant application under the Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) discretionary grants program.

This spring, the pandemic and the subsequent closure of public schools in our state revealed significant needs in early childhood education. We discovered that teachers and especially parents of children in pre-kindergarten through third grade lack access to high quality learning resources that can be delivered remotely. Parents need these resources to help their children stay engaged and navigate the world of distance learning. In addition, the lack of access to broadband in many of our rural school districts prohibits our youngest students from accessing quality learning resources.

The South Carolina Department of Education has proposed *South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere* (SCR2L), a program which seeks to purchase and develop content and resources for teachers and parents of young children in prekindergarten through third grade. The project includes development of online courses for K-3 students using VirtualSC, our free state-sponsored online program serving students in public, private and home schools in grades 7-12 as well as offering adult education programs. It also expands datacasting through South Carolina Educational Television (SCETV) to ten rural districts that currently do not have access to high-speed internet. Datacasting is a short-term strategy to deliver educational resources while South Carolina expands its broadband capacity over the next several years.

The Honorable Betsy DeVos

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June 29, 2020

I appreciate the coordination and collaboration of the three agencies – the South Carolina Department of Education, SCETV, and the Education Oversight Committee – which have committed to implementing the project.

Thank you for your consideration of this grant

HM/mb

Bradley R. Mitchell



Summary

I am a fifteen year veteran educator and state-level leader who plays an active role in education at the local school, district level, county level, and the state level. Since 2012, I have served as the Director for the Office of Virtual Education at the South Carolina Department of Education. In this role, I manage the state funded virtual school program that serves public, private, and home school students in grades 9-12. Prior to becoming the Director of the Office of Virtual Education, I served as the Technology Manager and Team Leader of Online Professional Development in the Office of Virtual Education. Throughout my career I have gained extensive knowledge of education students through high quality virtual options that promote equity in education.

Certifications/Trainings

South Carolina Teaching Certification: Secondary English	2005-present
South Carolina Teaching Certification: Online Teaching	2013-present
South Carolina Certification: Read to Succeed Endorsement	2017-present
South Carolina Certification: Gifted & Talented Endorsement	2006-present
SC Dept. of Education Leadership Cohort	2015
Center for Creative Leadership: Leadership Cohort	2014

Experience

South Carolina Department of Education, Columbia, South Carolina, 2012-present Office of Virtual Education (OVE)/Director

Manage the daily activities of the state’s virtual school program, VirtualSC. Develop partnerships with public, private, home school, and Adult Education programs across the state of South Carolina to provide high quality virtual options to SC students. Work with the SC Department of Education and SC Legislators to develop a budget and manage fiscal needs for the state virtual school program. Review data to determine trends in virtual education and develop appropriate policies to enhance and promote student achievement. VirtualSC serves over 45,000 annual student enrollments in public, private, home school, and Adult Education programs across the state of South Carolina.

Virtual Learning Leadership Alliance, 2014-present, Board Member

Serve as a Board Member for the national organization to plan conferences, national professional development opportunities, and advocate for high quality virtual learning options across the United States. The Virtual Learning Leadership Alliance combines more than 150 years of online and blended learning operational experience through an association of the chiefs of some of the most innovative virtual programs in the US. Consisting largely of leading state virtual schools, and several outstanding consortia, the member organizations serve well over a quarter of a million online course enrollments annually, provide their districts and students with over 2,200 active, highly-qualified teachers trained in online instruction, supply blended learning services to their constituents, and conduct research to validate the value of online

learning. The Virtual Learning Leadership Alliance (VLLA) is a 501c3 educational nonprofit organization.

South Carolina Department of Education, Columbia, South Carolina, 2009-2012, Online Professional Development Team Leader and Technology Manager

Managed the daily operations of the state's online professional development program, VirtualSC PD. Worked with the program's online course facilitators to develop engaging and high quality online professional development for educators in South Carolina on pertinent topics based on current state, local, and national trends in online education, technology integration, literacy, and various other topics. Developed a partnership with the College of Charleston to offer South Carolina educators an option to earn graduate credit online through the program. Administered the state's Learning Management System, Moodle, as it was utilized by the state virtual school program, VirtualSC. Provided training and support around various technology products to support online learning and online educators.

South Carolina Department of Education, Columbia, South Carolina, 2007-2009, Training Coordinator

Developed and provided training programs for new and returning online educators teaching with the state's virtual school program, VirtualSC. Coordinated technology training on the various systems used by the virtual school program to support teachers that were new in the field of virtual education. Developed monthly professional development activities for teachers employed with VirtualSC to ensure that the program was meeting the identified goals and objectives. Reviewed program data to discover teaching trends, gaps, and needs of virtual educators to provide targeted professional development to meet the needs of the program staff. Coordinated training programs for program stakeholders, including: school and district administrators, School Counselors, teacher, parents, and students.

Bluffton High School, Bluffton, South Carolina, 2005-2007, High School English Teacher

Provided high school level instruction to students in the area of American Literature. I, also, served as the BlackBoard Administrator for the school and provided training, support, and basic setup of the Learning Management System for local school usage. I worked with school administration to develop several online English courses to be offered for summer programs at the school. I taught the English courses that were developed online in summer 2006 and throughout 2007 as we integrated those online courses with after school programs at the school.

Education

Lesley University, Cambridge, Massachusetts

Masters, Educational Technology, August 2008, GPA: 4.0

Penn State University

Bachelors, Secondary Education, December 2003, GPA: 3.5

Honors/Professional Affiliates

Virtual Learning Leadership Alliance – Board Member
ISTE Making IT Happen Award Recipient

2016-present
2013

Quincie L. Moore, Ph.D.

Summary

As Director of the Office of Early Learning and Literacy, I oversee 35 literacy and early learning specialists who support teachers and instructional/literacy coaches in developing strong core instruction, and direct the statewide implementation of Multi-Tiered System of Supports (MTSS). During the COVID-19 crisis, our office has leveraged our skill set to provide remote learning resources in the PreK-5th grade space to support teachers during the pandemic and model best practices in virtual instruction.

Professional Experience

South Carolina Department of Education, Director, Early Learning and Literacy, 2019-Present

- Utilize my thirty-four years of experiences that include teaching, coaching, board management, project management, P&L responsibilities, school facility upgrades and new construction, fund raising and numerous roles in the educational field to support Act 213 and Act 284 in promoting literacy achievement and equitable instruction.

Cherokee County School District, Superintendent, 2012-2018

- Chief Executive Officer for K-12 school system that included 21 schools, 8 departments, 9000 students, and over 1270 employees
- Champion for students, change agent, and servant leader
- Managed and facilitated instructional programs, budget, personnel, student services, technological services, facility maintenance, and operations for the district
- Supervised the construction of 2 new building projects and the renovation of 17 school projects over a 24-month period
- Demonstrated skills in operationalizing a strategic plan
- Stakeholder engager and successfully worked with the local delegation and community to obtain a \$60M bond referendum with 74% voter approval
- Revenue generator accumulating over \$500,000 for numerous projects
- Passionate, seasoned executive with strong operational and financial management experience, overseeing a \$74M annual budget
- Demonstrated the ability to handle difficult situations including legal and personnel matters
- Effectively guided, engaged, and collaborated with a 9-member Board of Trustees
- Negotiated contractual agreements with higher education institutions to provide opportunities for students

Spartanburg School District Two, Assistant Superintendent, 2007-2012

- Led curriculum and instructional projects for K-12 programs, staff development opportunities, technological services, budgeting issues and student services for a district that has over 13 schools and 9,000 students

Cherokee County School District, Principal, 2001-2007, Gaffney High School

- Manager and facilitator for all budget, personnel, curriculum, discipline, staff development and parental issues and multiple other duties and responsibilities for 2,000+ students in grades 9-12, including a faculty and staff of 190 members

Cherokee County School District, Principal, 1997-2001, John E Ewing Middle School

- Manager and facilitator for all budget, personnel, curriculum, discipline, staff development and parental issues and multiple other duties and responsibilities for 750+ students in grades 7-9, including a faculty and staff of 85 members

Education

B.S. in Secondary Education- Mathematics, Cum Laude, 1986

University of South Carolina at Spartanburg, Spartanburg, SC

Masters in Business Administration, 1989

Winthrop University, Rock Hill, SC

Ed.S. in Educational Administration, 1996

Winthrop University, Rock Hill, SC

Ph.D. in Educational Administration, 2003

University of South Carolina, Columbia, SC

Professional Organizations

- Council of Chief State School Officers, Early Childhood Cohort, 2019-present
- South Carolina Association of School Administrators, 2001-present, President for Superintendent Division; member of the Executive Board
- Southern Association of Colleges and Schools - past member of state council, 2001-2011

Professional Development Activities and Training

- Appointed to Southern Regional Education Board (SREB) Education Effectiveness Convention by State Superintendent, 2017
- SDE Profile of the S.C. Graduate Competency Development Group, member 2017
- USC College of Education Advisory Committee for Masters Program in Educational Leadership, 2017
- South Carolina School Board Association (SCSBA) Conferences, Annual Conventions, Webinars, 2012-present

Community/Leadership

- Cherokee Campus Advisory Committee for Spartanburg Community College- member, 2013-present
- USC Master's Program Advisory Committee – Member – 2017-2018
- Mary Black Gaffney Medical Center- Member Board of Directors, 2013-2018
- Buford Street United Methodist Church – lifelong member, 1964-present
- Cherokee County Community Foundation - Member of Board of Directors, 2013-2018

Publications/Presentations

- National Panelist and Presenter for Return 2 Learn Webinar Series, June 2020
- Presented at AASA National Conference, February 2020
- Testified at Legislative Joint Pension Committee concerning TERI program, 2017
- Testified to Education Oversight Committee (EOC) on Accountability System, 2017
- Presented to Converse College Women's Leadership Conference for High School Students, 2016
- Served as speaker to Cherokee Liftoff Banquet with Senator Tim Scott for local Know(2) Initiative, 2013
- Dissertation Publication, "*Teachers' Perceptions of Principals' Leadership Skills in Selected South Carolina Secondary Schools*", 2003

Honors and Accomplishments

- Finalist for South Carolina Superintendent of the Year, 2017, and Nominee 2013, 2016, 2017
- High School Sports Report (HSSR) Administrator of the Year, 2007
- Spartanburg Community College Woman of Achievement, 2007
- Cherokee County Association of Educational Office Professional Boss of the Year, 2004-2005
- Young Careerist for Business and Professional Women Organization, State Winner, National Speaker, 1997
- All Region II AAAA Softball and Basketball Coach of the Year, 1993-1995
- Teacher of the Year, 1988

Deidre Edwards



Experience

Curriculum Team Leader, July 2015–current

VirtualSC, SC Department of Education, Columbia, SC

Lead a team of instructional designers, learning object designers and curriculum coordinators who create, maintain and revise a course catalog of over 100 courses for South Carolina’s supplemental online program.

Curriculum Coordinator, August 2012–July 2015

VirtualSC, SC Department of Education, Columbia, SC

Coordinated reviews of VirtualSC courses, developed first course template and structured course creation process, maintained all instructional materials, served as site manager for program LMS, coordinated faculty professional development.

Science Teacher, August 2008–July 2012

VirtualSC, SC Department of Education, Columbia, SC

Developed and taught virtual courses for state supplemental online program. Served as department lead teacher.

Science Teacher, August 2001–July 2008

Richland County School District 1, Columbia, SC

Taught science at two middle schools and in Adult Education program. Developed first hybrid (blended) program for high school diploma program for Richland One Adult Education.

Education

Master of Science, Marine Science, 2001

University of South Carolina, Columbia, SC

Bachelor of Arts, Biology, 1996

Swarthmore College, Swarthmore, PA

JOB DESCRIPTION

South Carolina's Return to Learn: Developing Quality Instruction Virtually (SCR2L) Project Manager

Job Purpose

The goal of SCR2L is to provide all SC students with a high quality, robust digital education ecosystem to support remote learning through digital resources that can be accessed via a myriad of platforms. The Project Manager will assist with determining gaps in digital materials, learning objects, and courses for students in grades PreK-3 and coordinate development activities to fill those gaps by connecting resources to a variety of platforms.

Specific Job Functions

1. Coordinate and facilitate efforts to curate and develop digital materials, learning objects, and online courses for students in grades PreK-3 to fill known gaps in available resources.
2. Review all digital learning objects and courses developed to ensure alignment with the IMS Global standards to ensure that all materials will integrate seamlessly into a variety of systems (e.g., LOR, LMS). Work with vendors to ensure appropriate integration of all materials.
3. Oversee and coordinate professional development activities for teachers statewide to ensure appropriate use of the materials provided students.
4. Communicate with stakeholders to provide relevant information, instructions, and guidance on use materials made available through SCR2L.
5. Attend all requested meetings and conferences at the local and state levels to engage stakeholders and drive adoption of the provided digital materials.
6. Coordinate activities with SCR2L partners to ensure appropriate materials distribution methods and appropriate content integration with distribution partners.
7. Coordinate activities with state agencies (e.g., Department of Social Services, Department of Mental Health) to ensure diverse needs of students and families are addressed.
8. Coordinate regional and statewide activities for the Learning Engagement Coaches (LEC) to assist with material adoption and use.
9. Communicate closely with the supervisor regarding work that will improve the integration and effectiveness of curated and created digital materials.

JOB DESCRIPTION

South Carolina's Return to Learn: Developing Quality Instruction Virtually (SCR2L) Project Assistant

Description of Duties and Responsibilities:

- Provide administrative support to the SCR2L Project Manager
- Organize and maintain grant files and resources
- Set up and maintain grant databases
- Compile information needed for grant activity reports
- Coordinate logistics and materials for all workshops and project-related meetings
- Support grant management processes to increase efficiency
- Assist with coordination of partner activities
- Assist with stakeholder surveys
- Handle all incoming and outgoing correspondences

Qualifications for Position:

- Bachelors degree education or business; three years related work experience providing administrative support to a professional team

Supervisory Relationships

- Reports to the SCR2L Project Manager

Skills and Knowledge Required:

- Skilled user of MS Office (Word, Excel, Outlook, PowerPoint, Access)
- Experienced and comfortable working with numbers and in databases
- Strong document management skills
- Excellent interpersonal skills
- Ability to work well independently and with a team

Approximate Salary: \$35,000

Hours per day/week: 7.5 hours per day/37.5 hours per week

JOB DESCRIPTION

South Carolina's Return to Learn: Developing Quality Instruction Virtually (SCR2L) Instructional Designer (3 positions available)

Job Purpose

Under limited supervision of the Director of the Office of Virtual Education and the SCR2L Project Manager, will design, produce, evaluate, and promote instructional learning resources (video-based, multi-media or other) to meet instructional needs of students statewide. Serve as instructional designer in the Office of Virtual Education to design courses or modules in a learning management system for content delivery.

Duties and Responsibilities

- 1 Collaborates with assigned content area and office teams to maintain and revise existing courses as needed.
- 2 Ensures that online courses meet program standards and reflect best practices in instructional design.
- 3 Manages new course build projects.
- 4 Provides design consultation to subject matter experts and instructional designers, including the use of Learning Management Systems.
- 5 Reviews internal and external courses and curricular resources.
- 6 Actively leads, supports and promotes the growth of instructional design and development practices at VirtualSC.
- 7 Participates in training to develop and maintain skills, knowledge, and mastery of instructional, design, and assistive technologies, software, and peripherals.

Qualifications for Position

A master's degree and three (3) years experience; or a bachelor's degree and five (5) years experience in education, education technology, management or business.

Skills and Knowledge Required

Project Management skills, ability to work in a team environment, good communication skills, understanding of pedagogical principles of instructional systems theory, an enthusiastic application of existing and emerging educational technologies, and current teaching certificate would be an asset.

Travel/Special Conditions

Limited overnight travel.

JOB DESCRIPTION

South Carolina's Return to Learn: Developing Quality Instruction Virtually (SCR2L) Engaging Learning Object Designer

Job Purpose

Under limited supervision of the Director of the Office of Virtual Education and the SCR2L Project Manager, will design, produce, evaluate, and promote instructional learning resources (video-based, multi-media or other) to meet instructional needs of students statewide.

Duties and Responsibilities

- 1 Collaborate with VirtualSC instructional designers and subject matter experts to create multimedia content for VirtualSC and VirtualSC Professional Development courses.
- 2 Ensure that multimedia objects meet relevant program and industry standards.
- 3 Participate in training to develop and maintain skills and knowledge of instructional technologies, software, peripherals, and communications equipment.
- 4 Assist in coordinating of instructional production resources for broadcast and online delivery.
- 5 Collaborate with VirtualSC faculty and staff to create multimedia content for VirtualSC outreach, training, and promotional needs.

Qualifications for Position

A master's degree and three (3) years experience; or a bachelor's degree and five (5) years experience in education, education technology, management or business.

Skills and Knowledge Required

Ability to work in a team environment, good communication skills, an enthusiastic application of existing and emerging educational technologies. Knowledge of multi-media technologies used for content dissemination. Video production experience preferred.

Travel/Special Conditions

Limited overnight travel.

JOB DESCRIPTION

South Carolina's Return to Learn: Developing Quality Instruction Virtually (SCR2L) Subject Matter Experts (5 positions available)

Job Purpose

Under limited supervision of the Director of the Office of Virtual Education and the SCR2L Project Manager, will collaborate with assigned design teams to curate and create content, assessments, and activities for online courses.

Duties and Responsibilities

1. Collaborate with assigned design teams to create course and unit level scope and sequence.
2. Ensure that assigned course is aligned to relevant standards and any other accountability measures.
3. Write student-friendly directions and content when new material is required. Review and edit content curated from other sources or written by design team members.
4. Create and/or curate all assessments and activities used in assigned courses. Review assessments and activities created by others.
5. Participate in training to develop and maintain skills, knowledge, and mastery of instructional design, and online course design process.

Qualifications for Position

A master's degree and three (3) years experience; or a bachelor's degree and five (5) years experience in education in the subject area of interest including teaching and curriculum design. Knowledge of and experience with current state standards.

Skills and Knowledge Required

Ability to work in a team environment, good communication skills, an enthusiastic application of existing and emerging educational technologies.

Travel/Special Conditions

Limited overnight travel.

Marie Gibbons
South Carolina Department of Education



Summary

Proven educational visionary leader with over 38 years of exemplary service in South Carolina public school systems, 31 as a school and district administrator; Outstanding ability to motivate and encourage the development of positive relationships and effective teams; Exceptional written and verbal communication skills; Well respected professional with a stellar work ethic and moral character; Most recently serving as the Team Leader for Read to Succeed in the Office of Early Learning and Literacy.

Education

- **Francis Marion University**, Florence, SC—Bachelor of Science in Elementary Education, 1980
- **University of South Carolina**, Columbia, SC—Master of Education in Early Childhood, 1983
- **University of South Carolina**, Columbia, SC—Master + 30 in Educational Administration & Supervision, 1988

Experience

- *(February 2020 - present) Team Lead Read to Succeed • South Carolina Department of Education*
- *(2008 – February 2020) Chief Academic Officer • Clarendon School District Two*
- *(2007-2008) Director of Early Childhood & Elementary Education • Clarendon Two*
- *(1991-2007) Principal • Clarendon School District Two*
 - Alcolu Elementary School (1991-1997)
 - Manning Primary School (1997-2000)
 - Manning Early Childhood Center (2000-2007)
- *(1989-1991) District Administrator • Clarendon School District Two*
 - Chapter I Math & Business Partnership Coordinator
 - Education Improvement Act Coordinator & Business Partnership Coordinator
- *(1988-1989) Principal's Apprentice • Manning Primary • Clarendon Two*
- *(1981- 1988) Teacher • Manning Primary School • Clarendon Two*
- *(January 1981- June 1981) Reading Lab Teacher • R.E. Davis Elementary • Sumter School District Two*

Key District Responsibilities

- Responsible for supervision of all instructional programs, PK-12;
- Facilitate planning, funding allocations, evaluation and supervision of Title I, Title III, Title IV, Title V and Title I Neglected & Delinquent Programs;
- Coordinator for Gifted and Talented Programs;
- Responsible for planning and organizing professional development for all district staff members;

- Initiate, organize and plan the annual Summer Academy of Professional Development, 2008 – 2019 based on needs assessments;
- Coordinate all functions related to the leadership and management of schools;
- Supervise District Instructional Coaches;
- Responsible for data collection and analysis of test data for all state and local assessments;
- Responsible for the supervision of Parent Education initiatives;
- Responsible for leading the strategic planning process;
- Responsible for maintaining district accreditation through AdvancED;
- Responsible for supervising the implementation and compliance with requirements for Read to Succeed;
- Responsible for compliance for the SC Accountability system;
- Serve on Principal evaluation teams using the PADEPP instrument (Program for Assisting, Developing, and Evaluating Principal Performance);
- Certified Evaluator and trainer of the Expanded ADEPT Support and Evaluation System/SC Teaching Standards 4.0.

Professional & Community Activities

- Associate Lead Evaluator for AdvancED Accreditation External Review Teams 2012-Present
- Member of AdvancED Accreditation External Review Teams 2008-2019 (South Carolina, Georgia, North Carolina, Virginia, and Kentucky)
- Certified AdvancED Accreditation Lead Evaluator 2012 – 2018
- Clarendon County First Steps Inaugural Board Member, 1999
- Clarendon County First Steps Board Member, 2000-2007
- Clarendon County Economic Development Board, 1992 - 1995
- Member Manning Rotary Club
- SC Association of School Administrators Innovative Ideas Institute Committee
- Chairperson of SC Association of School Administrators Innovative Ideas Institute Committee
- Member of SC Association of Supervision & Curriculum Development
- Member of National Association of Supervision & Curriculum Development
- Graduate, SCDE Leadership Academy
- Graduate, SCDE Springfield Leadership Institute
- Graduate Clarendon County Chamber of Commerce Leadership Clarendon, 2005 - 2006
- Graduate, School Leadership Executive Institute (SLEI), Cohort 9, Greensboro, NC (2000-2003)
- District Chairperson AdvancED System Accreditation Monitoring Visit 2008, 2013, 2019
- Member of SC Association of School Administrators, Instructional Leaders Division, Early Childhood Affiliate member, Testing and Accountability Roundtable member,
- Member of SC Association of Title I Administrators
- South Carolina Association of School Administrators Palmetto's Finest Review Team

Awards & Recognition

- South Carolina Association of School Administrators Lifetime Achievement Award 2018
- Clarendon School District Two Ambassador of the Year 2015
- Exemplary Writing School, Manning Primary School
- SCDE Red Carpet Award, Manning Early Childhood Center
- Exemplary Writing School, Manning Early Childhood Center
- Manning Primary School Teacher of the Year 1985
- Clarendon School District Two Teacher of the Year 1985-86

Cynthia (Wendy) Burgess



Summary

I am a twenty-two year veteran educator and state-level leader who plays an active role in education at the local school, district level, county level, and the state level. I currently serve as Anderson School District One School Board Trustee, Anderson County First Steps Board of Directors, and Anderson One and Two Career and Technology Center Board of Directors. I also am the team leader for the Office of Early Learning and Literacy at the South Carolina Department of Education. I am an enthusiastic and dependable individual who excels in challenging environments. During my tenure, I have gained diverse experience in educating students with learning disabilities and early learners. My strengths include the following: using technology, researching, identifying needs, implementing best practices and curriculum, analyzing data, collaborating with colleagues, building schedules and logistics for projects, applying an effective behavioral model, fostering and providing professional learning communities that focus on data and student driven decisions, generating reports and state level guidance documents, and communicating with district level leaders.

Certifications/Trainings

South Carolina Teaching Certification: Early Childhood	1997-present
South Carolina Teaching Certification: & Elementary Education	1997-present
South Carolina Certification: Administration and Leadership	2008-present
National Board Certified Teacher: Early Childhood Generalist	2005-present
SC Dept. of Education Literacy Leadership Cohort	2013
SC Dept. of Education Data Team Certification	2013
ELLCO Trainer Training	2016
South Carolina Endorsement: R2S Reading Teacher	2017
South Carolina Teacher 4.0 Rubric Training	2018

Experience

Anderson School District One School Board Trustee, 2018-present

Adopt a shared vision based on community beliefs with a focus on students to guide local education. Demonstrate a strong commitment to the shared vision and mission of the board by using the mission and vision to guide decision making and by communicating to others. Employ a superintendent who assures a district management system which enables all people to contribute meaningfully to achieve the district vision. Establish district policies and guidelines for the effective operation of the district. Ensure that long-and short-term plans are developed and annually and revised through a process involving stakeholders. Make decisions which support student learning and school renewal. Approve high instructional standards. Encourage a quality learning environment and innovative teaching. Measure the student performance and growth, track progress, and report results using a variety of assessments. Report district progress to the community.

**South Carolina Department of Education, Columbia, South Carolina, 2016-present
Office of Early Learning and Literacy (OELL)/Team Lead for Early Learning**

Collaborate across state agencies to lead and support early childhood services and education from birth to school with a focus on providing access to quality early learning environments. Serve as the Web Content Specialist and Web Designer for the OELL. Create and provide Professional Learning Opportunities and resources for teachers, families, schools, and districts. Collect, analyze, and

aggregate as requested by the General Assembly and the Education Oversight Committee. Complete compliance monitoring visits and report out to Senior Staff. Serve on the SC Block Grant Committee and state level early childhood committees and task forces. Provide School Reading Plan support to Priority School Districts. Provide feedback on District Reading Plans across the state. Attend Reading Recovery Institute, Monday Minis, and state and national level meetings/webinars. Draft and proof-read documents such as general assembly reports, Early Learning Standards, CERDEP guidelines, Summer Reading Camp documents, Family Engagement Action Plan, Multi-tiered System of Supports (MTSS) guidance document, Read to Succeed and Early Learning memoranda. Serve as the EC Content Specialist for the State Leadership Team for the Pyramid Model for Promoting Social Emotional Competence Statewide Implementation, BUILD, and South Carolina Partners for Inclusion. Grant writing team lead for Striving Readers Federal Grant. Lead and support implementation early learning assessments. Serve as SCDE Program Manager for the implementation of the US Preschool Development Grant and as Early Learning Leader for the SCDE leadership team for the Council of Chief of State School Officers (CCSSO).

Education

Clemson University, Clemson, South Carolina

Masters, Educational Leadership, August 2008, GPA: 3.9

Clemson University, Clemson, South Carolina

Masters, Special Education, August 2005, GPA: 4.0

Lander University, Greenwood, South Carolina

B.S., Elementary Education/Early Childhood Development, May 1997, GPA: 3.56

Graduated Cum Laude and Golden L Award

Honors/Professional Affiliates

Anderson School District One and Two Career and Technology Center Board, 2019-present

Anderson County First Steps Board, 2019-present

Head Start Policy Board, 2019-present

Envision Williamston Board of Trustees, 2019-present

SCDE Program Manager for the US Preschool Development Grant, 2019

Midland Technical College Early Childhood Advisory Board, 2018

Office of Early Learning and Literacy Interim Director, July 2017

Team Lead for Striving Readers Federal Grant, July 2017

South Carolina Association of School Administrators Member, 2017

SC BUILD Initiative Leadership Team SCDE Early Learning Representative, 2017

State Level Family Engagement Consortium Team Member, 2017

Palmetto High School Junior ROTC Kitty Hawk Honor Society Honorary Inductee, 2016

Block Grant Committee Early Childhood Member, 2016

SC Special Education Steering Committee and SC Leadership Team for Pyramid Model, 2016

SCIRA/ILA Exemplary Reading School Award Committee Member 2016, Co-Chair 2016

SCIRA Teachers As Readers Grant Recipient, 2016

Duke Endowment STEM Grant Recipient and State Top Innovator Award, 2013

James F. Byrnes Scholarship Foundation Board, scholar 1993-1997, board treasurer 2002-2004

Taylor Seale
South Carolina Department of Education



Summary

I am a former educator and current data and policy analyst for the Office of Early Learning and Literacy at the South Carolina Department of Education. I was brought on the OELL team due to my unique blend of elementary teaching experience coupled with my data and policy background. During the COVID-19 crisis, I led the implementation of a remote learning resources website for educators, parents, and students (www.scremotelearning.com). This website offers broad resources for lesson planning and student activities, with an ultimate goal of minimizing closure and summer learning loss. In my role, I also analyze district and school data to help drive the direction of our office's efforts, including the annual implementation of summer reading camps, the implementation of a state-wide Multi-Tiered System of Supports, and the state-level support of school-based reading coaches.

Education

Vanderbilt University, Nashville, TN

Masters in Public Policy (Education Policy), May 2018, GPA: 3.97

University of South Carolina Honors College, Columbia, SC

B.A., *summa cum laude*, in Political Science, May 2014, GPA: 3.96

Experience

South Carolina Department of Education Education Associate, 2018-Present

My primary role includes the collection, verification, and submission of data required under state legislation, with a focus on early literacy outcomes and public 4K implementation. The Read to Succeed Act, passed in 2014, emphasizes the important of learning in grades PreK-3, and directs our office's work and my data analysis. During my time at the agency, I have developed systems to streamline data collection and the tracking of reporting requirements, and used my analysis to assist literacy specialists with targeting their support and remote learning lesson creation. I additionally have assisted with the state's rollout of a Multi-Tiered System of Supports (MTSS) that emphasizes strong core instruction for students in the early grades.

Tennessee Education Research Alliance (TERA), Graduate Assistant, 2017-2018

During my time at TERA, I created research syntheses and briefs highlighting the organization's research strands, with a focus on strategies for low-performing schools. My work highlighted the importance of equity in instruction between schools and districts, particularly in rural districts without access to strong lesson resources. In addition to briefs on school improvement, I also assisted with grant writing and synthesizing research in early literacy, educator labor markets, and professional learning.

Spaulding Elementary, 4th and 5th Grade Teacher, Lamar, SC, 2014-2016

I joined the Spaulding Elementary teaching team via Teach for America, a national program that places corps members in underserved communities to advance educational equity. As the only teacher in my grade level and subject in a rural area, I developed a lesson resource bank for myself and the teachers following me, ensuring Spaulding students would have equitable resources compared to children at more affluent schools. My students averaged two years growth compared to their district peers, and I was selected as grade level chair during my second year in the corps.

JOB DESCRIPTION

South Carolina's Return to Learn: Developing Quality Instruction Virtually (SCR2L) Learning Engagement Coach (6 positions available)

Job Purpose

The primary responsibility of a Learning Engagement Coach (LEC) is to develop strong relationships with SCR2L families through meaningful, regular, and value-add conversations, primarily via phone calls but also at community or school events. Whether it's monitoring the progress of the child and giving feedback to the parent or just a check-in, our LECs support the success of the parent and the child.

Duties and Responsibilities

1. Create a supportive relationship with assigned families from enrollment to course completion.
2. Communicate with families on a weekly schedule to answer questions, offer motivational tips to encourage the child's curriculum usage, and to inspire parents to become the champion of their child's remote learning success.
3. Manage program usage and family profiles using an online management system.
4. Respond to incoming phone calls regarding program information, usage and software.
5. Ability to build trust and productive relationships.
6. Ability to communicate effectively both verbally and in writing via phone and email.
7. Strong active listening skills.
8. Problem-solving and decision-making skills.
9. Organizational skills/ability to multitask.

Qualifications for Position

- High School Diploma or equivalent
- Early childhood education experience a plus
- Experience providing customer service and working in team environments
- Communication proficiency, both written and verbal
- Strong organizational skills and good time management
- Problem solving
- Ability to complete all assigned tasks on time and without reminder
- Ability to converse with a diverse group of participants by understanding environments and providing support for families
- Goal driven
- Able to work individually as needed
- Ability to learn new processes and technical troubleshooting skills quickly
- Keyboard at least 40 WPM
- Basic experience with Microsoft Excel and Word
- Bilingual (Spanish) is a plus

Daily job requirements

- A majority of their time will be spent on the phone, talking to parents. LECs work a 7.5 hour day; 6 hours of active phone per day is the target.
- Maintain an average of 30 outbound and inbound calls (combined) per day.
- Maintain a current and complete call log.
- Attendance at school and community events is required.

Lee M. D'Andrea, Ph.D
Leading Quality Learning

CURRENT POSITION

Advisor and Consultant, Leading Quality Learning, Self-employed

EDUCATION:

Bachelor of Science in Elementary Education

University of Georgia - December 1976

Master of Science in Elementary Education

Clemson University – August 1991

Doctor of Philosophy in Education Leadership

Clemson University - May 2002

WORK EXPERIENCE:

Education Oversight Committee (EOC), Columbia, SC

Project facilitator and report writer (Digital Learning project, eLearning Pilot project, Pre-4 K Annual Report to the SC General Assembly), 2016-present

Clemson University, Clemson, SC

Director of College Relations, Professor of Practice 2016-present

School District of Pickens County, SC

Superintendent, 2006-2008

Anderson School District Four, SC

Assistant Superintendent, Curriculum and Instruction, 2003-2006

Anderson School District Five, SC

Assistant Superintendent, Accountability, Data and Research and Early Childhood Education, 2000-2003

Director/Principal, West Market Family Education Center, 1994-2000

Coordinator, Parenting and Family Literacy, 1990-1994

Teacher, four-year olds and first grade, 1989-1990; 1977

Clemson University, Clemson, SC

Adjunct instructor, 1995-2006

Central Presbyterian Preschool/Kindergarten, Director, 1984-89

PROFESSIONAL MEMBERSHIPS:

American Association of School Administrators

Association for Supervision and Curriculum Development
SC Association for Supervision and Curriculum Development
SC Association of School Administrators
Phi Delta Kappa Fraternity
Kappa Delta Pi Sorority

RELATED PROFESSIONAL EXPERIENCES AND AWARDS:

Excellence in Educational Leadership Award presented by the University Council for Educational Administration UCEA (Spring 2008)

Adult Education Superintendent of the Year presented by the Adult Education Division of South Carolina Association of School Administrators (June 2008)

Serve on Clemson University College Health, Education and Human Development External Advisory Committee, 2007-present

Presented with Dr. Don Deschler (University of Kansas) at Pearson Education National Policy Advisory Conference (National Executive Directors and Chief State School Officers) (February 2006)

Selected to participate in South Carolina Policy Fellows program as part of the National Education Policy Fellows Program (2005-2006)

Served on SC State Superintendent Inez Tennebaum's *High School Redesign Task Force* (2005)

Served on SC Governor Mark Sanford's *School Reform Council* (2005)

Presented as 1 of 3 panelists on National Broadcast of Heller Reports, EdNet conferences and Virtual Roundtables, *High School Reform* (June 2005)

Served on Southern Governors' Association (SGA) *High School Review Task Force* (2005)

Served on South Carolina Education Oversight Committee *Testing Task Force* (2004-2005)

Selected to and completed the first class of Progress Energy and State Department of Education's **SCHOOL LEADERSHIP EXECUTIVE INSTITUTE (SLEI)—Tapping Executive Educators (TEE)** (2003-2004)

Served on South Carolina Education Oversight Committee *Data Quality Task Force* (2003-2004)

Served on South Carolina Education Oversight Committee *High School Ratings Recommendations Task Force* (2002, 2004, 2005 and 2006)

STEPHANIE D. FRAZIER, Ph.D.

Education Administrator

Educational Technology ~ Curriculum Management ~ Grants Administration

Education

University of South Carolina Columbia, South Carolina

- *Ph.D., Educational Leadership*..... December 2013
- *Certificate, Higher Education Leadership*..... December 2009
- *M.Ed., Educational Technology*..... August 2004
- *Bachelor of Science, Management Science & HR Management* May 2000
Minor, English (Writing)

Professional Experience

South Carolina Educational Television, Columbia, South Carolina

Vice President for Education, January 2019 to present

- Management of statewide educational services provided by public media station
- Facilitation of local, state, regional, and national partnerships
- Coordination of statewide educator development and training (online and face-to-face)
- Coordination of instructional design activities for state and local partners
- Acquisition and administration of federal, regional, and state-level grant funds
- Management of compliance, research, and accountability activities

SC Technical College System, Columbia, South Carolina

Associate VP for Curriculum and Instruction, July 2011 to present

Curriculum Coordinator, January 2007 – June 2011

- Management of curriculum processes including review of new programs and courses
- Coordination of statewide faculty development programming (online and face-to-face)
- Acquisition and administration of federal, regional, and state-level grant funds
- Coordination of compliance, assessment, and institutional research activities
- Facilitation of local, state, regional, and national partnerships
- Statewide peer group liaison (e.g., distance education, library, institutional research)

Q²Administrators, LLC, Columbia, South Carolina

Instructional Writer, September 2005 to December 2006

- Development of training curriculum relevant to the Medicare appeals process
- Administration of company's online learning management system
- Coordination of Web-based workshops and seminars
- Maintenance of organization's Web site

Online Learning and Educational Technology Leadership

- Administrator, SCETV Datacasting Initiative, a new program offering educational content to students without Internet access using the station's broadcast signal
- Administrator, SCETV Educational Mobile Hotspot Program which has increased usage by 30% in twelve months, servicing, more than 200 households without Internet access

- Creator, SCETV 21st Century Learner Week, an annual initiative focused on preparing educators to work with digital natives
- Co-creator, 2015 & 2018 SCTCS CodeIT Academy Pilots (hybrid programming academy targeting females enrolled in information technology programs); wrote grant proposal and won award from Microsoft Research and the National Center for Women in Computing

Publications

- Frazier, S. & York, E. (2018, October). Technical connection: The SC Technical College System and the internet of things. *Techniques*, 28-33.
- Frady, Hartley, Rivers, Frazier, Madathil, & Craft (2016). Connecting 2-Year Faculty Professional Development with Technology and Student Learning Perceptions in Online Environments. *American Society for Engineering Education*. Conference Paper ID 17284.

Presentations

- *Techvolution: Using Technology to Transform Student Success*
2018 South Carolina Education and Business Summit
- *Developing Partnerships for Student-Centered Initiatives*
2016 South Carolina Education and Business Summit

Awards and Leadership Highlights

- *Columbia Chamber, Leadership Columbia Class of 2017*
- *Administrator of the Year, SC Technical College System Office*
SC Technical Education Association
- *Top 40 Woman under 40*
American Association for Women in Community Colleges

Professional Affiliations

- National Educational Telecommunications Association
- National Association for Women in Public Media
- EDUCAUSE
- Leadership Columbia
- National Center for Women in Computing

Ryan Easterbrooks, Technical Support

Ryan Easterbrooks serves as the Educational Technology Coordinator for SCETV. In this role, he coordinates the station's hotspot program whereby educational partners receive free MiFi devices to facilitate Internet access in support of learning. He also provides training to educators on a variety of topics including virtual and augmented reality, 3D printing, literacy, and career exploration. Ryan also manages the station's online learning platform and supports the Education Division in the production of virtual professional development programming. With a master's degree in library and information science from the University of South Carolina, and nearly six years of professional experience, Ryan understands the importance of incorporating technology into the classroom only when it is supported with sound pedagogical strategy and research. He is very familiar with the multiple educational resources available across curriculum areas, and works to ensure that educators are aware of best practices for developing quality instructional materials. Ryan has attended and presented at multiple conferences including the state's Education and Business Summit, SC Association for School Librarians, and the national Educational Broadband Services conference. Under supervision by Dr. Stephanie Frazier, SCETV Vice President of Education, Ryan will support the SCR2L project by providing technical support for each of the ten districts participating in the datacasting pilot. Through his work on the hotspot program, as well as his technical expertise, Ryan is well positioned to complete this task.

Salandra Bowman, Content Support

Salandra Bowman serves as the Director of Training and Research for SCETV. In this role, she coordinates all activities specific to educator training and professional development. Salandra is currently writing her dissertation to complete pursuit of her doctorate in Educational Foundations from the University of South Carolina. She has a master's degree in African-American Studies from the Ohio State University, and an undergraduate degree in English from the University of South Carolina. Salandra has approximately 10 years of experience in educational administration, working in both the secondary and postsecondary sectors. She has presented at numerous conferences and published scholarly works specific to access and equity in education. During her tenure at SCETV, Salandra has led efforts to implement several new initiatives including 21st Century Learners Week, digital badging, and online learning curriculum. She has also led the development of self-paced courses for educators on project-based learning and culturally relevant pedagogy. Under supervision by Dr. Stephanie Frazier, SCETV Vice President of Education, Salandra will support the SCR2L project by developing content and coordinating professional development for educators involved in the datacasting pilot. Her experience in leading the training of nearly 5,000 educators each year make her well positioned to complete this task.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Date: April 17, 2020

Agreement No: [REDACTED]

Filing Reference: This replaces previous Agreement No. [REDACTED]
Dated: 6/8/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	[REDACTED]				
Predetermined					

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

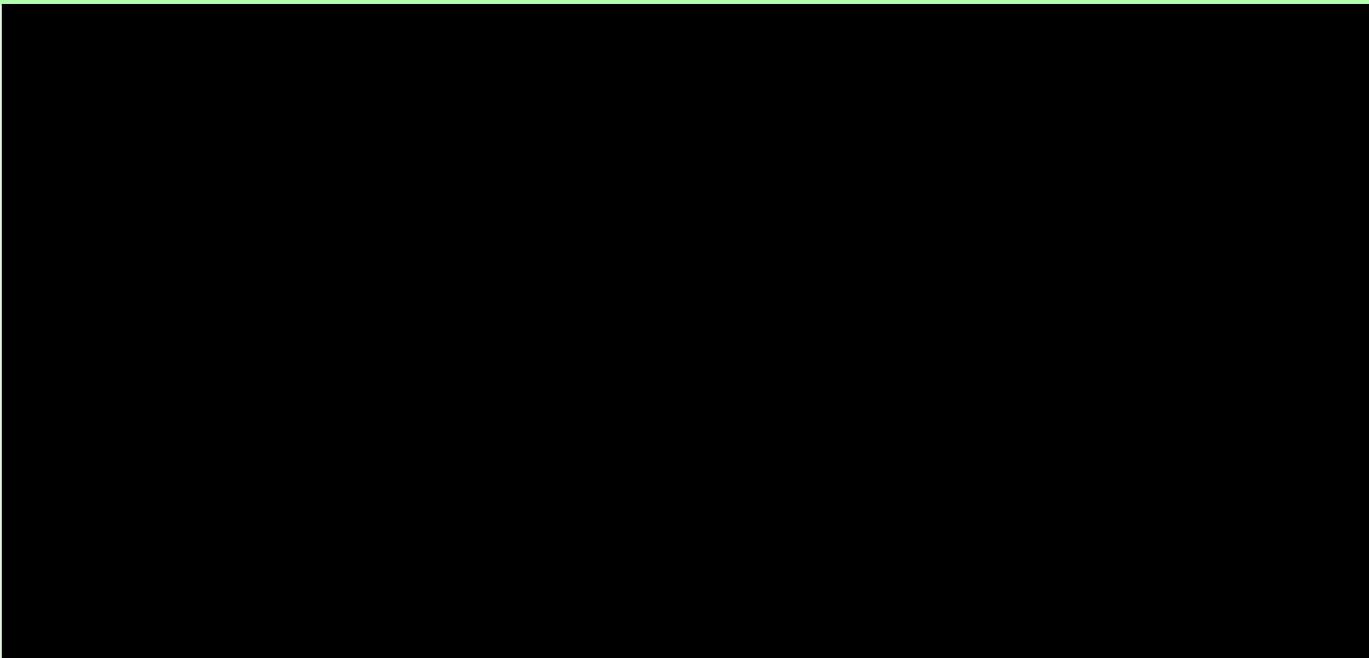
Section IV – Approvals

For the State Education Agency:

South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450



Appendix 4: List of proprietary information found in the application

While the application narrative for *South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere* does not contain any proprietary information, the Other Appendix item, Appendix 6 does. Please refrain from distributing the contents of Appendix 6, "SCETV's An Introduction to Datacasting for Education" (pages A6-1 through A6-13).



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

Appendix 5

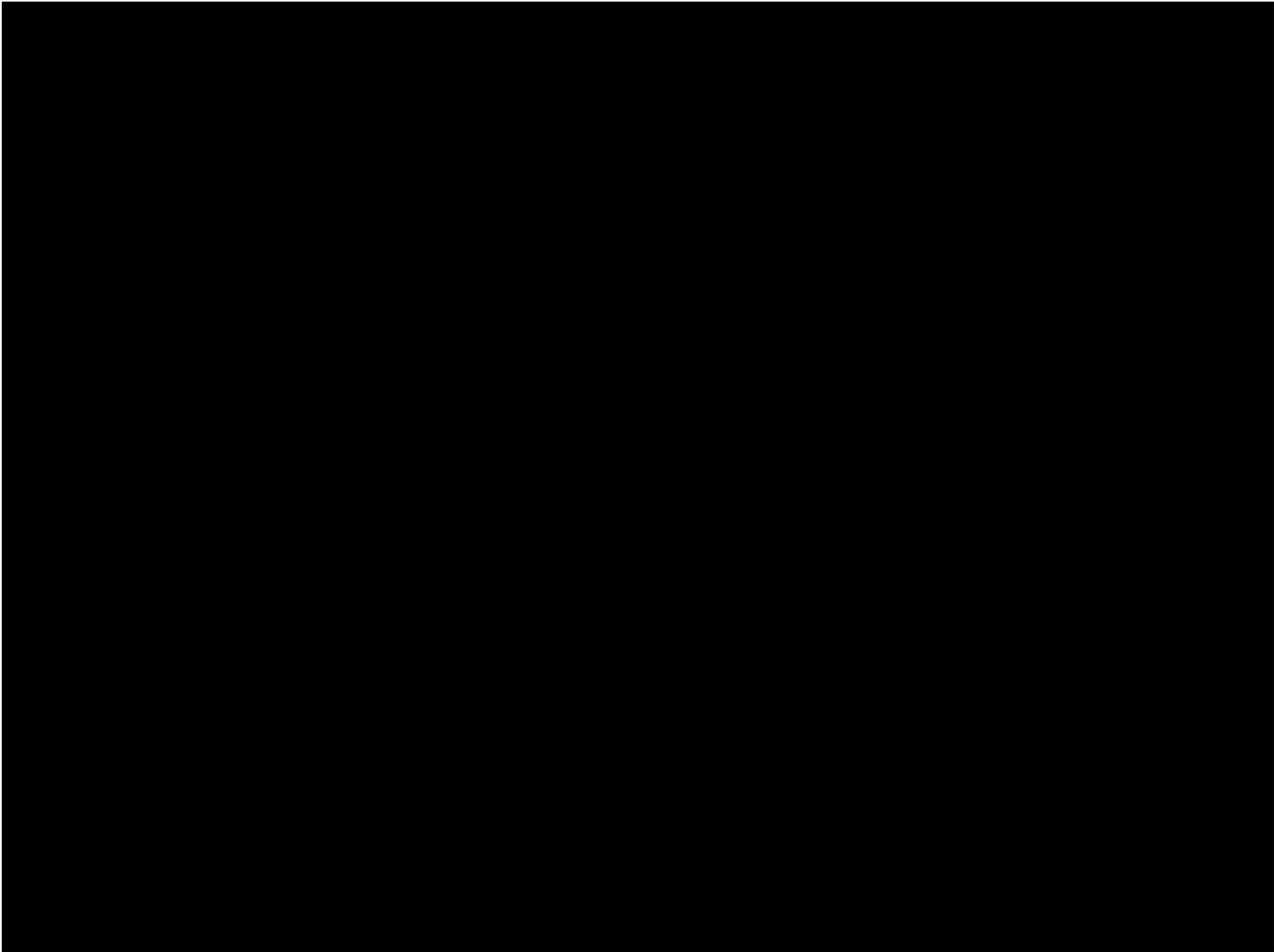
Assurance Regarding Evaluation Participation

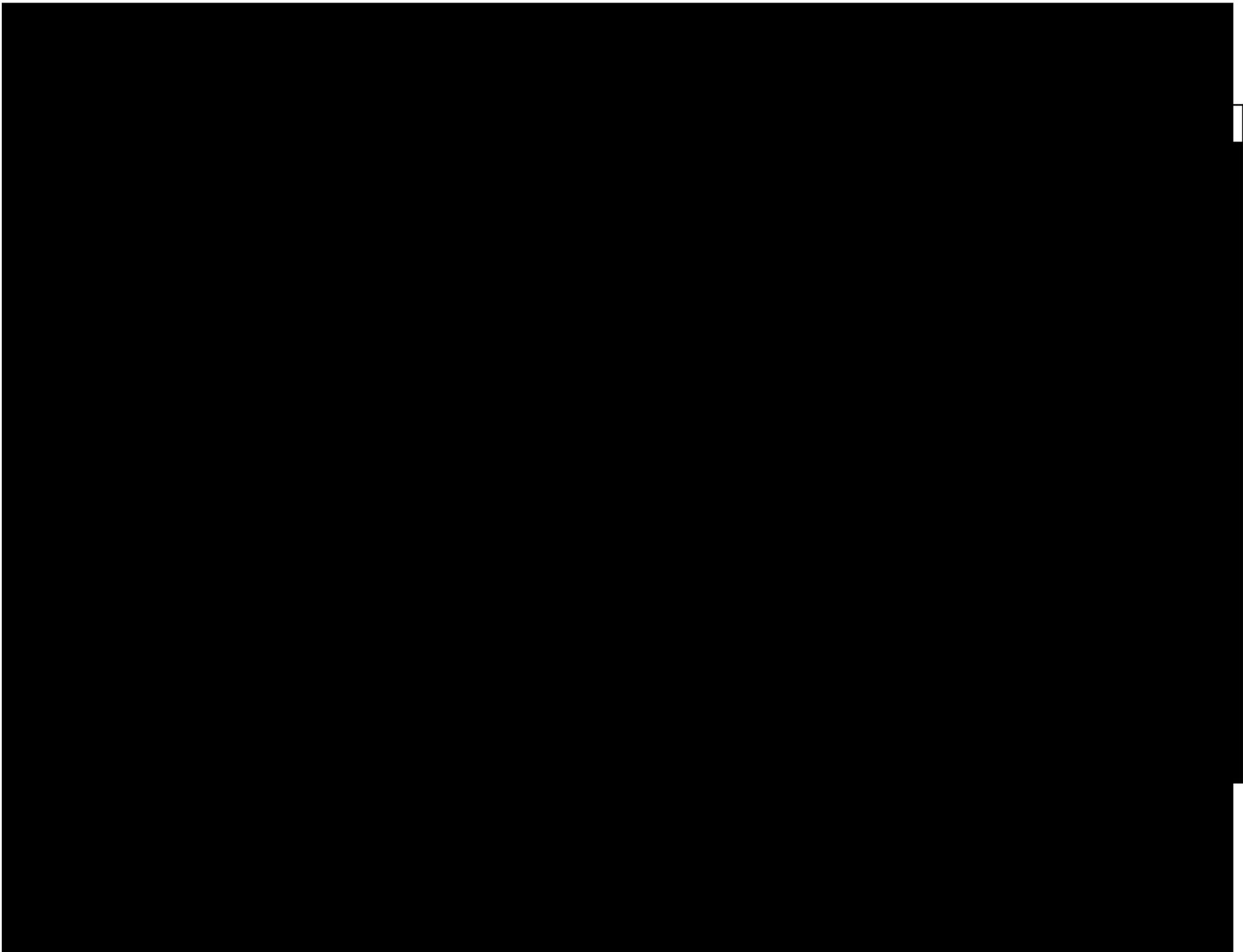
The South Carolina Department of Education (SCDE) agrees to participate in and provide information for evaluations that the US Department of Education may carry out regarding the Education Stabilization Fund—Rethink K–12 Education Models (ESF-REM). If funded, *South Carolina’s Return to Learn: Delivering Quality Instruction Virtually Anywhere* project will work with the US Department of Education to establish common performance measures, data elements, and data definitions. The SCDE agrees to provide data upon request and within

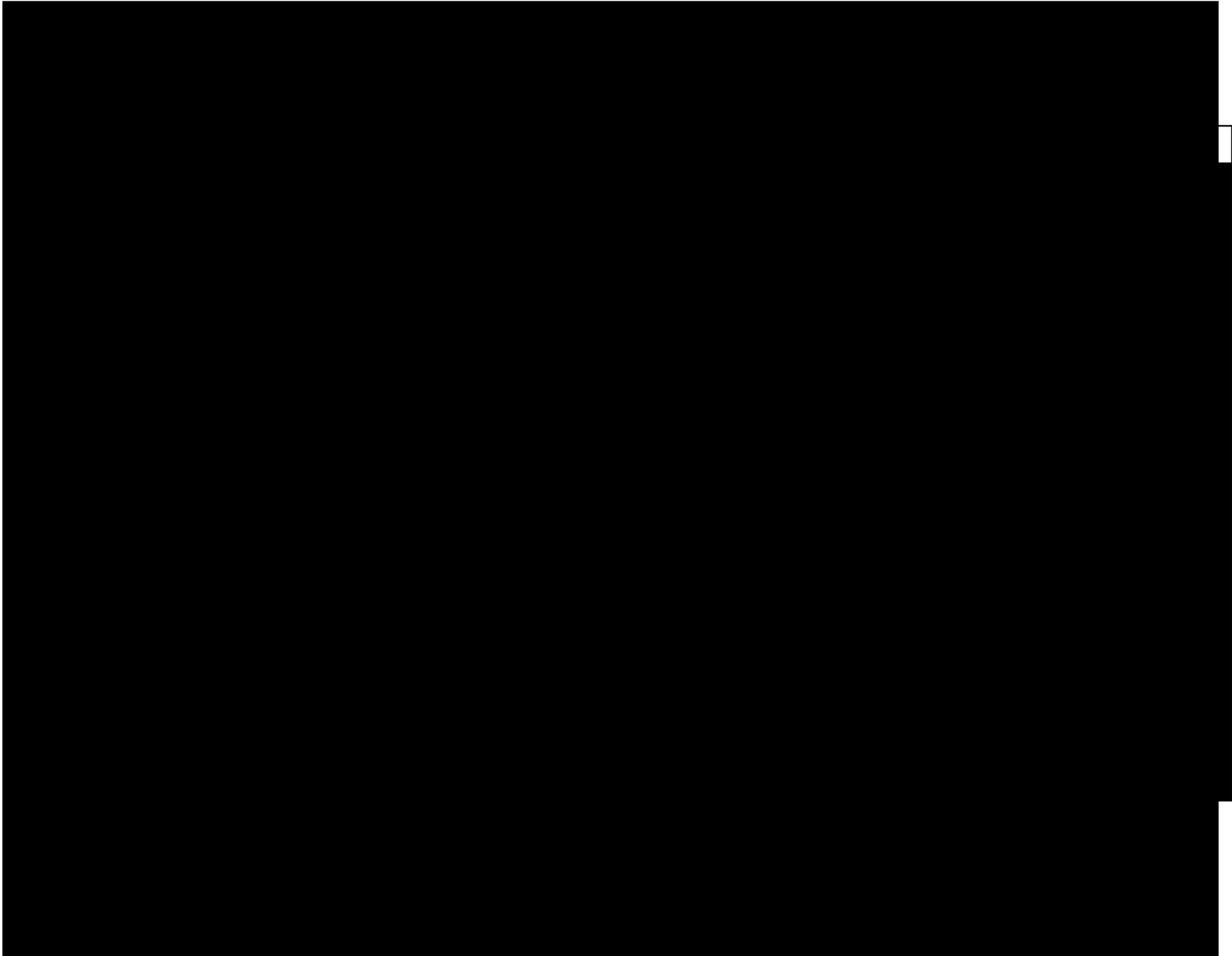
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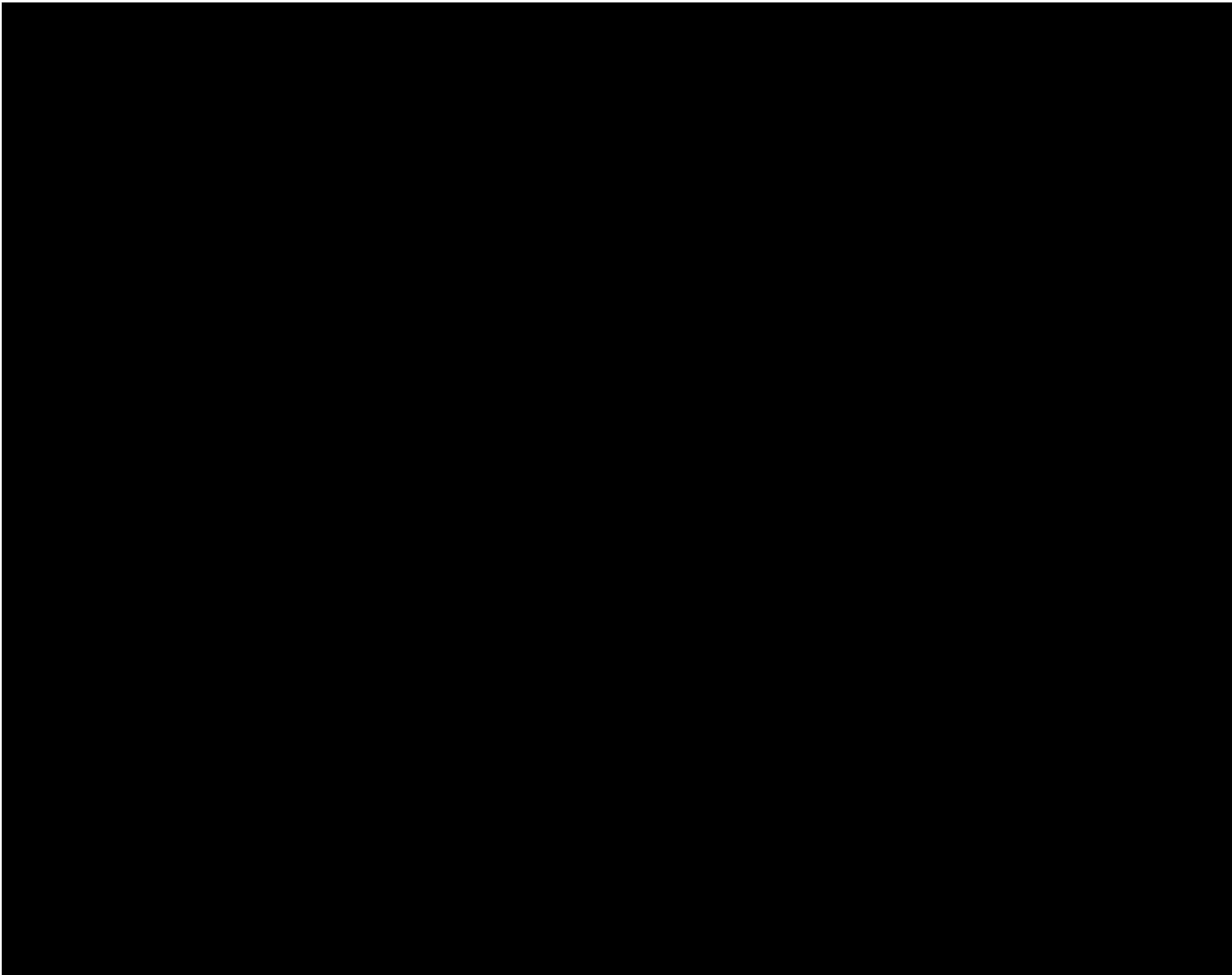
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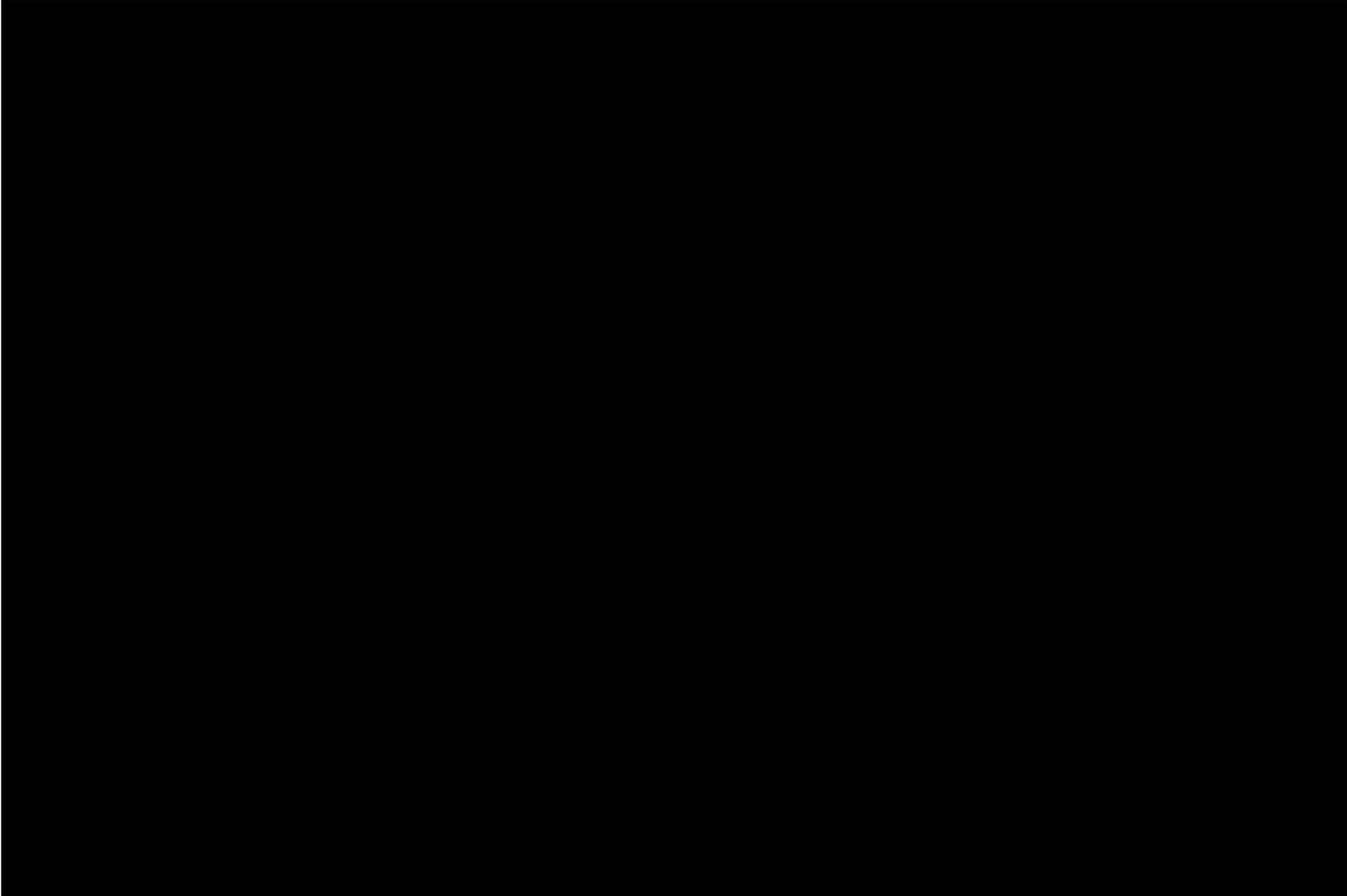
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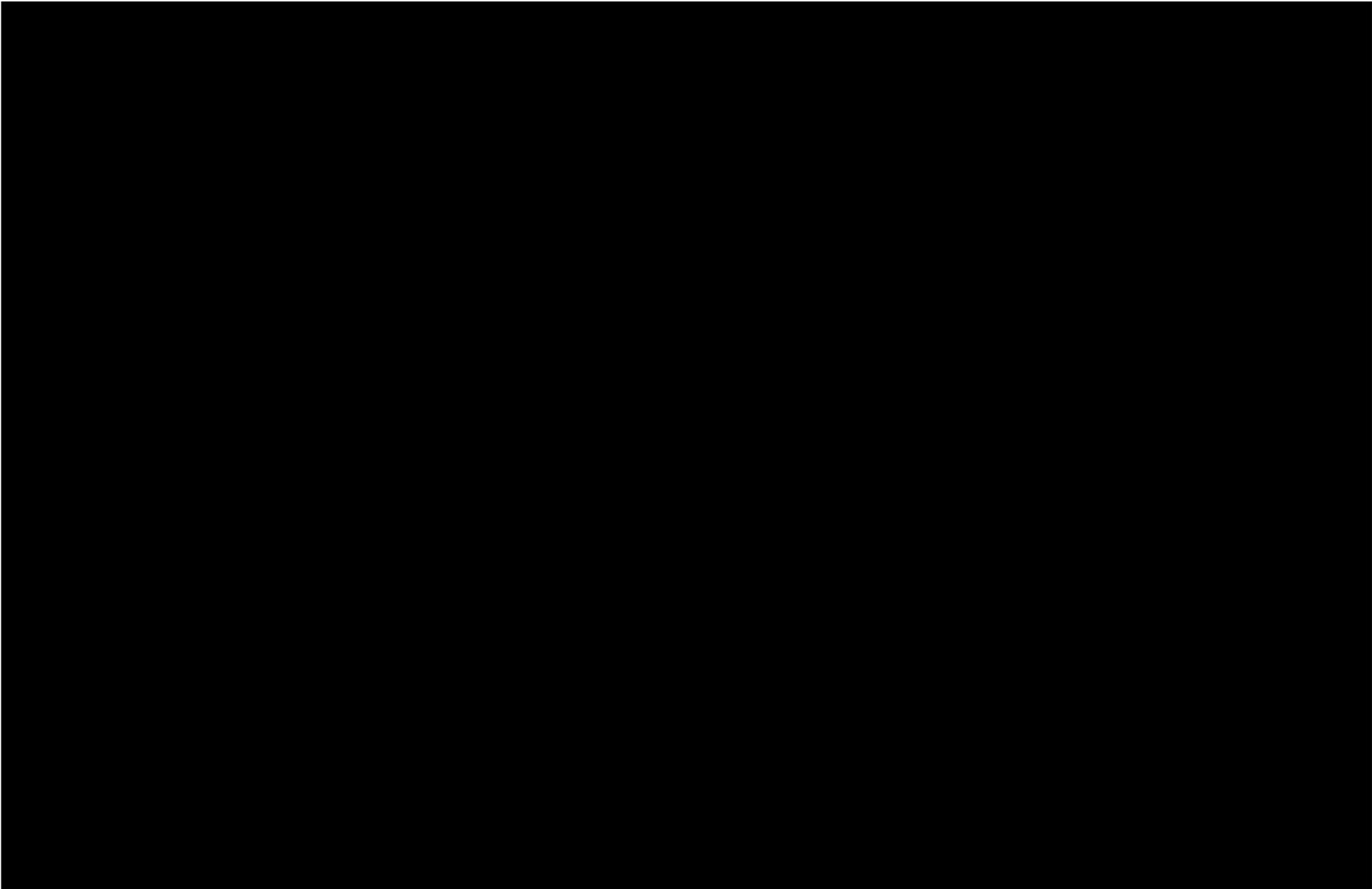


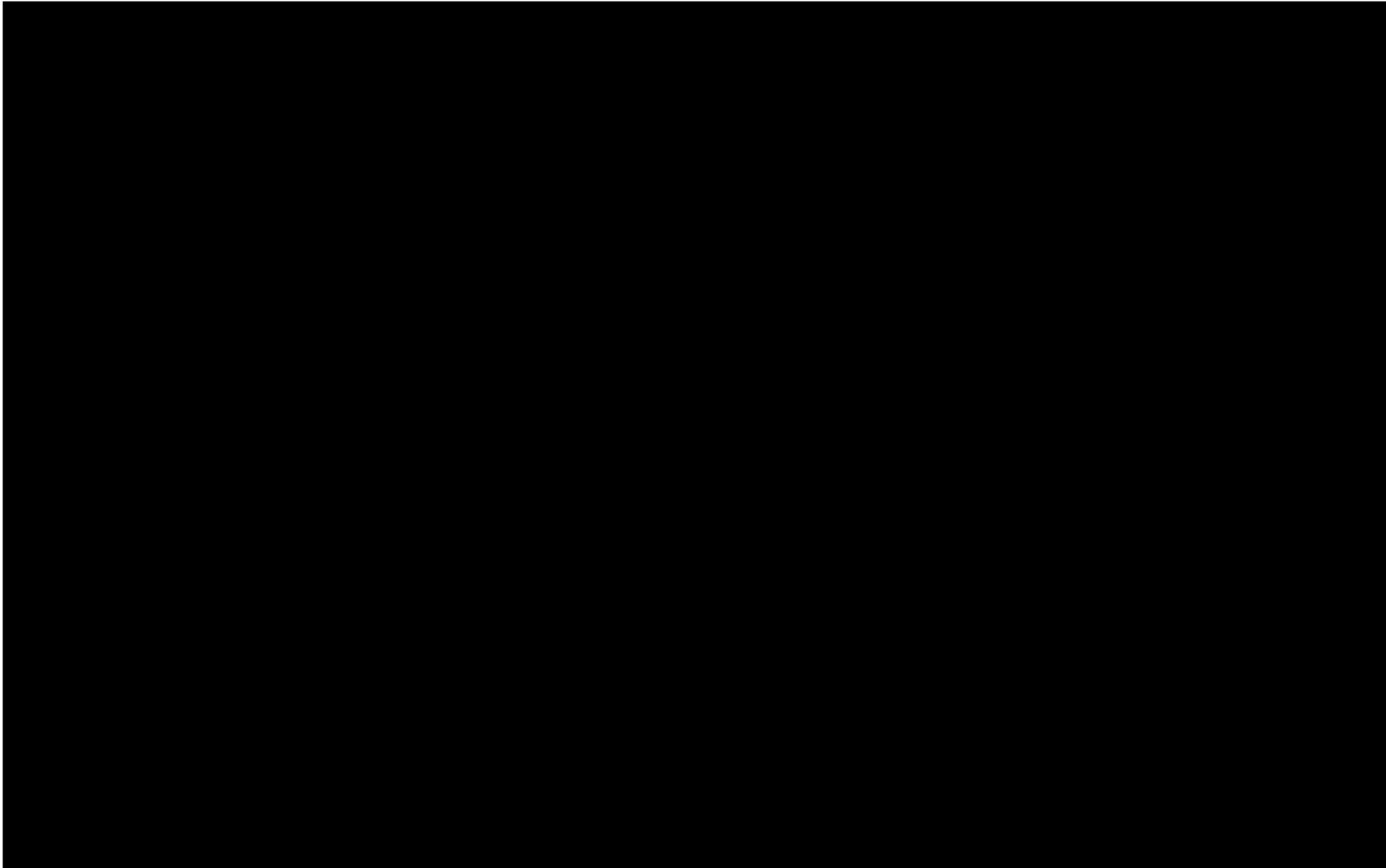


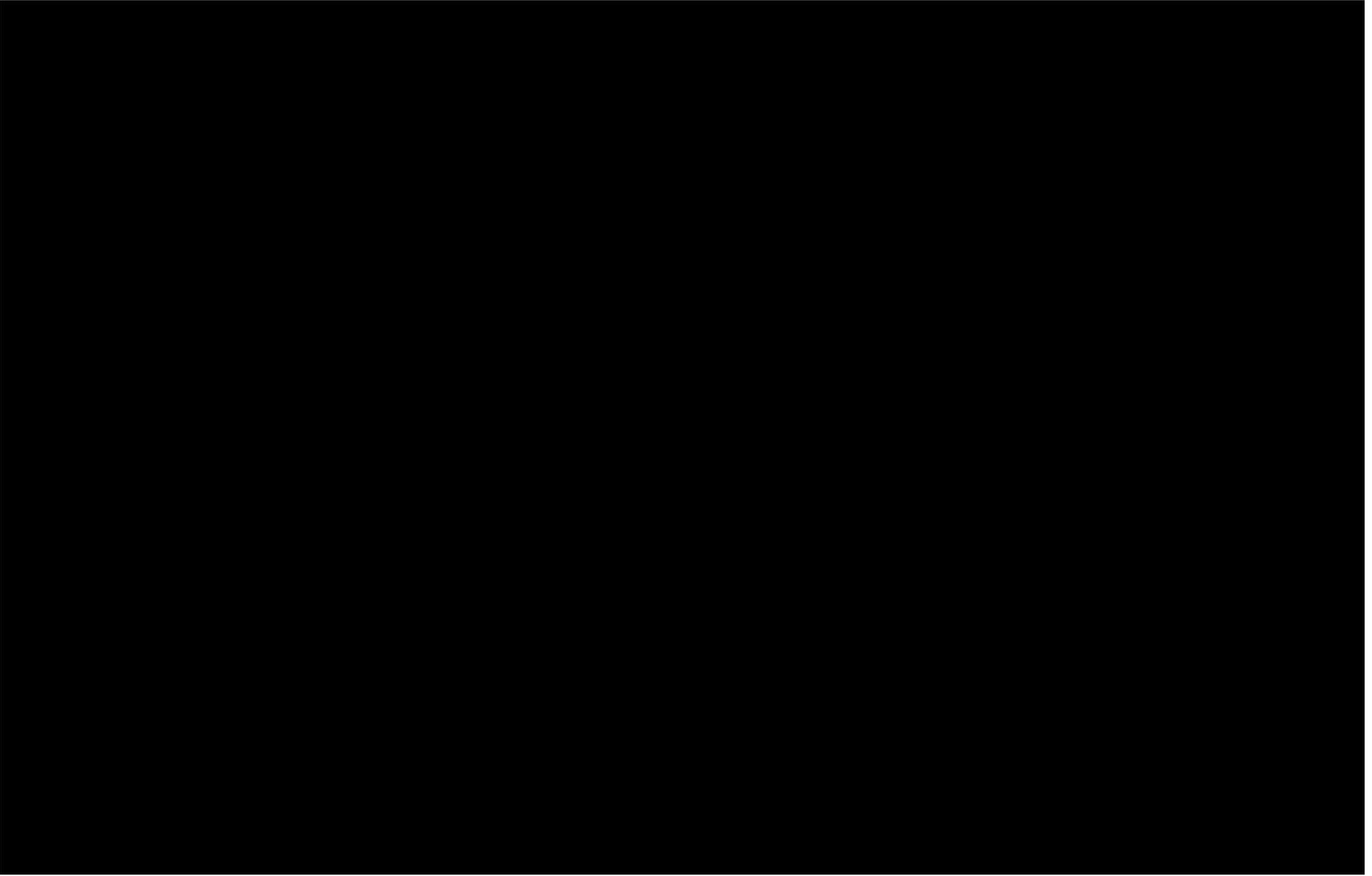








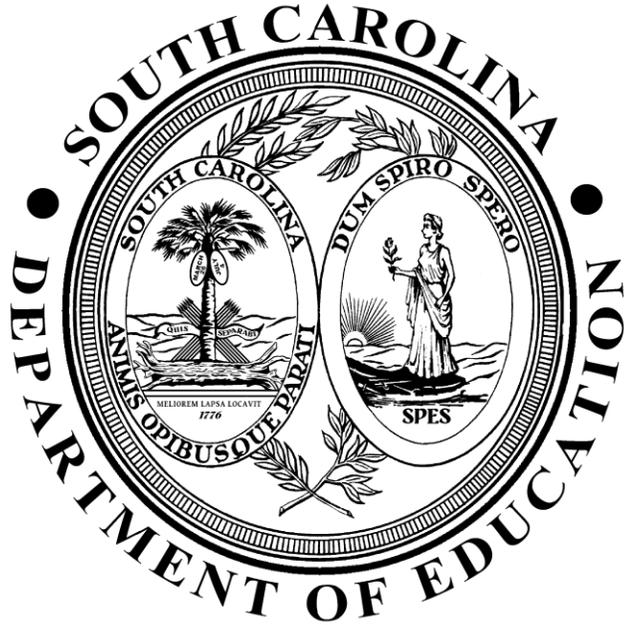






STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



AccelerateED Task Force

Guidance and Recommendations for 2020–21 School Year

June 22, 2020

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, [REDACTED]. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at [REDACTED] or call [REDACTED].

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AccelerateED Task Force Members and Contributors

Task Force Members

- Dr. Kathy Coleman, Chairman – Director, Clemson University Sandhill Research and Education Center; Chairman, Saluda County School Board
- Tonya Addison – District Administrator, Florence County School District Four
- Missy Campbell – Chief Financial Officer, Spartanburg School District Seven
- Sherry East – President, South Carolina Education Association
- Dr. Sherry Eppelsheimer – Principal, Wando High School
- Dr. Latoya Dixon – Director of Elementary Programs and Gifted Education, York School District One
- Dr. Harrison Goodwin – Superintendent, Chesterfield County School District
- Chanda Jefferson – 2020 South Carolina Teacher of the Year
- Patrick Kelly – Coordinator of Professional Learning, Richland School District Two; Teacher, Blythewood High School; Palmetto State Teachers Association Representative
- Dr. Brian Newsome – Principal, Gray Collegiate Academy; Member, S.C. Education Oversight Committee
- Chuck Saylor – Vice President, M.B. Kahn Construction Company; Board Member, Greenville County School Board
- Dr. Scott Turner – Deputy Superintendent, Greenville County Schools; Member, S.C. Education Oversight Committee
- Alan Walters – Executive Director, Safety and Risk Management, Georgetown County School District; Member, State Board of Education

Advisory Members

- Dr. Abbey Duggins, Assistant Superintendent for Curriculum and Instruction, Saluda County Schools
- Dr. Angie Slatton, Director of Special Services, District Five of Lexington and Richland Counties
- Anna Duvall, School Counselor, Lexington High School, Lexington School District One
- Sharon Worley, Coordinator for Counseling and Career Services, Aiken County Public School District
- Scott Powell, Architect, Craig Gauden Davis
- Sabra Denny, Resource Teacher, Meadow Glen Elementary School, Lexington School District One
- Hollie Harrell, Director, Anderson County Career and Technology Center
- Dr. Rainey Knight, Director of Strategic Innovation, S.C. Education Oversight Committee
- Dana Yow, Deputy Director, S.C. Education Oversight Committee
- Matthew Ferguson, Executive Director, S.C. Education Oversight Committee
- Dr. Lee D'Andrea, Director of College Relations and Professor of Practice, College of Education, Clemson University
- Dr. Anna Hall, Associate Professor of Early Childhood Education, College of Education, Clemson University

- Dr. Thomas Hodges, Associate Dean for Academic Affairs, College of Education, University of South Carolina
- Dr. Sandra Linder, Director, S.C. Center of Excellence in Innovation for Mathematics and Science, Clemson University
- Mychal Frost, Director of Marketing and Communications, Rock Hill Schools
- Tony Thomas, Director of Transportation, Darlington County School District
- Wanda Knight, Director of Nutrition Services, Lauren County School District 55
- Robin Bright, Principal, Ballentine Elementary School, District Five of Lexington and Richland Counties

South Carolina Department of Education Staff

- Dr. Sabrina Moore, Director, Student Intervention Services
- Dr. Sarah Longshore, Director, Federal and State Accountability
- Dr. John Payne, Deputy Superintendent, Federal Programs, Accountability & School Improvement
- Rebecca Davis, Director, Special Education Services
- Dan Ralyea, Director, Research and Data Analysis
- Jasmeen Shaw, Director, School Facilities,
- Virgie Chambers, Deputy Superintendent, District Operations & Support
- Dr. David Mathis, Deputy Superintendent, College & Career Readiness
- Victoria Ladd, State School Nurse Consultant
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Introduction

As a result of the COVID-19 pandemic and state of emergency declared by Governor Henry McMaster, South Carolina school facilities were closed for in-person instruction from March 16, 2020, to the end of the 2019–2020 school year. During this time, students, families, and educators across South Carolina have experienced an unprecedented disruption to learning, teaching, and daily life. While educators, parents, guardians, and caregivers across the state have partnered together to develop and deploy an incredible array of resources to meet the academic, social, and emotional needs of our students, it is undeniable that things have been lost - from learning, to moments, to the daily relationships and interactions that give so many students in South Carolina a sense of safety and wellbeing.

As we move into the 2020–21 school year, our state’s education system will continue to face extraordinary, new challenges that will require unprecedented levels of cooperation and coordination among students, families, staff, and school communities.

To assist schools and districts in these efforts, State Superintendent of Education Molly Spearman convened AccelerateED, a task force composed of educators and administrators representing all aspects of the K–12 public education system. In the task force’s first meeting on April 30, 2020, Superintendent Spearman charged the members with studying barriers to school operations and student learning during the COVID-19 pandemic and providing recommendations on how schools and districts can best meet the needs of struggling learners in the summer and restart the state’s public education system in the fall. On May 26, 2020, AccelerateED released its first report with recommendations for how to proceed with summer learning activities. The task force then turned its full attention to the start of the 2020–21 school year, and as a result of twenty-five meetings, put forth the considerations and recommendations outlined within this document.

In making these recommendations, AccelerateED addressed school operations in the current pandemic environment with the guiding principles of first protecting the health and safety of our students, staff, and families and second fostering teaching and learning in an environment that is as close to normal as the first principle allows. Recommendations and guidance are organized into four phases: Immediate Actions, Summer Planning and Preparation, Pre Opening, and Reopening and Continuity of Operations. Within each phase, recommendations are broken down by traditional district operational areas.

The conditions, current public health landscape, and growing body of knowledge surrounding COVID-19 continues to evolve. This reality presents challenges to planning, preparing, and guiding school operations. The South Carolina Department of Education (SCDE) will continue to coordinate with the South Carolina Department of Health and Environmental Control (DHEC) and other relevant governing bodies to provide guidance and best practices to districts to inform their decision making for reopening schools and ensuring a successful 2020–21 school year.

Districts and schools are encouraged to communicate with local authorities and always adhere to the most recent recommendations from the Centers for Disease Control and Prevention (CDC) and DHEC. This guidance is not mandated nor state required. Local school districts continue to

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have the authority and flexibility to address their individual needs and be responsive to their local communities.

Phase 1: Immediate Actions

In addition to conducting existing summer operations and instructional opportunities, it is imperative for districts to use the early summer to establish the frameworks and processes necessary to lay the foundation to be fully prepared for the resumption of school in the fall.

State Government and Agencies

1. **Establishment of Health Condition Levels for Schools-** In order to best guide district decision making, the SCDE should collaborate with DHEC to develop clear criteria for determining the rate of spread of COVID-19 in an area. In particular, districts need clear guidance from our public health authorities to determine which of the three health conditions (low, medium, or high spread) an area is in as described in the “Scheduling Models” section at the end of these recommendations. These criteria are needed by districts quickly, so this action should be a top priority for collaboration between the SCDE and DHEC.
2. **Health and Safety Infrastructure Grants-** Many school buildings will need physical enhancements in order to improve health and safety for students and staff. Some of these could include installing plexiglass in front offices to separate staff and visitors; dividers in nurses’ areas to create isolation areas; and permanently mounted hand sanitizer stations, HVAC filtering systems, or creating spaces for telehealth evaluations. However, these types of facilities improvements are likely to stretch beyond the financial resources of many districts. As a result, the General Assembly should consider the creation of a Health and Safety Infrastructure Grant to make additional resources available to districts.
3. **Purchase of Personal Protection Equipment (PPE)-** The accelerateSC task force has recommended (Recommendation 19 and 21) that the Department of Administration and the Emergency Management Division take the lead in PPE procurement and state implementation plan for a state stockpile of PPE. This action will take advantage of the state’s buying power to get the best possible pricing and quantities of PPE. While the SCDE has already taken steps to provide cloth face masks for all teachers in the fall, it should be noted that cloth face coverings are not PPE, as they are intended to protect others from the wearer with any protection to the wearer being highly variable. As a result, face shields may be necessary for some staff at higher risk from COVID-19, and these masks may be preferable to teachers (especially of younger students and English language learners) so their full face is visible to students.

Communications

1. **Local Task Force for Reopening Schools-** If a district has not already done so, it should establish a reopening “team” or “task force.” This team should consist of a diverse representation of the community, which should include, but is not limited to: administrators, staff (including classroom teachers from multiple grade levels and content areas), parents (especially PTA and SIC members), and students (where age-appropriate).

In addition to developing district plans for reopening school in the fall, the group should develop protocols to keep the community regularly updated on district planning.

2. **Establishing Ongoing Two-Way Communications-** In addition to sharing information, districts should provide opportunities for meaningful feedback from the community. This includes opportunities for the community to share feedback on their experience with distance learning in spring 2020, new safety protocols, and the potential impact of proposed school operations in the fall on families and businesses.

Human Resources, Finance, and Administration

1. **Survey of Staff-** At the earliest practical time, districts should survey staff to identify those with conditions or concerns that could or will prevent their return to normal in-person job duties in fall 2020. These conditions could include, but are not limited to, underlying health conditions that increase risk from exposure to COVID-19 or living with and caring for individuals with underlying health considerations. Districts should use this information to develop plans for how to meet the instructional needs of students while accounting for the health needs of staff. The collection of survey data should maintain confidentiality consistent with the Americans with Disabilities Act (ADA) as well as other applicable state and federal privacy laws.
2. **Staffing Needs Assessment-** Districts should conduct a needs assessment for school counselors, school psychologists, and social workers, including a comparison of current caseloads versus the standards of national association guidelines (Appendix A).
3. **Preparing for Staff Social and Emotional Needs-** In addition to preparing for the social and emotional needs of students, districts should develop plans to make available and deploy resources to meet the needs of staff members that have experienced trauma as a result of COVID-19. These resources could include:
 - a. **Mental Health Crisis Response Teams-** Schools and districts should consider establishing a mental health crisis response team focused on student and staff mental health and wellness. The team could include, but not be limited to: a school counselor, special education staff, outside agency therapist, a teacher, school nurse, and administrator trained in trauma awareness. The team would develop a referral system for students and provide resources for staff self-care in efforts to provide ongoing support after COVID-19. A district liaison could be appointed to communicate directly with the SCDE to gather and access newly available resources for student and staff mental health and wellness support.
 - b. **Triage Protocol-** A triage protocol is needed to assist in identifying individuals (staff and students) requiring interventions at various levels (beyond the initial corporate “check-in”). Those identified needing additional support will process through the protocol for referral to the crisis response team or student support services personnel (e.g. nurses, school counselors,

school-based mental health counselors, social workers, school psychologists, and referrals to community-based mental health services.)

- c. **Resources-** Districts should evaluate their capacity to provide resources to staff that include, but are not limited to, Employee Assistance Programs or district- provided counseling and mental health resources.

Facilities, Transportation, and Operations (including food services)

1. **Addressing the Digital Divide-** The SCDE and districts should work throughout the summer to use available resources to provide digital access (devices and broadband) for as many students and staff as possible by the start of the 2020–21 school year. Districts should also review and revise technology plans to determine potential steps to expand the number of students with access to devices and broadband outside of school.
2. **Continuance of Wraparound Supports-** Throughout the summer, districts should seek the continuance of wraparound supports for students, such as school meals and access to counseling.

Instruction and Student Services

1. **Determining Student Attendance-** According to recent surveys, there is a strong possibility that some parents will not allow their children to return to school even in the event of the resumption of “normal” operations in August. For example, a [May 26th USA Today poll](#) found that nearly 30 percent of parents are “very likely” to choose a home option for instruction in the fall, even if schools reopen. Similarly, the poll found approximately 20 percent of teachers are hesitant to return to campus, with an even higher percentage among older teachers. Given this data, it is imperative that districts enter the start of the 2020–21 school year with a plan in place to address the likelihood that a portion of students and staff will not return to campus due to the increased health risk posed by COVID-19. At the earliest possible point in the summer, districts should either complete or begin the following actions:
 - a. **Early Survey of Parent/Family Preferences-** Given the wide variation of COVID-19 conditions by locality, each district should seek to assess student and parent/guardian thoughts on returning to in-person instruction in the fall at the earliest possible moment during the summer. In taking this step, it is important for districts to provide clear, consistent, and transparent communications to families about district efforts to plan for multiple contingencies in order to best meet student needs in the fall. In addition to gathering family preferences on returning to school, districts should also seek to determine the rationale for family preference, with a specific focus on determining if a family has a COVID-19 related rationale for not wanting to send a child back to in-person instruction. Such reasons could include an underlying health condition that increases the risk posed by COVID-19 for a child or for a caregiver at home. Districts should clearly communicate to families that the purpose of this survey is to determine general preferences in the community and *not* for families to declare intent for fall learning formats. To reinforce this purpose, districts should consider setting this

survey to collect responses anonymously. While the results of an early survey could be out-of-date in August due to changes in health conditions, the results of the early survey can equip districts with essential information for planning for the fall. The collection of survey data should maintain confidentiality consistent with the ADA as well as other applicable state and federal privacy laws.

- b. **Development of District Policy for Distance Learning Access-** During the summer, districts will need to develop policies on criteria to determine student eligibility to participate in a distance-learning environment as a result of COVID-19 related reasons. In the same way, districts have criteria for determining student eligibility for Homebound services, they will need criteria for determining eligibility for distance learning as a result of COVID-19. Such criteria could include a child or caregiver/family member falling in a higher-risk category for COVID-19. To enhance consistency across the state, districts should work in close association with the SCDE and South Carolina School Boards Association (SCSBA) on the development of their policies. Policies should include a provision that students enrolled in magnet or special enrollment programs will not forfeit their slot as a result of opting for distance learning.

Phase 2: Summer Planning and Preparation

The unique challenges posed by COVID-19 to resume new-normal school operations will require districts to adjust their traditional planning routines for the opening of the school year. To best prepare for instruction in the fall, districts should work to address the following recommendations during the mid-summer period (approximately the entire month of July after the July 4th holiday).

State Government and Agencies

1. **School Funding-** As the General Assembly returns in September to complete the Fiscal Year 2021 appropriations process, it is imperative that a per pupil increase to the Education Finance Act is carefully considered and included. An increase would not only allow the state to move closer to the FY 2020–21 estimate of the base student cost (\$3,164) as provided by Revenue and Fiscal Affairs, but would also help account for the increased costs districts are incurring due to added protocols and precautions in order to keep students safe. Currently, based on the weighted pupil units, the base student cost is funded by the state at \$2,489 per pupil. With the undertaking of several new and necessary safety measures by districts, the General Assembly will need to strongly consider the financial impacts districts will be facing and include this increased funding to the base student cost.
2. **Waiver from Testing Requirements-** As noted in the [AccelerateED Summer Learning and Operations Recommendations](#), the SCDE should seek a waiver from all accountability-related testing requirements (federal and state) for the 2020–21 school year for the purpose of making more time available for learning to help remedy and recover lost time and learning during spring 2020.

3. **Waiver for Certification Renewal and Maintenance-** Similar to the action taken during the summer of 2020, the SCDE should enact a one-year grace period for educators due for certificate renewal on June 30, 2021. This action will enable educators and administrators to reallocate the time that would be dedicated to completing the renewal process to instead focus on the continued work of meeting the unique needs of students resulting from the COVID-19 pandemic. Similarly, the SCDE should suspend for one year the student learning objectives process for teachers on continuing contracts. This action would again increase the capacity of teachers and administrators to react to the unique challenges of the coming school year.
4. **Removing Earnings Cap for Retired Educators-** Districts are likely to face staffing shortages across all positions as a result of a variety of COVID-19 related factors, a fact that is complicated by existing difficulties for districts in finding sufficient numbers of schools nurses, school counselors, special education personnel, and others who may provide essential student services. Districts are also likely to face challenges in finding qualified individuals to serve as long-term substitutes in cases of illness or resignation. To help districts address these challenges, the General Assembly should consider removing the cap on earnings for retirees.
5. **Addressing Shortages of Student Services Providers-** Most schools in our state have struggled to provide sufficient levels of staffing for key student services positions. This shortage poses an on-going threat to our schools' abilities to meet the needs of our students during and after the pandemic. As a result, the General Assembly and the SCDE should consider taking actions to address this structural problem, including:
 - a. Development of an alternative pathway for certification of school counselors, such as additional certification track programs for individuals who already have other types of counseling degrees (see Appendix A).
 - b. Providing a salary incentive program that would sunset in 3–5 years to fill critical needs positions. This would provide time to better identify permanent funding solutions.
 - c. Establishing a goal of funding elementary school counseling positions to reduce the current ratio of 1:800 students to 1:300 students pursuant to SC Code of Laws 59-59-100 (Appendix A).
 - d. Creating a caseload requirement for school psychologists based on recommendations by the National Association of School Psychologists of 500–700:1 (see Appendix A).
6. **Review of Emergency Drill Procedures-** New school procedures resulting from COVID-19 will require a thorough review of all emergency drills (active shooter, fire, tornado, earthquake, bus evacuation, etc.) and shelter-in-place procedures in order to make modifications to encompass social distancing and other health guidance when possible. State agencies having jurisdiction over such drills should review standards and send out revised protocols to make such accommodations. In conducting their review of procedures, state agencies should also carefully consider potential undue

burden on the instructional operations of a school due to potential execution of a drill within the parameters of existing health guidelines.

7. **Development of School Health and Safety Sharing Website-** The SCDE should develop and host a website for districts and schools to share best practices and ideas related to reopening schools. This resource could potentially develop over the long-term into a School Health and Safety Resource Center, potentially in partnership with an institution of higher learning.
8. **Development of Distance Learning Resources-** To best meet the needs of all learners, the SCDE and VirtualSC should continue to develop resources for K–8 learners. In addition, the SCDE should work with districts to build learning object repositories to provide access to resources that can enhance the capacity of teachers to provide distance learning.

Communications

1. **Review of School Calendar-** In response to the continuing threat of COVID-19, districts should, at the earliest possible time, re-evaluate their published calendar for the 2020–21 school year. In doing so, districts should carefully consider potential calendar adjustments that could reduce the risk posed by COVID-19 to student health and learning while allowing for 180 days of instruction. These considerations should include:
 - a. **Start Date-** Districts should determine the start date that is best aligned to their local situation. In making this determination, districts should consider the best placement of the five additional Learn, Evaluate, Analyze, Prepare (LEAP) days for grades 4K–8 (discussed in the Pre- Opening Phase) as well as their local health situation. In some cases, this may require districts to seek a waiver from the SCDE to move their start date to earlier than the third Monday in August, but in others, districts may want to consider pushing their start date back to after Labor Day. Given the impossibility of predicting health conditions in August, districts should exercise caution and discretion in reviewing start dates. Any consideration of moving up start dates should be carefully weighed against the recent increased spread of COVID-19 in our state. In the event that the General Assembly appropriates the funds for the five LEAP days (see Phase 3), school districts should strongly consider moving back the scheduled first day of the 180-day school year. This action is necessary due to staff and families that may have already scheduled travel or other family commitments in alignment with the existing school calendar. Districts should seek to finalize and communicate any alterations to their start date to families and staff at the earliest possible date.
 - b. **School Calendar-** In addition to evaluating the start date for the 2020–21 school year, districts- in consultation with staff, families, and community partners- may want to re-evaluate the calendar for the entire year. Calendar alterations designed to address the past and potential future impact of COVID-19 could include plans such as:

- i. **A “year round” calendar of nine weeks of instruction followed by a two-week break.** This could prove beneficial, both as a tool for remediation practices and to provide greater schedule flexibility in the event of a second wave of COVID-19 in an area.
 - ii. **Extended winter break.** This model is similar to what some universities in the state are planning to implement, with the elimination of all holidays prior to Thanksgiving and students not reporting back to campus from Thanksgiving through the start of the second semester in January 2021. For use in K–12 education, this would most likely require a period of distance learning during December 2020. The benefits of this schedule would allow for increased social distancing during a time of year that is most susceptible to a resurgence of COVID-19. The costs to be considered by districts prior to moving to this calendar must include an analysis of the childcare impact on families in December.
 - iii. **Scheduling by Semester-** Districts may find it useful to engage in semester calendar discussions and/or approval, rather than passing an entire school year calendar.
- c. **Scheduling of Distance Learning Practice Days-** All districts should include in their calendar one or two “distance learning practice days” during the first nine weeks of the 2020–21 school year. These days should be used to implement their Distance Learning Contingency Plan (see #2 below). On these days, the district should shift to full distance learning, even if health conditions allow for school buildings to be open and fully operational. [Research and guidance on “continuity of learning”](#) has shown that opportunities to practice distance learning prior to a crisis requiring a prolonged period of school closure has positive effects on student learning. Scheduled practice days in the early part of the coming school year will help students, staff, and families be prepared to respond to any shift to distance learning that could be required due to health conditions. Districts should clearly and widely communicate plans for distance learning practice days to families and community partners far in advance to aid in their planning for those days.
2. **Distance Learning Contingency Plan-** Districts should enter the new school year with a clear Distance Learning Contingency Plan to implement in the event of a return to full distance learning due to a resurgence of COVID-19. This plan should be accessible in multiple languages and should include specific expectations and procedures that differ by grade level and could be presented in a distance learning handbook or other format. *The development of an effective plan will require the engagement of representatives from most district departments as well as administrative and teacher representatives from elementary, middle, and high schools in the district.* Districts should begin communicating this plan to families and community partners prior to the start of the 2020–21 school year in order to increase the effectiveness of distance learning protocols if it becomes necessary for them to be enacted. While many of the items listed below

may already be included in normal school operations, the Distance Learning Contingency Plan should include, at minimum, the following:

- a. Daily schedules for students indicating expectations for hours of engagement, with special focus on times protected for synchronous or live instruction (when resources permit). This schedule should be built in such a way that students with multiple classes on their schedule never have synchronous sessions for different classes at the same time. These schedules should include instruction in all content areas on a student's schedule. To the extent possible, districts should also seek to construct grade-level schedules to have minimal overlap for periods of synchronous instruction. This step can help facilitate family support of learning from home and reduce the burden on a family's internet access caused by multiple simultaneous video conference sessions.
 - b. Clear instructions and tutorials on how to access core tools of distance learning, including learning management systems.
 - c. A plan for students without digital access, either due to a lack of broadband or a lack of devices. This plan may also be necessary for younger learners, with consideration that rich distance learning can also be achieved without having to be delivered completely online.
 - d. Expectations for communication to families and students, including frequency and format.
 - e. Expectations for when work and materials will be posted for students (could be daily or weekly).
 - f. Expectations for due dates and timelines for submission of student work.
 - g. Plans for how to track and document student engagement and "attendance" during a prolonged period of distance learning.
 - h. Expectations for feedback and grading for student work.
 - i. Contingency plans for Individual Education Program (IEP) teams on how to access, services, and supports will be provided in the event of a resurgence of COVID-19 (The Office of Special Education Services (OSSES) is developing a form that can be used to assist with this that can be an attachment to the IEP).
 - j. Plans for how to provide substitute instruction in the event that a teacher becomes ill during a period of distance learning.
 - k. Plans for how to resume in-person school operations (with all or a portion of students) when it becomes safe and appropriate to do so based on public health guidance.
 - l. Plans for working with Institutions of Higher Education (IHEs) to meet the needs of high school students enrolled in dual enrollment courses.
3. **Update on Planning for Reopening-** *In order to provide as much clarity as possible for students, families, and staff, districts should seek to provide an update and overview of their scheduling and operational plans to their community at least 20 days in advance of the scheduled first day of the 2020–21 school year. Districts can, and should, communicate that plans can and likely will change as new information becomes available, but this July update will help the community with planning for school in the fall.*

Human Resources, Finance, and Administration

This summer will present an exceptional challenge for Human Resources (HR) departments. In addition to their traditional summer work of filling existing vacancies in classrooms and other positions, HR teams will need to determine how to address several unique staffing needs resulting from COVID-19.

1. **School Nurses-** According to a recent survey that did not include responses from all districts, preliminary data showed 166 schools/programs that did not have a full-time equivalent nurse. Given the ongoing risk posed by COVID-19, it is critically important for districts to seek to staff each school with a full-time equivalent nurse. In the short term, this could most likely be achieved by using Coronavirus Aid, Relief, and Economic Security (CARES) Act or other federal funding sources to provide for a temporary or substitute nurse when funding does not permit the creation of a permanent hire. However, moving forward, the General Assembly and districts should carefully consider budget priorities to provide for a permanent, full time nurse position at each school with consideration given to a 1:750 student ratio as recommended by Healthy People 2020 (USDHHS) and the American Academy of Pediatrics.
2. **Supporting and Partnering with Educator Preparation Programs-** In addition to preparing for instruction in the fall of 2020, districts should consider their ongoing role in preparing the future educators of our state. While health protocols are likely to limit access of visitors to school buildings for the foreseeable future, it is imperative for districts to partner with our educator preparation programs in order to provide the type of field-based, clinical experiences that are essential to effective educator preparation. Failure to do so could lead to long-term negative consequences for our future teachers and for their students. To meet this need, district HR departments (or whichever office oversees educator preparation partnerships) should consider the following:
 - a. **Access to Clinical Experiences-** Districts should develop protocols and procedures that allow for clinical experiences for pre-service educators both prior to their student teaching placement, as well as full time student teaching. These experiences include practicums and supervised clinical experiences with collegiate faculty. As such, collegiate faculty access to school facilities is equally important for the purposes of supervision and facilitation of these experiences. To the greatest extent possible, these experiences should be in-person, but districts could also work with IHEs to develop virtual models if necessary based on local health conditions.
 - b. **Technology Access-** Due to the possibility of a return to distance learning during the year, districts (if they do not already do so) should develop procedures to provide student teachers with access to essential instructional technology platforms such as learning management and student data management platforms. Having these procedures in place will equip student teachers with a more robust preparation experience and to meaningfully assist with instruction, planning, and evaluation of student work in the event of distance learning.

- c. **Waiver on Instructional Hours Requirement-** As it did in spring 2020, the SCDE should be ready to evaluate and, if necessary, waive, instructional hours requirements for student teachers in the event of a prolonged period of distance learning.
 - d. **Teacher Cadets-** High school students participating in Teacher Cadets courses should be afforded access to other schools in their district by following the same sign-in protocols in place for school staff when a Cadet is working in a school other than their home high school.
 - e. **Waiver for Student Teachers Working with Students-** The SCDE and districts should consider waiving restrictions preventing full-time student teachers from working in a classroom without the presence of a school employee or substitute teacher. Removing this restriction can provide schools with greater flexibility to meet the needs of small groups of students when the school deems the student teacher is ready for the task. This restriction should only be waived for student teachers completing their final full-time student teaching experience, with permission from the educator preparation program in which they are enrolled, and who have passed all appropriate background checks required by the SCDE.
 - f. **Facilitation of Ongoing Partnerships-** Many school districts maintain ongoing partnerships with educator preparation programs. To the extent possible, districts are encouraged to explore ways of maintaining these partnerships to maintain professional learning opportunities and support student academic achievement.
3. **Preparing for Waivers-** Districts should adopt a blanket local resolution suspending future policies that conflict with statutory waivers or extensions granted by the Governor and/or the SCDE.
 4. **Insurance Coverage-** Contact district/school insurance carrier to discuss specifics of liability coverage.
 5. **Updates to Leave Policies-** Districts should revise posted leave policies to align with changes in federal leave policies resulting from COVID-19 related legislation like the Families First Coronavirus Response Act, as well as conducting a review of current DHEC Guidance for Employers During COVID-19 concerning COVID-19 related Workman’s Compensation. Districts should also make sure to post and disseminate the [U.S. Department of Labor’s Employee Rights](#) information. Districts should also work with the SCSBA when making updates to leave policies related to COVID-19 and use of sick leave.
 6. **Staff Emergency Contact Information-** Encourage staff to update contact information, verify the health and safety of employee and employee families, and communicate to staff a return-to-work plan at the beginning of the school year and/or at other necessary returns. Work with your HR department and/or local school attorneys.

7. **Budget Review-** Districts should review and potentially revise their budget planning for the 2020–21 school year and build in contingencies that address funding or lack of state funding for cleaning, supplies, PPE, etc. Districts should also exercise discretion and caution with budgeting and expenditures given uncertainty about the available revenues the General Assembly will have when it reconvenes in September to finalize the 2020–21 state budget.
8. **Contingency Leadership Planning-** Districts should develop an alternative command structure that can be implemented if administrative and/or key employees are unable to work.
9. **Review of Attendance Incentives and Penalties-** Districts should review and consider discontinuing attendance incentive programs for staff and students in order to diminish pressure for an individual to report to school when feeling ill. Similarly, districts should review policies and procedures included in handbooks and athletic codes of conduct to remove punitive measures for absences when a student is experiencing symptoms of or has potentially been exposed to COVID-19.
10. **Health Reporting-** Districts should develop a health reporting process for the fall to ensure that the superintendent and district office are informed about daily health conditions in schools. This plan should place special emphasis on identifying reasons for student and staff absences.
11. **Job Description Review-** As able, districts should seek to review and revise job descriptions to better account for duties and expectations for future prolonged periods of school closure and distance learning.

Facilities, Transportation, and Operations (including Food Services)

1. **Cleaning Protocols-** Districts should develop cleaning protocols based on the latest DHEC, CDC, and Occupational Safety and Health Administration (OSHA) guidance and determine if it can be handled by staff or should be supplemented with contracted services. These protocols should include routinely cleaning and disinfecting surfaces and objects that are frequently touched following the manufacturer’s instructions for products used (see Appendix B). Ventilation (air exchange rates) and the percentage of outdoor air should be increased when possible. Please see the [American Society of Heating, Refrigerating and Air-Conditioning Engineers COVID-19 Building Readiness Guide](#). Implementation of cleaning protocols should be conducted exclusively by trained custodial staff.
2. **Utilization of Resources for Classroom and Facilities Configurations-** The South Carolina chapters of the American Institute of Architects (AIA) and the Association for Learning Environments (A4LE) have offered to host a series of webinars on how to reconfigure classrooms and other spaces within buildings to create more distance between students. These resources would also offer ways to restructure health and facilities spaces to allow for separation between those seeking help for illness from those

seeking first aid and medicine administration. Districts and schools should take advantage of this free resource when available.

3. **Cleaning and Facility Preparation-** Review the plan and supply inventory to thoroughly clean and disinfect all buildings, desks, buses, equipment, and other surfaces prior to students and/or staff returning and after return, using CDC, Environmental Protection Agency (EPA), and [OSHA guidelines](#).
4. **Safety Plans-** Districts and schools should review and revise School Safety Plans to account for new risks associated with COVID-19.
5. **Review of Potential Costs of Changes to Food Service-** Social distancing guidelines and other health requirements are likely to require schools to revise the way meals are served and eaten. As a result, districts should conduct an analysis of the potential increased costs related to required changes to supplies, packing, and cleaning.
6. **Visitation Policies-** Districts should engage in a comprehensive review of school visitation policies. These policies should seek to minimize outside guests from entering the instructional areas of the building while maintaining plans for ensuring safe access to the building for essential non-employees such as student interns. To the extent possible, districts should seek to utilize technology and video conferencing to reduce the need for traditional activities like parent-teacher conferences that require outside guests to access the school. Whenever a visitor does arrive at school, districts should maintain thorough records, including the individual visiting, contact information, the time of the visit, and the locations in the building visited. These records can assist local health authorities in the event they need to conduct contact tracing. Vendor access to the school should be restricted to hours when students are not present.
7. **Facilities Usage Plan-** Districts should engage in a comprehensive review of policies regarding use of school facilities by outside groups. Revised policies should reduce or eliminate the use of facilities for anything beyond school operations in order to reduce the potential spread of COVID-19 in a building.
8. **Review of Transportation Capacity-** Districts should conduct an analysis of their capacity to meet projected transportation needs in the fall. This planning should include running practice bus routes based on the most current guidance from DHEC about maximum occupancy on a bus.

Instruction and Student Services

1. **Plan for Fall Distance Learning Groups-** Districts should use the data from their surveys of parents/guardians and staff during the Early Summer Phase to project potential distance learning needs for the start of the 2020–21 school year. **(Note- this projection is necessary for conditions where at least some portion of students can return to school in August. Districts will also need to plan for a situation where no students can return, which is addressed later in these recommendations).** The actions a district takes will be inherently localized based on factors like survey results, staffing, available

resources, etc, but in any scenario, *it is imperative that districts avoid situations where teachers are required to plan and implement instruction for students via in-person and distance settings during the same day.* To prevent that scenario, potential courses of action could include planning to develop and/or utilize the following:

- a. **Existing Virtual Learning Platforms-** Districts should first seek to meet the needs of students that can not return to school through existing virtual learning platforms and resources. Many districts already have virtual school options available, especially at the high school level. VirtualSC can also provide a good resource for students at the high school level. However, if a district lacks virtual learning resources for all learners and all grade levels, the following options may be considered as other possible formats for distance learning.
- b. **Distance Learning Sections-** If staffing permits, districts could choose to assign staff to a fully distance learning schedule of students that will not return to in-person instruction. Districts should seek first to staff distance learning “classes” with teachers that are uncomfortable returning to work, but districts should also consider teacher aptitude and skill in leading distance learning. In this model, teachers would interact exclusively with students via in-person or distance learning instruction. To achieve this, schools would build their master schedules with distinct in-person and distance learning sections. In addition to staff availability, the feasibility of this option will be largely dependent on a sufficient number of students in a grade level/course that need distance learning access (recommendations for determining this number of students is addressed in the Pre-Opening Phase). Districts should also develop policies to ensure that livestreaming practices are consistent with privacy protections for staff and students.
- c. **Live Streaming of Classes-** Districts could equip classrooms with the equipment necessary to livestream instruction daily to students that are participating from home. This option could be especially valuable for districts with insufficient staffing to provide for full “distance learning sections.” In those instances, it may also be necessary for the SCDE to facilitate sharing of services across districts. For example, a livestream of a teacher’s classroom could be made available to students across multiple districts. For areas with insufficient broadband access or sufficient numbers of computing devices, this type of instruction could also be made possible through installation of the necessary equipment for datacasting by ETV. In the event of live streaming, districts should identify teachers with the aptitude and skills to create a rich learning environment for both students in-class and those participating via live stream. In this scenario, districts would also need to assign additional staff to a live streamed classroom to assist the instructor with tasks like parent and student communication, evaluation of student work, and data entry. In effect, the district would need to create “classes within a class” for the purposes of all classroom-related activities beyond planning and delivery of direct instruction. Live

streaming options should not be used to increase a teacher’s student load beyond normal class size limits.

- d. **Asynchronous Learning-** Districts could provide instruction through asynchronous means as necessary. In the event of insufficient technology for effective distance learning, hard copies of materials can be provided, but this should be viewed as a last resort. Instead, districts should prioritize getting needed technology to students in order to access the wealth of asynchronous learning materials online. Districts could utilize adaptive learning platforms or pull from existing resources from the SCDE. Another asynchronous resource could be recordings of instruction by teachers in the district, but districts should not ask teachers to record materials for students beyond those on their roster without additional resources to support instructional development (could be additional planning time, instructional materials, compensation, etc.).
2. **Declaration of Intent-** By late July, districts should have guidelines in place to determine student eligibility for distance learning as a result of COVID-19. At this point, districts should share these guidelines with families as well as the district’s safety protocols and anticipated scheduling model for opening in the fall (for more on scheduling models, see Phase 4). Based on the guidelines and scheduling model selected by the district, interested families should be allowed to apply for distance learning services as a result of COVID-19. These applications should be used to finalize distance learning sections in master schedules, and districts should set clear deadlines for the return of applications to give schools sufficient time to make any necessary adjustments to their master schedules. *Districts should clearly communicate to parents that those applying for a fully distance-learning experience would only be able to return to in-person instruction in the event of space availability for in-person sections.* In effect, districts would not be able to increase the size of an in-person section beyond the recommended student-to-teacher ratio in order to accommodate requests by parents to return their child to in-person instruction. Availability for students to return to in-person instruction should be re-evaluated at the end of nine-week grading periods based on in-person student enrollment numbers as well as any adjustments to instructional practice resulting from updated health guidance from DHEC. The collection of survey data should maintain confidentiality consistent with the ADA as well as other applicable state and federal privacy laws.
 3. **Professional Learning-** As noted in the [AccelerateED Summer Learning and Operations Recommendations](#), districts should seek to streamline professional learning opportunities to align to those topics most necessary to address the unique challenges staff will face in the new school year. The Summer Recommendations specifically noted two central topics for summer professional learning: *distance learning and instruction and implementation of multi-tiered systems of support.* Summer professional learning can be based on a variety of district or SCDE developed resources. Districts should also seek to prioritize in-district professional learning over learning that requires travel (for cost and health reasons), and districts should seek to build the

capacity of their own building-level experts in order to decrease reliance on outside facilitators when possible. To the greatest extent possible, professional learning related to distance learning should be led and facilitated by those who gained experience planning and implementing instruction during the spring 2020 closure period. These actions will promote teacher leadership and career advancement and give all staff ongoing access to a local expert that can facilitate sustained professional learning through formats like coaching or professional learning communities. Districts should offer professional learning on an ongoing basis throughout the month of July to give teachers the most possible time to reflect on and apply learning to their instructional practices. In determining topics for professional learning, highest priority should be placed on the following topics:

- a. **Distance Learning and Instruction-** The continued threat posed by COVID-19 increases the likelihood that some or all students will experience distance learning during a portion of the 2020–21 school year. As a result, districts should provide staff with professional learning opportunities on distance learning topics such as promoting student engagement, assessment design and delivery, providing rich feedback to students, and how to maximize available instructional technology and platforms.
- b. **Multi-Tiered Systems of Support (MTSS)-** While most districts have provided professional learning on MTSS in recent years, focusing on these concepts will be especially important in an environment where most students have experienced or are still experiencing trauma associated with the pandemic. As a result, special attention should be focused on learning in the areas of Tier 1 intervention and support for all students as well as trauma-informed instructional practices. In addition, professional learning in this area can be augmented and enhanced through focus on the tenets of culturally relevant teaching.
- c. **Effective Communication and School-Home Relationships:** Given uncertainty about the health situation in 2020–21, effective communication with parents, guardians, and community partners will be more important than ever. As a result, districts should establish a consistent delivery system and set of expectations for school-home communications, with, at minimum, consistency in communication methods, platforms, and schedules within a school. Based on this communication plan, districts should consider providing professional learning on tools and strategies for effective communication with students’ families.
- d. **Implementation of Learning Progressions and Essential Readiness Standards-** During the summer of 2020, the SCDE will be developing learning progressions and essential readiness standards. The purpose of this work is to support teachers in determining the greatest areas of instructional priority during the 2020–21 school year in light of the disruptions to learning caused by spring 2020 school closures. Instructional staff will need collaborative professional learning opportunities to unpack these progressions and standards in order to

best inform instructional practices in the fall. *Note- these learning progressions and essential readiness standards will be released as they are finalized throughout the summer. The SCDE is developing professional learning resources to accompany the release of the learning progressions and readiness standards.*

4. **Completion of Student Evaluations-** With the sudden closure of schools in spring 2020, many evaluations of student needs were not completed. In order to best prepare for the opening of school operations in fall 2020, districts should seek to complete as many of these evaluations as possible. In particular, high priority should be placed on completing evaluations for:
 - a. **Special Education-** Once it is safe to do so, districts should complete the components of initial evaluations and reevaluations that could not be completed due to the COVID-19 school closures and the restrictions of social distancing. When able, districts should begin conducting eligibility meetings, IEP meetings, and other meetings once all required components have been gathered. This time should also be spent planning for the assessment of impact on all students and particularly on how special educators will help facilitate this assessment for students with disabilities. For students with disabilities for whom it would not be safe to return to school, the IEP team will need to determine how services might be delivered in an environment that would be safe for the student.
 - b. **English Learners-** The existing screening tool for English learners under federal (ESSA) requirements is an in-person tool. As a result, districts must make sure to comply with existing DHEC regulations regarding physical distance when using the identification screener and properly sanitize all technology used. Districts should seek to screen students that were provisionally identified during the spring school closure as well as any recommendations for evaluation that are still in progress. Districts should also continue to communicate with parents and family members in their home language.
5. **Preparing for the Social and Emotional Needs of Students-** Schools and districts should review their current state-mandated MTSS implementation plans and results of their Self-Assessment of MTSS (SAM) to create a committee focused on embedding social-emotional learning (SEL) (see Appendix C). The committee would work to identify all available resources in the district and how those resources can be combined to provide the best possible SEL programming for students and staff. Districts can also utilize resources like the guidance from the National Association of School Psychologists in Appendix D.
6. **Prevention of Bullying and Harassment-** While schools have focused on bullying prevention a great deal in recent years, the impact of the pandemic on society will necessitate that districts and schools revisit their policies and procedures to account for potential new sources of bullying and harassment in schools. Addressing these new

potential areas of bullying requires the same vigilance and consistency as what schools apply for other forms of bullying- both in person and digitally. These possible new areas could include bullying or harassment based on:

- a. Students who have personally contracted COVID-19 or are related to someone who has contracted COVID-19;
 - b. Accusations or taunting of students about alleged exposure to COVID-19;
 - c. Taunting or harassment against students that utilize additional protective measures, such as wearing of masks, avoiding close proximity to others, etc.; and
 - d. Threats by students to expose peers or staff to COVID-19, regardless of whether the threat has substance.
7. **Supply Lists-** Schools should conduct a review of the standard student supplies list and make adjustments that are sensitive and responsive to current economic conditions. A review of supply lists should also account for restrictions on shared use of resources and materials by students.

Phase 3: Pre-Opening

While there is no way our students can gain back everything lost during the final months of the 2019-2020 school year, South Carolina can and should take steps to ensure students are as prepared for learning as possible when the 2020–21 school year begins. Districts must keep in mind that any efforts to prepare students for the coming school year need to be focused on increasing student learning rather than simply making up lost days and time. As a result, the Pre-Opening Phase (approximately two weeks prior to the scheduled start of the school year) will be critically important for a successful return to school.

Communications

In order for instruction to effectively resume in the fall, it is imperative for districts to strategically develop communications for families and community partners prior to the reopening of schools. In particular, these plans should include the following:

1. **Procedures and Safety Protocols-** Clear communication about new safety protocols and procedures is essential for their success. These communications should include both the procedures and clear explanation for the rationale for new procedures, and the communications should be available in diverse formats and languages to ensure accessibility for all. In addition to use of traditional communications via email, websites, and social media, districts should seek to work with community partners to enhance dissemination of information. These groups could include School Improvement Councils, education associations, civic organizations, business advisory groups, faith-based groups, and other community partners. Districts should also seek to produce a diverse array of print and visual communications, including videos demonstrating physical facility changes and implementation of new school procedures.
2. **Back-to-School Events-** Due to health conditions, schools may be unlikely to host traditional in-person back-to-school events for large groups of students and community members. In this event, districts should develop plans for how to deliver these same types

of experiences through digital, TV, and print resources. Districts may also opt, if health conditions permit, to conduct smaller group events or home visits.

Human Resources, Finance, and Administration

1. **Staff Training-** Many of the new operating procedures for the 2020–21 school year will require additional staff training beyond topics typically addressed at the start of the school year. The specific topics necessary will vary based on district procedures and resources, but regardless of the topics, districts should plan in order to deliver training in the most efficient manner to ensure effective operations and minimal time burden on staff. Districts should also evaluate existing annual training to determine if training in some topics can be streamlined or eliminated in order to increase available time for addressing new COVID-related procedures. Topics for new training include, but are not limited to:
 - a. New safety protocols and procedures, especially those related to the health protocols necessary to reduce the potential spread of COVID-19, including recognizing symptoms and prevention techniques;
 - b. Accessing and basic operations of new computer systems and processes developed to prepare for potential distance learning, including Learning Management Systems; and
 - c. Training for custodial staff on the latest information on effective methods of cleaning and disinfecting school facilities.

Facilities, Transportation, and Operations (including Food Services)

1. **Allocation of Classroom Furniture and Materials-** In the weeks leading to the start of school, districts and schools should evaluate furniture and materials in all classrooms to ensure that rooms are equipped to comply with health requirements. This includes ensuring that rooms do not have more student desks/seats than a room can accommodate based on existing social distancing guidelines of six feet between desks.

Instruction and Student Services

1. **LEAP Days-** The South Carolina General Assembly is currently debating appropriating a significant portion of funding through the CARES Act to allow for *five additional LEAP days at the start of the 2020–21 school year for students in grades 4K–8*. While the CARES Act funding appropriated by the General Assembly would be limited to instruction for students in grades 4K–8, this does not preclude districts from providing similar additional days for students in grades 9–12 if district-level funding is available. The additional LEAP days at the start of the year are not intended to address all instructional content missed in the spring of 2020; instead, these days should be used to prepare schools to return to operations and to assess where students are in order to open the school year with a plan for how to strategically engage in interventions and facilitate student learning. Districts should plan for and implement LEAP days according to the following recommended guidelines:
 - a. **When should the days be placed?-** In our state, school calendars are determined by local districts within state law, which remains the case for the

learning preparation days. As a result, districts may schedule the LEAP days *prior* to the typical days allocated for teacher preparation at the start of a year or *after* the teacher preparation days. However, due to funding restrictions, these days must occur at the **start** of the 2020–21 school year rather than at the end of the year. This is because all funds appropriated for this purpose must be expended and reimbursed by December 30, 2020.

- b. **Which students should attend?**- The funding provided to districts is specifically for all students in grades 4K–8. However, this does not mean that all 4K–8 students in a district must be involved in all five learning preparation days. Those students deemed critical to attend, as well as how many days they will need to attend, should be determined based on the identified needs of students in a district. Districts should place the highest priority on engaging students that have demonstrated significant learning gaps or specialized needs, such as students that:
 - i. Experienced low engagement during the 2020 distance learning period;
 - ii. Have demonstrated learning gaps on prior assessments and diagnostic tools;
 - iii. Are in process for evaluation related to special education or English learner status; and/or
 - iv. Are homeless or migrant.

- c. **What activities should occur during learning preparation days?** In planning for LEAP days, districts should develop a clear plan to document and communicate activities and desired outcomes. These activities may include:
 - i. **Revisiting Prior Content and Skills-** While an additional five days of instruction can not fully gain back everything that was lost during the period of school closure, districts may use learning preparation days to provide a head start on learning in the new year by giving students opportunities to revisit prior content and skills. These activities should be especially targeted to students identified as in greatest need for additional learning time by districts, and these efforts could be facilitated and enhanced by district use of adaptive learning platforms.

 - ii. **Diagnostic Activities-** The disruption of the 2019–2020 school year led to diminished availability and reliability of traditional tools for assessing student readiness and learning such as grades and test scores. As a result, districts may use learning preparation days to engage in diagnosis of student readiness in small groups. These activities can include those traditionally mandated at the start of the year (KRA, etc.) or those selected by a district to meet specific needs. Districts can also consider using existing MTSS-screening tools. Finally, districts could use these days to complete in-progress evaluation of students for eligibility for services as an English learner or under the Individuals with Disabilities

Education Act (IDEA) (as described in greater detail under #4 of Step 2 of this section).

- iii. **Data Analysis-** Time during learning preparation days can be used to give staff the chance to engage in collaborative analysis of existing data sources, including data on student engagement levels and grades from spring 2020, Literacy Assessment Portfolios, and formative assessment data from tools like Measure of Academic Progress (MAP) and district benchmarks. This work is especially important for teachers of courses with “looping” standards (i.e.- Algebra 1 standards “loop” from pre-Algebra standards). The establishment of collaborative data analysis can also afford teachers the opportunity to garner authentic and meaningful data and feedback from a student’s prior teachers that can provide invaluable insights that are unlikely to be captured by diagnostic test instruments alone.

- iv. **Social and Emotional Preparation-** Districts may use learning preparation days to help students with building social and emotional readiness for a return to school. This can include opportunities to experience closure with last year’s teachers, build relationships with new teachers, and work with counselors and other staff to address student feelings about the disruptions caused by COVID-19 and by the return to school. Schools should also provide opportunities for students to discuss and process the shared experience of the pandemic. The SCDE is engaging with the SC Department of Mental Health and other partners to identify braided/blended mental health supports to address both students’ and teachers’ physical and emotional wellness needs, and these resources could be wonderful tools for learning preparation days.

- v. **Review of IEPs-** Decisions about lack of progress and additional needs for students with disabilities depend on data about progress and needs for all students. If an IEP team determines supplemental services are needed, this may mean a change in the student's least restrictive environment or a change in the intensity or amount of services and supports. Some decisions about compensatory services, particularly for students with more significant disabilities, can be made as soon as the team has gap data. Other decisions about supplemental services will be made after remediation/recovery services have been provided for all and additional data have been gathered. Once remediation/recovery services have been provided for all students, the IEP team should consider the following questions:
 - 1. What was the student's rate of progress from August 2019 to March 2020?
 - 2. Where was the student performing at the end of in-person services in March 2020?

3. Where is the student performing at the beginning of the school year?
 4. If there is a gap, how much of the gap is due to the impact of the closure on all students and how much of the gap is due to student's disability?
- vi. **Establishing Routines and Procedures-** All educators know the value of establishing clear and consistent routines at the start of the school year, and that will be critically important in the coming year due to the introduction of routines and procedures that will be new for all staff and learners. As a result, districts could use learning preparation days to introduce and acclimate students to school procedures and expectations (especially those instituted in response to COVID-19) as well as finalizing student schedules. This, in turn, will accelerate the capacity of schools to focus on instruction of content and skills when the regular school year begins.
 - vii. **Professional Development-** Since districts do not have to bring in every student on every learning preparation day, districts could schedule time for teachers to engage in extended professional learning opportunities. This professional learning should be specifically designed to help teachers meet the unique challenges of re-starting school in the fall. Priority should be given to topics such as developing instruction aligned to learning progressions and essential readiness standards, developing and delivering engaging distance learning experiences, and meeting the social-emotional needs of students, including the use of trauma-informed practices. Some of these resources are currently available through VirtualSC, but districts can also develop their own resources based on their staffing and localized needs.
2. **Social-emotional check-in/SEL Plan-** Starting with LEAP days, students should have access to ongoing SEL and support in a school-wide program/plan embedded inside classrooms. All school staff and all students need an initial “check-in” to process the trauma of COVID-19 and school closures. There are free resources available from a number of sources which can be vetted and posted by the SCDE. Guidance should also be provided on appropriate community partnerships to support mental and emotional health for all school stakeholders.

Phase 4: Reopening and Continuity of Operations

The reopen and continuity of operations phase outlines those recommended procedures and protocols that should be implemented and followed as students and staff return for the 2020–21 school year. These recommendations should not only be considered at the start but also throughout the school year to ensure successful continuation of teaching and learning.

Communications

1. **Preventative Measures-** In order to prevent the spread of COVID-19 and other illness, districts and schools must have plans in place to ensure that sick employees and students stay home. This plan should also extend to encouraging and insisting that students and employees remain home if someone in the household has COVID-19 symptoms or is being tested for COVID-19. The importance of communicating this message is a central and essential component of a district's capacity to prevent the spread of COVID-19. Districts should have plans in place to communicate this message prior to the start and during the school year. This communication should share district policies on health requirements for exclusion from and return to school. For guidance in this area, see Appendix B.

Human Resources, Finance, and Administration

1. **Class Coverage due to Staff Absences-** Districts and schools should have clearly defined plans for how to address any staffing shortages on a day-to-day basis resulting from an insufficient number of available substitute teachers. This plan should not necessitate "sprinkling" students to different classrooms if doing so would put a classroom out of compliance with existing regulations for room capacity and social distancing. If funding and staffing resources are available, districts could help schools prepare for this possibility by assigning a full-time, permanent substitute teacher to each school. In the event that a school has an insufficient number of substitutes, administration should seek to protect teacher planning and collaborative times by utilizing all available staff to ensure class coverage.
2. **Reporting Protocol-** Districts should develop a clear protocol of responsibilities for reporting positive cases of COVID-19 (one or more) in schools to the district office, the SCDE, and the local health department. Districts and schools should also provide information about testing for COVID-19 to individuals that demonstrate symptoms. As noted in DHEC's Interim COVID-19 Guidance for Schools (Appendix E), testing of students and staff that develop COVID symptoms is important for assisting the response of public health authorities.

Facilities, Transportation, and Operations (including food services)

In the event that all or some students can report to school for in-person instruction, the following recommendations should be considered:

1. **Building Considerations-** To comply with health regulations, districts should consider implementation of alterations to ordinary operations and facilities usage, including, but not limited to:
 - a. Exterior and interior signage communicating how to stop the spread and describing symptoms of COVID-19, good hygiene, and school/district specific protocols. Signage should give clear simple instructions for any actions required by the reader, including reminders not to enter the school if experiencing symptoms of COVID-19 or illness.
 - b. Increasing areas where students are received to reduce bottlenecks.

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- c. Stagger entry and release times to reduce crowd movement. This may require extending the school day.
 - d. Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home.
 - e. Mark spaced lines and traffic directions in hallways to designate flow paths.
 - f. Increase spaces between desks and have them facing the same direction maintaining six feet of distance to the extent possible.
 - g. Mark social distancing spaces on floors in areas where lines form such as cafeterias or restrooms.
 - h. Spaced seating in the cafeteria and longer meal periods if other options such as pre-packaged meals served in classrooms are not feasible.
2. **Transportation-** *Under current DHEC guidance in our state, buses should not be filled beyond 50 percent capacity, where practical.* In addition, districts should implement health and safety protocols such as:
- a. Establishing protocols to promote social distancing of students from different families at bus stops, during loading, during transport, and while unloading the bus.
 - b. Providing hand sanitizer for students and drivers.
 - c. Providing face masks for drivers, and allowing for masks and face coverings for students.
 - d. Cleaning and disinfection of high touch areas at least once per day.
 - e. Recommendations contained in the [CDC Guidance for Bus Transit Operators](#).

For guidance on bus operations, see Appendix F.

3. **Student Arrival and Dismissal-** The start of the school day presents unique challenges to ensuring social distancing and compliance with health requirements. As a result, districts should carefully review school arrival procedures and enact policies such as:
- a. Providing hand sanitizer for students and staff;
 - b. Establishing a staggered schedule for student drop off;
 - c. Minimizing or eliminating student congregation in common areas prior to the start of instruction; and
 - d. Discouraging and preventing students from congregating in parking lots.
4. **Student and Staff Health Protocols-** Schools should have clearly established health protocols for student and staff attendance in a school building. These protocols should be clearly communicated in advance of the start of school to students, families, and staff. State statute gives public school districts the authority to exclude students who have a contagious disease such as COVID-19 or are liable to transmit it after exposure. In addition, the local health department has the authority to exclude students from school and may order students and others to isolate or quarantine. ([S.C. Code of Regulations R. 61-20](#)) As such, districts/schools are encouraged to work closely with their local health departments. **For guidance on developing steps for screening and**

related health protocols, see **Appendix B. For guidance on how to respond to suspected cases of COVID-19 for students or staff, see Appendix E.** Districts should also remain informed of the latest guidance from DHEC and/or the CDC regarding symptoms of COVID-19 and recommended health protocols for exclusions of students or staff from a school building due to factors related to COVID-19.

5. **COVID-19 Case on Campus-** Districts should establish predetermined thresholds for mitigation strategies for the event of a reported case of COVID-19 on campus by following DHEC’s recommendation in conjunction with CDC guidance. This protocol should establish clear steps for responding to positive cases (either student or staff) on campus. For additional guidance in this area, see the [CDC’s Mitigation Strategies for Communities with Local COVID-19 Transmission](#). In developing protocols, districts should consult the interim guidance from DHEC contained in Appendix E.
6. **Meal Service-** Districts should develop plans for student meals for any scheduling model under consideration (see the end of this Phase for more detail on scheduling models). Depending on the scheduling model, these plans should consider the following:
 - a. **Full Distance Learning (no one in the building)**
 - i. Provide PPE and establish social distancing protocols to ensure the safety of any staff involved in the preparation of meals or in the delivery or pick-up of meals;
 - ii. Develop capacity to provide a week’s worth of meals at a time to students, either at a designated date and time for pick-up or delivery; and
 - iii. Evaluate how meal distribution can working in conjunction with distribution of instructional resources and district communications.
 - b. **Hybrid or “Traditional” Models**
 - i. Provide hand sanitizer for all students and staff;
 - ii. Position hand sanitizer near operational vending machines and clean vending machines regularly;
 - iii. Provide PPE for all food service staff;
 - iv. Conduct cleaning of cafeterias and high-touch areas throughout the day;
 - v. Consider alternative meal serving models that enhance capacity for social distancing, such as staggered lunch periods or service of meals in classrooms;
 - vi. In the event of an A/B schedule where students do not report to campus each day, develop a plan to provide to-go meals for students to cover needs prior to next day on campus;
 - vii. Eliminate serving procedures similar to “family style meals” or prohibit food sharing;
 - viii. To the extent possible, seek to provide meals that are bagged or boxed with all necessary utensils, condiments, etc. to minimize handling of meals;
 - ix. Eliminate self-serve food items;

- x. Install sneeze guards or similar measures in serving lines;
 - xi. Develop plans to serve students that are medically fragile or at heightened medical risk separately from other students;
 - xii. Limit cash transactions, and if they must occur, ensure that staff that are managing registers are not also handling food; and
 - xiii. Allow students and staff to wear face masks in halls and large gathering areas.
7. **Face Masks and PPE for Students-** Districts should review dress code and other relevant policies to ensure students and staff can wear cloth face masks and other PPE. Recommendations for the use of masks and other PPE should be determined by districts in accordance with the latest guidance from DHEC and/or the CDC. The latest DHEC guidance is attached to this report as Appendix B, but districts should review the most recent guidance released closer to the start of school. Some students may be required to wear additional PPE (i.e. health-related, special conditions, etc.) when directed to do so by a health care provider. In this event, it may be necessary for schools to provide masks for those students, and additional accommodations may need to be developed for students based on their health needs.
8. **Face Masks and PPE for Staff-** Recommendations for the use of masks and other PPE should be determined by districts in accordance with the latest guidance from DHEC and the CDC. The SCDE has purchased cloth face masks for all teachers for the coming school year. Some staff may be required to wear additional PPE due to health-related concerns while others may be directed to do so by district or school policy for certain job duties (i.e.-custodial staff, specialized positions, etc.) In the event additional PPE is required for job duties, it may be necessary for schools to provide the required PPE.
9. **Nurses Stations and Clinical Spaces-** Students that do not display symptoms of COVID-19 should continue to be seen and treated according to standard school protocols in the nurse’s room/clinic. However, students or staff that are displaying symptoms of COVID-19 should *not* be treated in the same space used for all other non-COVID-19 medical conditions. As a result, schools should develop a separate room where students or staff that are displaying symptoms of COVID-19 can be evaluated and/or wait for pick-up. Guidance on treatment of suspected cases of COVID-19 on campus can be found in the DHEC interim guidance contained in Appendix E. This room should adhere to guidelines including:
- a. All individuals in the room should wear, at minimum, a cloth face covering;
 - b. Equipment for the room should include (at minimum) touch-free thermometers, hand sanitizer, hand soap, and tissues;
 - c. PPE should be available for staff that are engaged in the evaluation and care of individuals displaying symptoms of COVID-19;
 - d. Access to the room should be restricted to only those staff essential for response to an individual displaying symptoms of COVID-19;
 - e. Strict social distancing guidelines will be maintained;

- f. Records should be maintained of all persons who entered the clinical space for COVID-19;
 - g. This clinical space should be disinfected several times daily;
 - h. At the earliest time that is safe, staff displaying symptoms of COVID-19 should go home and students should be walked out to their parents for pick-up; and
 - i. Anyone that displays symptoms of COVID-19 should be encouraged to seek medical attention and evaluation.
10. **Playgrounds and Recess-** Districts should evaluate recess procedures to maximize social distancing and reduce touching of shared surfaces. These procedures could include alternate recess schedules to reduce the number of students on the playground at one time, providing for time to disinfect equipment between uses, or, if disinfection is not possible, restricting use of playground equipment.
11. **Cleaning Protocols-** Districts and schools should implement protocols for daily routine cleaning of school facilities consistent with the most recent guidance from DHEC and/or the CDC. Priority areas for cleaning should include classrooms, large group gathering areas, restrooms, hallways, and high-touch surfaces.
12. **Staff Meetings-** Districts and schools should evaluate policies on staff meetings, especially those that require large groups that make social distancing difficult. Whenever possible, schools should seek to leverage video conferencing or other resources to reduce the need for groups to gather.
13. **Staff Work Space-** Districts and schools should evaluate shared teacher workspaces to ensure adequate social distancing. Consideration should also be given to limit capacity for staff common areas to provide for social distancing.

Instruction and Student Support Services

1. **Extending Learning-** Some of the federal recovery dollars for COVID-19 or federal funds that have been allowed to be carried forward from the 2019–2020 school year could be purposed for extending learning activities for students throughout the 2020–21 school year. Specifically, districts may use these funds to pay for staffing and resources to deliver interventions for students in reading and math throughout the year. Districts should prioritize these activities to meet the needs of learners from populations of focus, including, but not limited to: literacy for students in grades 1–3, students with demonstrated learning loss or limited engagement during the spring 2020 school closure period, English learners, migrant or homeless students, and students with IEPs. To employ extended learning opportunities for these students, districts could consider activities such as:
 - a. **Extended School Day-** Districts could extend the ordinary school day to provide for enrichment and remediation opportunities for all students. This extended school day may also be necessary to allow for increased transition periods required by health guidelines.

- b. **Before and After School Programs-** Instead of extending the school day for all students, districts could also provide before or after school learning opportunities to targeted groups of students.
 - c. **“Double blocking”-** At the elementary level, districts could hire additional, temporary staff to provide a double block of reading or math for students during the day.
 - d. **Saturday Learning-** Districts could provide enrichment programs for students in all grade levels in literacy and math on Saturday.
 - e. **“Looping”-** While it would not necessarily require use of federal funds, “looping” of students to work with the same teacher as last school year could be a powerful strategy for supporting student learning, especially at the elementary level. Districts should consider this possibility based on available staffing and staff training and expertise. When using looping for the first time, districts should ensure teachers have sufficient advance notice of their schedule as well as planning and collaboration time to prepare instructional materials for a new grade level.
2. **Grading Practices-** Students will be entering the 2020–21 school year after experiencing disruption to one quarter of the prior school year. As a result, districts should re-evaluate grading policies in order to utilize policies that are best aligned to promote student remediation, growth, and mastery of essential content and skills. Priority in grading policies should be placed on utilization of practices that do not simply seek to “quantify” learning; instead, they seek to promote and drive learning. To reach this goal, districts could consider policies such as:
- a. **Increased reliance on formative assessment tools-** While heavy reliance on formative assessment tools may result in fewer “grades in the gradebook,” districts should seek to use assessment tools that provide students meaningful and quick feedback that is part of a learning progression rather than only utilizing final, summative assessments.
 - b. **Greater use of mastery learning-** Given last year’s disruption to schooling, students may enter the fall semester with learning gaps. As a result, districts should seek to incorporate mastery learning practices that allow students opportunities for remediation, growth, and recovery.
 - c. **Provision for student choice-** Early incorporation of increased student choice in assessment formats will help districts have greater flexibility in the event of a temporary shift to distance learning due to health conditions.
 - d. **Greater reliance on authentic assessment practices-** High priority should be placed on grading and assessment practices that provide students with authentic opportunities to demonstrate mastery of content and skills. These approaches

could include practices such as project-based learning, portfolio-based assessments, or student-led conferences.

- e. **Standards-based grading-** When possible, schools should seek to incorporate standards-based grading practices in place of traditional “unit” approaches to instruction. Doing so will provide students with more opportunities to demonstrate growth and mastery of essential standards and skills over the full course of the school year.
 - f. **Elimination of term-weighting-** Heavy reliance on term-weighting of grades could result in significant challenges for students that enter the first grading period of the school year with the largest learning gaps. A shift to a cumulative grading practice (similar to the combination of Q3 and Q4 during the second semester of 2019–2020) will decrease the chances of a student being unable to “catch up” from lower performance during the first grading period.
3. **Ensuring a Well-Rounded Education-** As our state learned during the spring 2020 closures, certain courses and content face unique challenges for delivery via distance learning. These same courses are likely to be the ones that face the greatest instructional challenges due to new health and safety requirements like social distancing or wearing of masks. *However, in spite of those challenges, it is unanimously the recommendation of this task force that districts continue to ensure students have access to a well-rounded education in both in-person and distance learning environments this fall.* These courses are an essential component of the world-class education identified in the *Profile of the SC Graduate*, and access to a [well-rounded education has documented benefits](#) for the social and emotional wellness of students through promotion of attributes like hope and engagement. In determining how to ensure student access, districts should refer to the guidance provided by the relevant state and national professional organizations. Specifically, students in South Carolina should have continued opportunities to participate in or access:
- a. **The Arts (visual and performing)-** In order to ensure student access to the arts, districts should consider the following:
 - i. Instruction in the arts focuses on core standards of creation, connection, presentation/performance, and response. While new health and safety protocols in schools may present challenges for instruction focused on the domain of presentation/performance, arts teachers have the capacity to shift instructional focus to the other domains in ways that are consistent with health requirements.
 - ii. Districts should seek to partner with the SCDE and state and local arts organizations to enhance student access to the arts. For example, while new school guidelines prohibiting use of shared materials could complicate efforts for scene shop construction in a theater class, students could partner with a local arts organization that might be able to translate

student design into finished product. Arts organizations like the SC Arts Alliance and the Arts in the Basic Curriculum Project are strong examples of partners that can assist with the development of a depository of instructional resources and materials for teacher use within health guidelines. These organizations can also be important providers of professional learning opportunities in districts that lack staffing capacity for district-led opportunities for teachers in the arts.

- iii. Districts should look to state and national arts organizations for guidance on how to safely ensure student access to the arts for in-person instruction and meaningful access for distance learning. For a list of organizations and existing resources, see Appendices G.
- b. **Physical Education (including ROTC)**- In determining how to best ensure ongoing student access to physical education, ROTC, and dance, districts should consult the guidance developed by the SCDE in Appendix H. Districts should also be ready to consult resources and guidance being developed by the South Carolina Alliance for Health, Physical Education, Recreation, and Dance (SCAHPERD).
- c. **Media Centers and Media Specialists**- In determining how to best ensure ongoing student access to media centers and instruction from media specialists, districts should consult the guidance developed by the South Carolina Association of School Librarians in Appendix I
- d. **Career and Technical Education (CATE)**- In determining how to ensure student access to CATE coursework and resources, districts should consult the guidance developed by the South Carolina Career and Technical Education Association and the Office of Career and Technical Education in Appendix J.

In order to best implement the recommendations from state and national professional organizations, districts may find it useful to:

1. Evaluate existing resources and equipment and then purchase additional necessary resources through federal or state recovery funds in order to ensure instruction can comply with existing health guidance and requirements. For example, districts could consider purchasing and providing “art kits” for elementary students to reduce sharing of art materials.
2. Develop greater opportunities for cross-curricular and interdisciplinary planning and instruction by teachers. For example, art and music can incorporate and enhance instruction in math, science, social studies, and English language arts.

Scheduling Models for Reopening

Scheduling for the 2020–21 school year poses unique challenges that have never before been faced in our schools. Schools are faced with the task of building schedules that are aligned to best practice and research on student learning while also adhering to new health and safety protocols implemented due to COVID-19. This task is further complicated by the impossibility of projecting with certainty the health conditions in August 2020, as well as the possibility of a resurgence of the virus in the fall. As a result of these factors, this section provides three potential scheduling models for districts to consider.

The determination of which scheduling option to choose is best made by a district based on local conditions, including local health conditions, and available staffing and resources. In making scheduling decisions, districts should be **guided by the following three principles**:

1. *While scheduling should always seek to provide students with the best possible learning experiences, greatest priority must be given to ensuring the health, safety, and wellness of students and staff. This requires aligning all scheduling decisions with the latest recommendation and guidance from public health officials about best practices for preventing the spread of COVID-19.*
2. *Districts should avoid any scheduling scenario where the burden falls on a classroom teacher to simultaneously create and implement traditional and distance instruction for students during the same day.*
3. *While the optimal learning environment for most students would be in-person instruction, districts and schools should have plans in place to adjust scheduling models during the school year in the event of a decline or second wave of COVID-19 in their area. It must be acknowledged that the scheduling model that works in August may not be the model that works best throughout the year.*

In addition to these guiding principles, districts should carefully weigh the most up-to-date guidance from public health agencies like the CDC and DHEC. Schools are encouraged to review the [CDC’s Decision Tree](#), the [CDC Considerations for Schools](#), the [CDC FAQ’s for Administrators](#), and the [CDC’s Community Mitigation Strategies](#) in order to determine their preparedness for reopening. With these recommendations in mind, three possible scheduling models are proposed for districts. For each model, recommendations and questions to be considered are offered to guide districts in selection and implementation of the appropriate model.

Model 1: “Traditional” Scheduling

In this scenario, health guidelines and facility considerations allow for all students and staff to return to a school building to open the school year and during the school calendar ***due to low or no spread of COVID-19 in the area and low to no positive cases within the school building***. From a learning perspective, this should be a district’s ideal scheduling scenario for the fall, but this option can only be selected if it is possible to do so based on guidelines provided by public health authorities (DHEC and CDC) and available facilities and staffing. Even in the event that schools can return in a “traditional” fashion in August, districts should still seek to make

modifications to their scheduling and instructional practices to mitigate continued risks related to COVID-19. These modifications should include:

1. **Communications-** Districts should engage in early, clear, and consistent communications to students, families, and the community about changes in standard school operations necessitated by COVID-19. This communication should include direct instruction to all students on the first day of school concerning new protocols and expectations.
2. **Class Size Caps-** Any class size cap established by health authorities should *not* be exceeded in building school schedules. Exceptions that have been used in the past to justify exceeding existing class caps in a building’s master schedule are not sufficient grounds for exceeding guidelines based on health considerations. In order to facilitate these efforts, schools should seek to utilize the following measures (these also apply to classes that meet in-person for Model 2: Hybrid):
 - a. Schools should remove any student desks and seating beyond what is needed to accommodate the maximum number of students assigned to a room.
 - b. Teachers should limit or eliminate use of partner or group activities that require close physical proximity of students. Teachers should instead seek to create the collaborative learning benefits of partner and group work through tools like Socratic Seminars with appropriate physical spacing or collaboration through online documents and platforms.
 - c. Schools should increase utilization of large spaces throughout the entire school day. These spaces include atriums, auditoriums, cafeterias, gyms, and- when weather permits- outside spaces.
 - d. Master schedules must continue to prioritize inclusion of students with IEPs. In efforts to design smaller classes, districts should make every effort to ensure that students with IEPs are not isolated from their peers that do not have IEPs.
3. **Reduction of Transitions-** To the greatest extent possible, districts and schools should seek to minimize student transitions during the day. Doing so may require alterations to the traditional instructional schedule, which could include:
 - a. Staggered class dismissal to prevent all students in the hallways simultaneously;
 - b. Redesigning student arrival in the morning to prevent congregations of large groups. This may include a necessity for students to report directly to classrooms rather than meeting in common spaces;
 - c. Scheduling restroom breaks;
 - d. If possible, schools should consider scheduling “cohorts” of students with common courses so teachers, rather than students, rotate between classes;
 - e. As long as health guidelines recommend maintaining distance between individuals, schools should seek to minimize or eliminate large group gatherings such as assemblies, pep rallies, spirit nights, or other similar activities; and

- f. In addition to focusing on transitions *within* a school, districts should seek to minimize student transitions *beyond* the school during the instructional day. This will require a careful review of field studies and other activities requiring student travel. This includes developing procedures to allow high school students opportunities to safely engage in career center opportunities if available. Whenever possible, schools should seek to use virtual activities and experiences to reduce the necessity for students to travel off campus during the school day. Schools should also make sure to provide an equal level of access to off-campus opportunities for curricular activities as is provided for co-curricular activities.
4. **Modified School Day (High School)**- When possible, high schools should seek to provide upperclassmen with late arrival or early dismissal in place of study hall periods. Schools should still place priority on building full student schedules for students that do not have the 24 credits required to graduate and for students requiring additional course work to achieve CTE completer status. However, for students that have met these requirements, schools should seek to either provide late arrival or early dismissal when possible. For students desiring to take courses beyond the 24 credits required for graduation, schools should consider VirtualSC when it provides a desired course. However, this recommendation should not be construed as a reason to reduce student access to taking multiple years and credits of an academic program such as performing arts, CTE, etc.
 5. **Planning for Potential Self-Isolation Periods**- Based on current health guidance, the possibility exists in the fall that significant numbers of staff or students could be required to complete a period of self-isolation or quarantine due to potential exposure to COVID-19 without contracting the illness. As a result, districts must plan for how instruction will be conducted for students and by staff that are required to self-isolate without being ill. This could include ensuring that teachers have the resources to conduct distance learning from home and students can access instructional materials and resources from home. Guidance on the length of periods of self-isolation or quarantine can be found in the DHEC interim guidance in Appendix E.

Model 2: Hybrid Scheduling

This situation is most likely to be experienced during a period of ***medium spread of COVID-19 in the area and a medium number of positive cases within the school building***. In this scenario, only a portion of staff and students can report to a physical school building due to a combination of health requirements and facility/space limitations. As a result, some students will be able to report to school while others will have to engage in distance learning. In this situation, districts should place the highest priority on ensuring in-person instruction for the following groups while complying with prevailing health and safety requirements:

1. Pre-K and Elementary;
2. Students with IEPs, especially those with occupational and other physical therapy needs;
3. English learners; and/or
4. High school students in CTE programs that require hands-on experiences or access to specialized equipment.

In order to maximize access to school facilities for these groups, districts may need to consider alternative placement of classes to comply with health guidelines (i.e.- elementary classes meeting on a high school campus). As a result, a district may consider an option where certain groups (example- elementary) report to a school building daily while other groups (middle and high) engage in distance learning.

District could also consider split-schedule models for all students such as:

1. **AM/PM Model-** Half of the student body attends class in the morning and then engages in distance learning in the afternoon while the other half of the student body engages in distance learning in the morning before attending in-class sessions in the afternoon.
2. **Alternating Days-** Cohorts of students attend school for the entire day for a portion of the week. For example, half of the students could attend school on Monday and Wednesday while the other half attend on Tuesday and Thursday. On Fridays, students engage in distance learning, teachers have opportunities for planning and grading, and districts can engage in deep cleaning of school buildings.

Before adopting any hybrid schedule, districts should consider the following questions:

1. *Does the district have a plan in place for how to provide clear, consistent, and advanced communications to students, families, and the communities to help them understand the hybrid scheduling model?*
2. *Does the district have sufficient transportation resources (buses and drivers) to execute a split-schedule?*
3. *Does the area have sufficient childcare options to support families that will be unable to have an adult at home for days/times of day where students are engaged in distance learning?*
4. *What is the educational impact of split scheduling on different student groups? For example, districts should consider the additional challenge presented to younger learners by inconsistent schedules and routines throughout the week. A split schedule could also pose unique challenges for student groups such as English learners or students on an IEP.*
5. *How can districts minimize the burden of split-scheduling on families with multiple children in school? For example, districts should consider ways to cluster and schedule students by last name or sibling indication in PowerSchool to ensure children in the same family attend school at the same time of day or on the same days each week, even if they attend different schools within the district. Districts could also consider allowing families to “register” for a specific schedule to ensure all children in the same family have the same schedule throughout the week.*
6. *How can districts support teachers in building relationships with students? Similar to the second point under the “full distance learning” model, districts must be mindful of the need to strategically facilitate the development of relationships with families and students in the event that a portion of students are unable to start the school year in a building.*

Model 3: Full Distance Learning

In this scenario, all students and staff are unable to return to a physical school building due to **high spread of COVID-19 in the area and high numbers of positive cases within the school building**. In this event, districts should rely on a full distance learning schedule until the health situation permits a return to in-person instruction for all or part of the students in a school. While this is similar in concept to what districts implemented in spring 2020, use of full distance learning in the 202—21 school year should consider the following:

1. **Distance Learning Plan-** Districts using distance learning for students should have a clearly defined plan that is communicated to all stakeholders and includes what should be expected by and from students, teachers, and families. This plan should be responsive to lessons learned by the districts in the spring of 2020 and contain the same elements described in the “Distance Learning Contingency Plan” section earlier in this document.
2. **Building Relationships-** In the event of distance learning at the start of the year, districts must carefully consider ways to build relationships with students and families. This is a unique challenge compared to the spring 2020 distance learning experience where teachers already had established relationships with students and families. Ideas in this area could include scheduling digital “open house” events prior to the start of the school year or giving teachers dedicated and unencumbered work time to engage in outreach to their new students/families.
3. **Establishment of Advisory Groups-** Districts should consider assigning a “mentoring or advisory” group of students to all staff in a building. To be effective, these groups should be kept small (no more than 12 students). For schools with existing advisory sections in their schedule, all building staff should be included to reduce the size of existing advisory sections. As mentors, staff would be responsible for regularly communicating with and checking in on their assigned students, both in terms of academic progress and social and emotional wellbeing.
4. **Opportunities for Two-Way Communication-** In addition to providing regular and detailed communication to families, staff, and students, districts should provide regular opportunities for collecting feedback from families, staff, and students to identify areas of strength and concern regarding the distance-learning format.
5. **Reducing Transport of School Materials-** Districts should review instructional practices to determine steps that can be taken to minimize the amount of materials that are routinely being transported by students and staff between school and staff. While it is impossible to eliminate all transport of materials, finding ways to reduce transport should be emphasized and encouraged.
6. **Technology Assistance Hubs-** Districts should maintain physical locations with regular business hours where students and staff can have access to technology support. Districts should also consider ways to provide support for students and families without available transportation to these locations.

7. **Meeting the Needs of Special Populations-** In the event of full distance learning, districts should be especially mindful of meeting the needs of special populations of students such as:
 - a. **Students with IEPs-** Consideration of how to best meet the needs of a child with an IEP through distance learning should be determined on a child-by-child basis by IEP teams. In some cases, these may necessitate the development of compensatory services for students with pronounced needs that can not be adequately addressed through a district’s existing distance learning platform and procedures.
 - b. **English learners-** In delivering distance learning for English learners, to the extent possible, districts should:
 - i. Reduce the ratio of English for Speakers of Other Languages instructors to students;
 - ii. Continue to provide instructional support aligned to the student’s English language proficiency;
 - iii. In the event a student’s ELP has not been determined, the results of the provisional English language screening interview should be used to guide the level of support;
 - iv. Provide both synchronous and asynchronous resources and instruction;
 - v. Increase access to translators and/or software that assist with translation;
 - vi. Continue use of a co-teaching model; and
 - vii. Ensure that all materials are also accessible in a student’s home language to facilitate family engagement.

In order to best support districts that require a full distance-learning model, the SCDE should consider the following:

1. **Waivers from Defined Minimum Program and Seat Time Requirements-** As noted in the AccelerateED summer recommendations, districts that are required to shift to a hybrid or full-time distance learning model will need the flexibility provided by waivers to defined minimum program and seat time requirements.
2. **Collaboration among districts that are engaged in full distance learning-** Support should include continued development of the resources at scremotelearning.com.

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Appendix A – NASP COVID-19 Parental Resource

Helping Children Cope With Changes Resulting From COVID-19

Families across the country are adapting to the evolving changes in daily life caused by the COVID-19 pandemic. Most schools, places of public gathering, and nonessential businesses are closed, and parents and other caregivers are faced with helping their families adjust to the new normal. This includes trying to keep children occupied, feeling safe, and attempting to keep up with schoolwork as best as possible. None of this is easy, but it helps to stay focused on what is possible in order to reinforce a sense of control and to reassure children that they are okay, and that the situation will get better.

It is very important to remember that children look to adults for guidance on how to react to stressful events. Acknowledging some level of concern, without panicking, is appropriate and can result in taking the necessary actions that reduce the risk of illness. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety. This is also a tremendous opportunity for adults to model for children problem-solving, flexibility, and compassion as we all work through adjusting daily schedules, balancing work and other activities, getting creative about how we spend time, processing new information from authorities, and connecting and supporting friends and family members in new ways. The following tips can help.

STAY CALM, LISTEN, AND OFFER REASSURANCE

- **Be a role model.** Children will react to and follow your reactions. They learn from your example.
- **Be aware of how you talk about COVID-19.** Your discussion about COVID-19 can increase or decrease your child's fear. If true, remind your child that your family is healthy, and you are going to do everything within your power to keep loved ones safe and well. Carefully listen or have them draw or write out their thoughts and feelings and respond with truth and reassurance.
- **Explain social distancing.** Children probably don't fully understand why parents/guardians aren't allowing them to be with friends. Tell your child that your family is following the guidelines of the Centers for Disease Control and Prevention (CDC), which include social distancing. Social distancing means staying away from others until the risk of contracting COVID-19 is under control. Showing older children the "flatten the curve" charts will help them grasp the significance of social distancing. Explain that while we don't know how long it will take to "flatten the curve" to reduce the number of those infected, we do know that this is a critical time—we must follow the guidelines of health experts to do our part.
- **Demonstrate deep breathing.** Deep breathing is a valuable tool for calming the nervous system. Do breathing exercises with your children.
- **Focus on the positive.** Celebrate having more time to spend as a family. Make it as fun as possible. Do family projects. Organize belongings, create masterpieces. Sing, laugh, and go outside, if possible, to connect with nature and get needed exercise. Allow older children to connect with their friends virtually.

- **Establish and maintain a daily routine.** Keeping a regular schedule provides a sense of control, predictability, calm, and well-being. It also helps children and other family members respect others' need for quiet or uninterrupted time and when they can connect with friends virtually.
- **Identify projects that might help others.** This could include: writing letters to the neighbors or others who might be stuck at home alone or to healthcare workers; sending positive messages over social media; or reading a favorite children's book on a social media platform for younger children to hear.
- **Offer lots of love and affection.**

MONITOR TELEVISION VIEWING AND SOCIAL MEDIA

- Parents/guardians should monitor television, internet, and social media viewing—both for themselves and their children. Watching continual updates on COVID-19 may increase fear and anxiety. Developmentally inappropriate information, or information designed for adults, can also cause anxiety or confusion, particularly in young children.
- Dispel rumors and inaccurate information. Explain to your child that many stories about COVID-19 on the internet may include rumors and inaccurate information. Older children, in particular, may be accessing a great deal of information online and from friends that contains inaccuracies. Talk to your child about factual disease information.
- Provide alternatives. Engage your child in games or other exciting activities instead.

TAKE TIME TO TALK

- **Let your children's questions guide you.** Answer their questions truthfully, but don't offer unnecessary details or facts. Don't avoid giving them the information that experts indicate as crucial to your children's well-being. Often, children and youth do not talk about their concerns because they are confused or don't want to worry loved ones. Younger children absorb scary information in waves. They ask questions, listen, play, and then repeat the cycle. Children always feel empowered if they can control some aspects of their life. A sense of control reduces fear.

BE HONEST AND ACCURATE

- **Correct misinformation.** Children often imagine situations worse than reality; therefore, offering developmentally appropriate facts can reduce fears.
- **Explain simple safety steps.** Tell your child this disease spreads between people who are in close contact with one another, when an infected person coughs or sneezes, or when one touches infected objects or surfaces.
- **Stay up-to-date on the facts.** Go to <https://www.cdc.gov/coronavirus/2019-ncov/index.html> for additional factual information.

KEEP EXPLANATIONS AGE-APPROPRIATE

- **Early elementary school children.** Provide brief, simple information that balances COVID-19 facts with appropriate reassurances that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people make every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe."

- **Upper elementary and early middle school children.** This age group often is more vocal in asking questions about whether they indeed are safe and what will happen if COVID-19 spreads in their area. They may need assistance separating reality from rumor and fantasy. Discuss the efforts national, state, and community leaders are doing to prevent germs from spreading.
- **Upper middle and high school students.** Issues can be discussed in more depth. Refer them to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Engage them in decision-making about family plans, scheduling, and helping with chores at home.
- **For all children, encourage them to verbalize their thoughts and feelings. Be a good listener!**

STAY CONNECTED TO SCHOOL

- **Locate learning resources.** Schools' capacity to conduct virtual learning experiences will vary greatly, but most schools are providing lessons and learning activities for children to do. Take advantage of the many companies and online platforms currently offering free learning opportunities.
- **Identify additional resources.** Know if your school or district is providing additional resources, such as meals, or technology, such as a laptop or tablet.
- **Stay in touch.** Find out how the school is communicating with families and students. Be sure to read any communications you receive. Check with your children, particularly older ones, as they may be receiving information directly that would be helpful for you to know.
- **Connect with school staff.** Reach out to your child's teacher and other relevant school staff if you have concerns about their coping and keeping up with assignments or activities.

KNOW THE SYMPTOMS OF COVID-19

- According to the CDC, symptoms of fever, cough, and/or shortness of breath appear within 14 days after being exposed to the disease.
- For some people, the symptoms are similar to having a cold; for others, they are more severe or even life threatening.

MODEL BASIC HYGIENE AND HEALTHY LIFESTYLE PRACTICES

- **Practice daily good hygiene.** Encourage your child to practice these simple steps to prevent spreading the virus.
 - Wash your hands multiple times a day for 20 seconds. Singing "Twinkle, Twinkle Little Star" or "Happy Birthday" twice is about 20 seconds.
 - Compliment your children when they use a Kleenex or sneeze or cough into the bend of their elbow. Teach them the importance of throwing away used tissues immediately after sneezing or coughing.
 - Sadly, handshakes and hugs need to be limited to immediate family members, at least for now.
- **Foster a sense of control.** Offering guidance on what your child/children can do to prevent infection offers them a greater sense of control, which reduces anxiety.
- **Build the immune system.** Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a robust immune system to fight off illness.

BE AWARE OF YOUR CHILDREN’S MENTAL HEALTH

Most children will manage well with the support of parents and other family members, even if showing signs of some anxiety or concerns, such as difficulty sleeping or concentrating. Some children, however, may have risk factors for more intense reactions, including severe anxiety, depression, and suicidal behaviors. Risk factors can include a pre-existing mental health problem, prior traumatic experiences or abuse, family instability, or the loss of a loved one. Parents and caregivers should contact a professional if children exhibit significant changes in behavior or any of the following symptoms for more than 2 weeks.

Preschoolers—thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal.

Elementary school children—irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and withdrawal from activities and friends.

Adolescents—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.

ADDITIONAL RESOURCES

- Coping With Stress During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>
- Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19), <https://www.cdc.gov/coronavirus/2019-ncov/prepare/children.html>
- Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>
- NASP COVID-19 Resource Center, <https://www.nasponline.org/COVID-19>

For more information related to schools and physical and mental health, visit www.nasponline.org and www.nasn.org.

Adapted from, Talking to Children About COVID-19 (Coronavirus): A Parent Resource, National Association of School Psychologists and National Association of School Nurses, NASP, 2020.

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Appendix B – DHEC School Operations COVID-19 Interim Guidance



COVID-19 Interim Guidance for School Operations

Screening

- Screening testing of all incoming students and staff is not recommended because the tests available at this time cannot provide assurance that someone will not become sick after the test is performed.
 - The best available test, called a PCR, is a snapshot in time that only tells whether the individual is infected at that exact time. Antibody tests currently available have variable accuracy and positive results cannot guarantee protection from becoming infected again.
 - DHEC does recommend that individuals with even mild symptoms consistent with COVID-19 be tested for the disease.
- Educate students and their parents on the [symptoms](#) of COVID-19 and the importance of the student staying home if they have any of the symptoms or if anyone in the household tests positive for the disease.
 - Require sick students and staff to stay home as per the [School and Child Care Exclusion List](#). Establish procedures for those who are sick at school to be sent home as soon as possible and kept separate from others until they can leave.
- Place signs such as [this one](#) on the exterior of entrances to the building to ask individuals entering to not enter if they have symptoms of COVID-19.
- Perform daily morning screenings by asking students if they have any symptoms of COVID-19. This could be done on an individual basis by asking each student as they enter their first classroom or on a group basis via morning announcements reminding students that they should alert their teacher if they feel sick.
 - Routine temperature screening of all persons entering the school is not recommended, except for in classrooms or schools dedicated to medically fragile students.
 - There is currently no method to screen daily for asymptomatic infected people, so proper social distancing must be performed.

Social Distancing Practices

- To the extent possible, maintain at least six feet of distance between each person.
 - If desks are used, increase the space between them. Rearrange them to maximize the space between students. Make desks face in the same direction (rather than facing each other).
- Stagger arrival and dismissal times.
- Avoid students congregating in common areas. For example, have students eat meals in their classrooms rather than mixing in the cafeteria or other common area.
 - If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes.
 - Restrict hallway use through staggered release of classes.
- Limit people present to only students and essential faculty and staff.
- Avoid assemblies or other congregate events.



COVID-19 Interim Guidance for School Operations

- Encourage frequent handwashing with soap and water for at least 20 seconds. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
 - Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer).
 - Put up [posters](#) in key locations (e.g., bathrooms) encouraging hand hygiene.
- Strongly encourage faculty and staff to wear masks or cloth face coverings as much as possible. Consideration may be given to recommending them for students. Cloth face coverings should not be used on children under two years old, anyone who has trouble breathing, or anyone unable to remove the face covering without assistance. The CDC has a [pattern](#) and a [video](#) available demonstrating how to make a cloth one.

Cleaning and Disinfection

- Routinely clean and disinfect surfaces and objects that are frequently touched (e.g., doorknobs, light switches, classroom sink handles, countertops). Using an appropriate disinfectant, wipe down items (e.g., desks, chairs) and equipment before each use.
 - Clean with soap and water or a cleaner typically used. Use all cleaning products according to the directions on the label.
 - After cleaning, disinfect with a product that is EPA-approved for use against the virus that causes COVID-19 (a list of these is available [here](#)) or with diluted bleach solution (5 tablespoons, or 1/3 cup, bleach per gallon of water or 4 teaspoons bleach per quart of water).
- For electronics such as tablets, touch screens, keyboards, and remote controls, remove visible contamination if present.
 - Consider use of wipeable covers for electronics.
 - Follow the manufacturer's instructions for all cleaning and disinfection products.
 - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
- Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time).
- Ensure adequate supplies to support frequent cleaning and disinfection practices.
- The CDC provides additional information on [Cleaning and Disinfecting a Facility](#), including guidance on appropriate personal protective equipment to wear while cleaning and disinfecting.
- Increase the ventilation (air exchange) rate and the percent outdoor air in ventilation.

References

- DHEC COVID-19 webpage: cdhectn.gov/covid19
- CDC COVID-19 webpage: [cdc.gov/covid19](https://www.cdc.gov/covid19)

This is consistent with guidance available as of May 18, 2020 and may be updated as new information on this novel virus and evolving situation become available.

Appendix C – Self-Assessment of MTSS (SAM) Implementation 2.0 Rubric

SAM 2.0 Rubric

The following was completed by the Florida Problem-Solving/Response to Intervention Project.

Self-Assessment of MTSS Implementation (SAM) Overview of MTSS

This instrument is used to measure school-level implementation of a Multi-Tiered System of Supports (MTSS). MTSS is a term used to describe an evidence-based model of educating students that uses data and problem-solving to integrate academic, behavior, and social-emotional instruction and intervention *to maximize the success of all students*. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Quality implementation of MTSS is associated with increased likelihood of instruction and interventions leading to successful student outcomes. Thus, it is important for schools to monitor not only student outcomes, but also *how* assessments, instruction, interventions, and data-based problem-solving are put into place (i.e., the fidelity with which these elements are implemented). Successful implementation is influenced by many factors within and around the school system (e.g., professional development, administrative support, data systems, staff member perceptions, successful adaptation, etc.). As a measure of school-level implementation of an MTSS, the focus of this instrument is on the necessary actions and activities to successfully implement and sustain the critical elements of MTSS with fidelity. The critical elements of MTSS referred to throughout the instrument include:

- Curriculum standards
- Assessments used to inform instruction
- Multiple tiers of instruction and intervention
- Data-based problem-solving used to make decisions

To promote a common understanding, staff that complete the instrument are urged to discuss the elements of MTSS and how they relate to components of their school's system for educating all students. MTSS should not be thought of as a *separate* initiative or program that must be implemented. Rather, MTSS provides a framework for the integration of academic, behavior, and social-emotional supports. Other initiatives such as implementation of educational policies and regulations, new assessment systems, or new instructional strategies also should be considered in the context of how they fit within an MTSS. MTSS provides a framework for implementing educational practices to ensure academic, behavioral, and social-emotional success of all students.

Directions for Completing the Instrument and Using the Data

The school leadership team that has responsibility for allocating resources to improve student learning should complete this instrument. Completion involves a three-step process:

1. Each team member should review the SAM instrument and Endnotes independently and think how s/he, personally, would respond to each item.
2. After reviewing the SAM items independently, the team members should come together to discuss their responses and reach agreement on which answer best represents the current status of implementation at their school. Endnotes provide additional clarifying information or definitions that the team should utilize, especially as team members are first becoming familiar with the SAM instrument. Endnotes provide critical information for ensuring the SAM instrument is completed accurately and results in valid scores. Record consensus scores on the SAM Scoring Sheet. The Scoring Sheet has abbreviated language and should only be used to record responses and to provide a visual representation of items with higher and lower scores.
3. Use the SAM instrument and the Scoring Sheet data to inform your action plan (an optional planning template is provided) to improve MTSS implementation.

Rate each item on a scale from 0-3 (*0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing*) using the definition provided for each rating.

Superscript numbers (e.g., ²) correspond with endnotes that provide additional clarifying information or definitions relevant to the content within the item.

There are 39 items organized into six domains:

1) Leadership

Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.

2) Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.

3) Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, to a lack of feedback to implementers to support continuous improvement, and to not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

4) Data-Based Problem-Solving

The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. While several models for data-based problem-solving exist, the four-step problem-solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan.

5) Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction delivered to all students; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individual interventions for students facing significant barriers to learning the skills required for school success. It is important to consider academic, behavior, and social-emotional instruction and interventions when examining this domain.

6) Data-Evaluation

Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem-solving, school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes to increase implementation.

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
1. Leadership Domain (Items 1–5)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does <i>not</i> actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	<i>and</i> The principal actively supports the leadership team and staff to build capacity for implementation	<i>and</i> The Principal actively supports data-based problem-solving use at the school	
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel ¹) and is responsible for facilitating MTSS implementation ²	<i>No</i> leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation,	<i>and</i> The leadership team has explicit expectations for facilitating MTSS implementation,	<i>and</i> The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	
3. The leadership team actively engages staff in ongoing professional development and coaching ³ necessary to support MTSS implementation	The leadership team does <i>not</i> have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	<i>and</i> A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	<i>and</i> Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	<i>No</i> strategic plan for MTSS implementation exists	Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	<i>and</i> As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation ⁴	<i>and</i> A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
5. The leadership team is actively facilitating implementation of MTSS ⁵ as part of their school improvement planning process	The leadership team is <i>not</i> actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements ⁶ of MTSS	<i>and</i> The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	<i>and</i> The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement	
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6–16)					
6. The critical elements ⁶ of MTSS are defined and understood by school staff	<i>No</i> information on the critical elements of the school's MTSS is available	The critical elements of MTSS are being defined	<i>and</i> The critical elements of MTSS are defined and are communicated to school staff	<i>and</i> The curriculum, assessment, and instructional practices that define the school's critical elements of MTSS can be communicated by all school staff	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
7. The leadership team facilitates professional development and coaching ⁷ for all staff members on assessments and data sources used to inform decisions	Initial professional development is <u>not</u> provided to all staff members	<p>The staff engages in initial, job-embedded professional development focusing on:</p> <ul style="list-style-type: none"> • Purpose and administration of assessment tools • Role of assessment/data sources in making instructional decisions • Review of current assessments/data sources being utilized and those being considered • Analyzing and using assessment results to improve instruction • Using various types of data to inform instructional practices to meet the needs of diverse learners • Communicating and partnering with families about data and assessment practices 	<p><u>and</u> The staff engages in ongoing professional development and coaching related to the administration of assessments and interpretation of the data/data sources. Professional development includes:</p> <ul style="list-style-type: none"> • Changes or updates to assessments/data sources • Changes to data collection, tracking, and analysis • Ongoing coaching on instructional practices and interpreting assessment results 	<p><u>and</u> The leadership team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data sources in support of continuous improvement</p>	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
8. The leadership team facilitates professional development and coaching ⁷ for staff members on data-based problem-solving relative to their job roles/responsibilities	Professional development does <i>not</i> focus on data-based problem-solving	Initial professional development on data-based problem-solving is provided that includes the following elements: <ul style="list-style-type: none"> • Rationale for use of data-based problem-solving • Problem-solving steps to address school-wide, classroom, small-group, and individual student needs • Roles and responsibilities for team members engaging in data-based problem-solving 	<i>and</i> Ongoing professional development and coaching on data-based problem-solving is delivered that includes the following elements: <ul style="list-style-type: none"> • Differentiation of professional development based on staff roles/responsibilities • Coaching • Modeling, practice, and collaborative feedback on problem-solving steps • Support for collaboration and teaming skills 	<i>and</i> Data on use of problem-solving skills and application are used to inform continuous improvement of professional development and coaching efforts	
9. The leadership team facilitates professional development and coaching ⁷ for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities	<i>No</i> explicit connection to multi-tiered instruction and intervention is evident in professional development provided	Initial professional development on multi-tiered instruction and intervention is provided that includes the following elements: <ul style="list-style-type: none"> • Rationale for and modeling of instructional and intervention design and delivery (e.g., Common Core State Standards, instructional routine, Tier 1 Positive Behavior Supports, lesson planning for active student engagement) • Connections are made regarding how the practices are aligned with and integrated into MTSS • How data informs instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students ⁸ 	<i>and</i> Ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: <ul style="list-style-type: none"> • Differentiation of professional development and coaching based on staff roles/responsibilities • Coaching • Modeling of, practice of, and collaborative feedback on, evidence-based practices 	<i>and</i> The leadership team regularly uses data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
10. Coaching ⁷ is used to support MTSS implementation	<u>No</u> coaching is provided to build staff capacity to implement the critical elements of MTSS	Initial coaching is occurring that is focused primarily on facilitating or modeling the components of MTSS	<u>and</u> Coaching activities are expanded to include: <ul style="list-style-type: none"> • Opportunities to practice • Collaborative and performance feedback 	<u>and</u> Data on professional development, implementation fidelity, and student outcomes are used to refine coaching activities	
11. Schedules provide adequate time for trainings and coaching support	Schedules do <u>not</u> include time allocated to professional development and coaching for MTSS	Schedules include time allocated for trainings	<u>and</u> Schedules include time for ongoing coaching support	<u>and</u> Schedules permit personnel to access additional training and coaching support that is differentiated based on their needs	
12. Schedules provide adequate time to administer academic, behavior and social-emotional assessments needed to make data-based decisions	Schedules do <u>not</u> include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior and social-emotional assessments administered to all students (e.g., universal screening)	<u>and</u> Schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	<u>and</u> Schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem-solving	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	The master schedule is developed <u>without</u> student data and does <u>not</u> include time for multi-tiered interventions	The master schedule is developed utilizing student data and includes time for multi-tiered interventions	<u>and</u> The master schedule facilitates effective implementation of multi-tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier 3)	<u>and</u> The master schedule allows for flexible student groupings	
14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making	The master schedule does <u>not</u> provide opportunities for collaborative, data-based problem-solving and decision-making to occur	The master schedule provides opportunities to engage in collaborative, data-based problem-solving and decision-making to occur	<u>and</u> The master schedule provides sufficient time for the process to occur with fidelity	<u>and</u> The master schedule provides opportunities for collaborative, data-based problem-solving and decision-making to occur in settings such as: <ul style="list-style-type: none"> • Leadership team meetings • Grade-level meetings • Cross grade-level meetings • Cross-departmental meetings • Professional Learning Community meetings 	
15. Processes, procedures, and decision-rules ⁹ are established for data-based problem-solving	<u>No</u> systematic processes, procedures, or decision-rules are established	Processes, procedures, and decision-rules needed to engage in data-based problem-solving are developed and existing structures and resources are incorporated	<u>and</u> The steps of problem-solving; procedures for accessing, submitting, and using data; and decision-rules needed to make reliable decisions are communicated to staff ¹⁰	<u>and</u> Data-based problem-solving processes, procedures, and decision-rules are refined based on data and feedback from staff, schedule changes, and resource availability	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
16. Resources ¹¹ available to support MTSS implementation are identified and allocated	<u>No</u> process exists for mapping and allocating resources available to support MTSS implementation	Leadership team members are gathering information on the personnel, funding, materials, and other resources available to support MTSS implementation	<u>and</u> Resource inventories are established using the gathered information on the personnel, funding, materials, and other resources available to support MTSS implementation and plans for allocating the resources are established	<u>and</u> Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources	
3. Communication and Collaboration Domain (Items 17–20)					
17. Staff ¹² have consensus and engage in MTSS Implementation ¹³	Staff are <u>not</u> provided opportunities to gain understanding of the need for MTSS	Staff are provided opportunities to gain understanding of the need for MTSS	<u>and</u> Staff has opportunities to gain understanding of its relevance to their roles and responsibilities	<u>and</u> Staff has opportunities to provide input on how to implement MTSS	
18. Staff are provided data on MTSS implementation fidelity and student outcomes ¹⁴	Staff are <u>not</u> provided any data regarding MTSS implementation fidelity <u>nor</u> student outcomes	Staff are rarely (<u>1x/year</u>) provided data regarding MTSS implementation fidelity <u>and</u> student outcomes	Staff are regularly (<u>2x/year</u>) provided data regarding MTSS implementation fidelity <u>and</u> student outcomes	Staff are frequently (<u>3x+/year</u>) provided data regarding MTSS implementation fidelity <u>and</u> student outcomes	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
19. The infrastructure exists to support the school's goals for family and community engagement ¹⁵ in MTSS	Family and community engagement is: <u>not</u> defined and monitored with data; <u>not</u> linked to school goals in SIP/MTSS plan; <u>and</u> procedures for facilitating 2-way communication do <u>not</u> exist	Family and community engagement are <u>1 of the following 3</u> : <ul style="list-style-type: none"> defined and monitored with data linked to school goals in SIP/MTSS plan supported by procedures for facilitating 2-way communication 	Family and community engagement are <u>2 of the following 3</u> : <ul style="list-style-type: none"> defined and monitored with data linked to school goals in SIP/MTSS plan supported by procedures for facilitating 2-way communication exist 	Family and community engagement are <u>all of the following</u> : <ul style="list-style-type: none"> defined and monitored with data linked to school goals in SIP/MTSS plan supported by procedures for facilitating 2-way communication exist 	
20. Educators actively engage families in MTSS	Staff do <u>none of the following</u> : <ul style="list-style-type: none"> actively engage families that represent the diverse population of the school engage families in problem-solving when their children need additional supports provide intensive outreach to unresponsive families¹⁶ increase the skills of families to support their children's education 	Staff do <u>1 of the following 4</u> : <ul style="list-style-type: none"> actively engage families that represent the diverse population of the school engage families in problem-solving when their children need additional supports provide intensive outreach to unresponsive families increase the skills of families to support their children's education 	Staff do <u>2 or 3 of the following 4</u> : <ul style="list-style-type: none"> actively engage families that represent the diverse population of the school engage families in problem-solving when their children need additional supports provide intensive outreach to unresponsive families increase the skills of families to support their children's education 	Staff do <u>all of the following</u> : <ul style="list-style-type: none"> actively engage families that represent the diverse population of the school engage families in problem-solving when their children need additional supports provide intensive outreach to unresponsive families increase the skills of families to support their children's education 	
4. Data-based Problem-solving Domain (Items 21–27)					
21. Integrated data-based problem-solving ¹⁷ for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers ¹⁸	Data on academic, behavior, and social-emotional outcomes may be collected, <u>but</u> data-based problem-solving does <u>not occur across</u> :	Data-based problem-solving occurs across <u>1 of the following 4</u> : <ul style="list-style-type: none"> at least 2 content areas (e.g., reading, behavior, social-emotional) at least 50% of grade levels 	Data-based problem-solving occurs across <u>2 of the following 3</u> : <ul style="list-style-type: none"> at least 3 content areas at least 75% of grade levels at least two tiers 	Data-based problem-solving occurs across <u>all of the following</u> : <ul style="list-style-type: none"> across all content areas all grade levels all tiers 	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
	<ul style="list-style-type: none"> academic, behavior and social-emotional content areas any grade levels any tier 	<ul style="list-style-type: none"> a single tier only academic outcomes or only behavior and social-emotional outcomes 			
22. <i>Across all tiers</i> , data are used to identify the difference or “gap” between expected and current student outcomes relative to academic, behavior and social- emotional goals	The gap between expected and current student outcomes is <u>not</u> identified	The gap between expected and current outcomes is identified,	<u>and</u> The gap between expected and current outcomes is identified, and is associated with academic, behavior and social-emotional goals	<u>and</u> The gap between expected and current outcomes is identified relative to academic, behavior and social-emotional goals and is used to identify the appropriate level (tier) of instruction/intervention	
23. Academic, behavior and social- emotional data are used to identify and verify reasons why ¹⁹ students are not meeting expectations	Reasons why students are <u>not</u> meeting expectations are <u>not</u> identified	Reasons why students are not meeting expectations are identified	<u>and</u> Data are used to verify the reasons why students are not meeting expectations	<u>and</u> The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods	
24. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations	Instructional/ intervention plans are <u>not</u> developed	Instructional/intervention plans are developed	<u>and</u> Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented ²⁰	<u>and</u> Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
25. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored	Progress monitoring does <u>not</u> occur and student progress is <u>not</u> evaluated	Plans for monitoring progress toward expected student outcomes are developed	<u>and</u> In most cases data are collected to monitor student progress and intervention fidelity	<u>and</u> Changes are made to instruction/intervention based on student responses	
26. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed	Patterns of student performance across diverse groups are <u>not</u> identified	Data on student outcomes are collected	<u>and</u> Patterns of student performance across diverse groups are identified	<u>and</u> Data on student outcomes informs how MTSS implementation efforts are impacting different groups of students	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
27. Resources for and barriers ²¹ to the implementation of MTSS are addressed through a data-based problem-solving process	Data-based problem-solving of resources for and barriers to implementation of MTSS does <i>not</i> occur	School leadership discusses resources for and barriers to implementation of MTSS	School leadership discusses resources for and barriers to implementation of MTSS <i>and</i> does <i>one of the following:</i> <ul style="list-style-type: none"> • collects data to assess implementation levels • develops action plans to increase implementation 	School leadership discusses resources for and barriers to implementation of MTSS <i>and</i> does <i>both of the following:</i> <ul style="list-style-type: none"> • collects data to assess implementation levels • develops action plans to increase implementation 	
5. Three Tiered Instructional /Intervention Model Domain (Items 28–33) (Items in this section alternate between addressing academic, behavior and social-emotional practices.)					
28. Tier 1 (core) academic practices exist that clearly identify learning standards ²² , school-wide expectations ²³ for instruction that engages students, and school-wide assessments ²⁴	Tier 1 elements are <i>not</i> developed and/or clearly defined	Tier 1 elements incorporate <i>1 of the following 4:</i> <ul style="list-style-type: none"> • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources 	Tier 1 elements incorporate <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources 	Tier 1 elements incorporate <i>all of the following:</i> <ul style="list-style-type: none"> • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources 	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
29. Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices ²⁵ , and school-wide behavior and social-emotional data ²⁶	Tier 1 strategies are <i>not</i> developed and/or clearly defined	Tier 1 strategies incorporate <i>1 of the following 4:</i> <ul style="list-style-type: none"> • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data sources 	Tier 1 strategies incorporate <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data 	Tier 1 strategies incorporate <i>all of the following:</i> <ul style="list-style-type: none"> • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data 	
30. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction ²⁷ , and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught	Tier 2 strategies are <i>not</i> developed and/or clearly defined	Tier 2 strategies incorporate <i>1 of the following 4:</i> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate <i>all of the following:</i> <ul style="list-style-type: none"> • common student needs, • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught 	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
31. Tier 2 (supplemental) behavior and social-emotional practices exist that address integrated common student needs, are linked to Tier 1 instruction ²⁸ , and are monitored using assessments/data sources tied directly to the skills taught	Tier 2 strategies are <i>not</i> developed and/or clearly defined	Tier 2 strategies incorporate <i>1 of the following 4:</i> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate <i>all of the following:</i> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content • assessments/data sources link directly to the skills taught 	
32. Tier 3 (intensive) academic practices ²⁹ exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are <i>not</i> developed and/or clearly defined	Tier 3 strategies incorporate <i>1 of the following 4:</i> <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate <i>all of the following:</i> <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • linked to behavior and social-emotional content/instruction • monitored using assessments/data sources that link directly to the skills taught 	

Appendix D – Counselor Recommendations

Recommendations for Social and Emotional Support of Students, Staff and Families

Recommendation 1:

Reduced caseload for elementary school counselors to 300:1 to match grades 6-12 by 2024.

- This would allow time for school counselors to offer additional Tier 1/Tier 2 social emotional supports to all students and staff. Increasing the time to 2024 gives the district several years to build staff. We realize it can't be done in one year with no one to hire.
- The state should provide the funding to districts to reduce the ratio of elementary school counselors.
- The SCDE should work with Universities to increase the number of students working toward the certification.

Justification for Recommendation 1:

1. This reduced ratio will enable school counselors to provide Tier 1 and some Tier 2 Social emotional supports to students and staff. Current ratios far exceed the recommended level:
<https://www.schoolcounselor.org/press>
<https://www.schoolcounselor.org/asca/media/asca/Publications/ratioreport.pdf> .
2. The American School Counselor Association recommends that schools maintain a ratio of 250 students per school counselor for K-12, and that school counselors spend at least 80 percent of their time working directly with or indirectly for students.
<https://schoolcounselor.org/asca/media/asca/Publications/ASCAEdTrustRHFactSheet.pdf>

Current regulations related to Recommendation 1:

SECTION 59-59-100. Providing services of career specialist; qualification of specialist; career specialists currently employed by tech prep consortia. (A) By the 2006–07 school year, middle schools and by 2007–08 high schools shall provide students with the services of a career specialist who has obtained a bachelor's degree and who has successfully completed the national [Global] Career Development Facilitator ([G]CDF) certification training or certified guidance counselor having completed the Career Development Facilitator certification training. This career specialist shall work under the supervision of a certified guidance counselor. By the 2007–08 school year, each middle and high school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists.

As seen below, elementary (K-5) is not included in EEDA funding.

SC Reg 43–205-

Administrative and Professional Personnel Qualifications, Duties, and Workloads-

Prekindergarten through Grade Five - School Counselors and Specialists in Art, Music, and Physical Education

(a) Schools having any combination of grades one through five must employ the full-time equivalent (FTE) of a school counselor and specialists in art, music, and physical education (PE) in the following ratios for each area:

Average Daily Enrollment FTE Minimum Allotted Time Daily –

800 or more - 1.0 FTE /300 minutes

640–799- .8 FTE /240 minutes

480–639- .6 FTE/ 180 minutes

320–479- .4 FTE/ 120 minutes Less than 320 .2 60 minutes

<http://scsba.org/wp-content/uploads/2017/08/2017-school-law-handout-CathyHazelwood.pdf>

Recommendation 2:

Create a caseload requirement for school psychologists in South Carolina based on recommendations by the National Association of School Psychologists of 500-700:1 by 2024.

- The state should provide the funding to districts to reduce the ratio of elementary school counselors.
- The SCDE should work with Universities to identify recruitment options to increase the number of students working toward the certification.
- Work with districts to develop internship programs to keep more psychologists in the state.

Justification for Recommendation 2:

1. [National Association of School Psychologists recommended staff to student ratio](#)
 - a. School psychologists can provide Tier 1-Tier 3 supports students and staff. Identifying a realistic caseload would provide them the time to offer counseling. Currently, the majority of their time is spent in evaluations and meetings, but they are trained in a Master's +30 program, which includes extensive training for counseling, MTSS, crisis response and teacher consultation.
2. Information from Dr. Scott Decker at USC from the South Carolina SLD Research Project conducted in 2016 for the OSES
 - a. [The data](#) collected from across South Carolina includes the number of certified school psychs in each district. Additionally, to the estimate of the ideal number of school psychologists per district, the upper limit of NASP's recommendation which is 1 psych per 700 students was used. Thus, divided the total child count of the district by 700. To make it easier to read, the two columns for the above info are in bold. With those caveats in mind, the data we have would suggest there are approximately 520 school psychs in S.C. and based on NASP recommendation there should be around 1085.

Recommendation 3:

The SCDE conducts a needs assessment for school counselors, school psychologists, and mental health professionals to determine status of current caseloads and needs in districts for each group.

Justification for Recommendation 3:

1. Additional staff to support the social and emotional well being of our students and staff is needed across the state. A needs assessment is necessary to determine what mental health and social emotional supports are needed in each district.

Recommendation 4:

The SCDE creates a system to accept and vet exemplar plans for SEL and MTSS from districts across South Carolina. These plans should be research-based and include partnerships with community agencies. The SCDE would also create a website to provide each of the exemplars with continuous monitoring and updating of resources.

Justification for Recommendation 4:

1. There are districts and other states offering exemplar services related to SEL, PBIS and MTSS. If we can identify who those districts and states are, we could begin to develop a database of resources that can be shared across South Carolina. An example of this being done exceptionally well is [The Transitional Alliance of SC](#).
2. Creating something like [this](#) for South Carolina, along with approved curriculum and funding.
3. [Most recent DMH caseload/staff report](#)

Recommendation 5:**The state adds school counselors and school psychologists to the critical needs list.**

Justification for Recommendation 5:

This would allow school psychologists and school counselors to receive loan forgiveness and to remove the salary cap for retirees. This would increase the pool of staff interested in serving in South Carolina schools. Neighboring states are offering this as an option as a recruitment tool.

Recommendation 5:**Consider expanding alternative pathways of certification for teachers and school counselors. Suggestions include expanding SC Create, expanding PACE to include school counselors, and including additional special education certifications in PACE to include an autism certification.**

Justification for Recommendation 5:

1. Continue to support the work of SC Create in providing the funding and collaboration with SC Universities to offer alternative certification pathways to special education certification. SC Create only covers SPED certification options since IDEA funds are used. Are there options for a similar program for other areas of need? Nurses? Counselors? Mental Health?
2. Consider a PACE type program for school counselors. An alternative pathway for master's level counselors (LPC, for example) to begin working as school counselors while they are being certified as a school counselor through PACE.
3. PACE ED candidates have to carry a caseload that is primarily ED, Autism, or OHI classified students. Many of these candidates end up teaching in Autism classrooms with a significant lack of Autism training. We propose adding two additional classes to the PACE ED program in order to prepare staff to support ED and Autism students. The proposed classrooms will could be Intro to Autism and an Advanced Course on Behavior Interventions

Recommendation 6:**Consider flexibility or restructuring of the Caseload requirements for special education teachers.**

Justification for Recommendation 6:

Often, Districts have PACE candidates apply for special education positions, but do not need Emotionally Disabled teachers, which is often the only certification offered through PACE. Could it be considered for additional SPED certifications to be added under PACE? Or, providing flexibility on the certifications required for each special education teacher so that districts can meet requirements related to special education caseloads and certifications.

Recommendation 7:**Recommend schools create an SEL committee to identify all available resources in the district and how those resources can be combined to provide the best possible SEL programming for students and staff.**

Justification for Recommendation 7:

[Sample](#) presentation describing the planning from Cabarrus County, NC.

Appendix E – DHEC Interim COVID-19 Guidance for Schools: Management of suspect and confirmed COVID-19 cases

Interim COVID-19 guidance for schools: Management of suspect and confirmed COVID-19 cases

This guidance is intended for schools to plan their response to known or possible cases of COVID-19 as well as known contacts. This is based on what is currently known about COVID-19.

Students or staff with symptoms of COVID-19

Students and staff should be excluded from school if they have:

- Any one (1) of the following
 - Fever – or-
 - Shortness of breath or difficulty breathing -or -
 - Loss of taste or smell -or –
- Any two (2) of the following:
 - Sore throat – and/or -
 - Muscle aches – and/or -
 - Chills – and/or -
 - New or worsening cough

Note: Any child with any one of these symptoms should consider not attending school regardless of meeting exclusion criteria. If these symptoms are explainable by an underlying condition (such as shortness of breath or cough for an individual with asthma) exclusion may not be necessary.

Schools should plan to have a room identified to isolate students or staff with symptoms of COVID-19 identified during the school day.

- Students and staff should be moved safely, respectfully, as well as in accordance with any applicable privacy laws or regulations, to the isolation room for evaluation. The individual should be provided a mask if they are able to use one, and students should be supervised by a staff member who maintains at least six feet of distance and uses appropriate personal protective equipment (PPE) if available.
- School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: What Healthcare Personnel Should Know About [Caring for Patients with Confirmed or Possible COVID19 Infection](#).

Return to school

- Advise sick staff members and children not to return until they have met criteria for return.
- Students or staff excluded for these symptoms should not return until they have either tested negative for COVID-19 or a medical evaluation determines that their symptoms were more likely due to another cause (e.g. sore throat due to strep throat). In this later case, the individual can return when they meet criteria for that condition.
- Students or staff that require testing for COVID-19 will require a negative PCR test or must complete the current isolation criteria for COVID-19 to return to school.
- Current isolation criteria for COVID-19:

- Students and staff who test positive for COVID-19 and persons with symptoms of COVID-19 (see list above) who do not get tested, should isolate until:
 - Ten (10) days have passed since symptoms started - and –
 - Three (3) days (72 hours) have passed since last fever without taking medicine to reduce fever - and -
 - Overall improvement in symptoms.
- Those who test positive by a PCR test but do not have symptoms will be required to stay out of school until ten (10) days after the specimen was collected.
- The criteria above should be used to determine eligibility to return to school. Negative PCR test results are not required after meeting these criteria.

Testing

A student or staff member who develops symptoms of COVID-19 but does not get tested could limit DHEC’s ability to appropriately respond to new cases and ensure the health and safety of other students and staff. PCR testing (nose or throat swab) is highly recommended and is strongly preferred over antibody testing.

- Location of testing sites is available on the DHEC website: <https://scdhec.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19/covid-19-screening-testing-sites>
- Location of DHEC mobile and pop-up testing sites: <https://www.scdhec.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19/covid-19-mobile-pop-clinics>

Cases in classroom

If a student or staff member tests positive, they could have been contagious with the virus up to 48 hours before their symptoms began. It is essential that staff ensure maximum distancing between students and other staff while in the classroom and throughout the day to limit the possibility of transmission. Encourage the use of masks among student and staff able to use them. Routinely using these precautions will help avoid needing to quarantine all classroom contacts of persons with COVID-19.

- Classroom contacts to a known COVID-19 case should remain together in the same cohort to the extent that is possible. They should receive screening for fever and symptoms (see above) each morning until 14 days after last contact with the case.
 - Anyone identified as a classroom contact of a case and who has symptoms of COVID-19 should be sent home and excluded and will be required to get tested to return to school.
- The classroom will need to be closed for [cleaning and disinfection](#) before use again.

Quarantine

Some students or staff may have been told they were a close contact to a case of COVID-19 and have to complete a quarantine period. This means they will be required to stay home so they do not risk exposing others to COVID-19 if they become sick. DHEC staff will inform them of the length of their quarantine period. For students, a parents’ note that they have been cleared from quarantine may be used to allow return to school

- Household contact: If the student or staff lives in the same household as the case, they will have to quarantine until seven (7) days after their household member has been cleared from their isolation period.
- Other household member in quarantine: If the student or staff lives in the same household as someone in quarantine, they will not necessarily need to quarantine themselves unless the household member in quarantine is then determined to be a COVID-19 case. DHEC will notify those who are required to complete quarantine.

Note: This guidance is consistent with information available as of June 14, 2020 and may be updated as new information on this novel virus and evolving situation become available.

Appendix F – Bus Operations



INTERIM GUIDANCE FOR SCHOOL BUSES

Social Distancing and Capacity

- The number of students on the bus should be a maximum of **50%** of standard capacity.
- Allow only one child on a seat at a time to the extent possible.
 - To allow up to 50% capacity, some seats may be occupied by two students. The first uses of two students on a seat should pair household members together on the seat.
 - Three students on a seat should not occur.
 - As feasible, consider increasing the number of buses in use to decrease the number of seats with double occupancy.
- Consider use of assigned seats which remain consistent, in order to facilitate the spreading out of students as much as possible and the seating of household members together as necessary. Alternately, may consider an adult monitor on the bus to ensure appropriate seating is occurring.
- As possible, load the bus back-to-front.

Cleaning and Disinfection

- Each bus shall be cleaned then disinfected using electrostatic handheld sprayer and EPA-approved disinfectant (e.g., BioTab7 disinfectant) twice per day after completion of morning and afternoon routes.
 - If a sprayer is unavailable, the disinfectant may be applied manually to seats, seat belts, portions of windows that students may touch, handrails, and driver's seat and controls.
- Frequently wipe down with disinfectant frequently touched surfaces, including those in the entrance touched by passengers, such as handrails, and those touched by the driver.
 - Disinfect with a [product that is EPA-approved](#) for use against the virus that causes COVID-19, [diluted bleach solution](#), or alcohol solution with at least 70% alcohol.
- Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, contact time, and personal protective equipment).
- Ensure adequate supplies to support frequent cleaning and disinfection practices.

Ventilation

- Increase air exchange on the bus and the input of outside air via available mechanisms, including opening the roof vents and some windows as weather allows.
 - For buses with air conditioning, increasing circulation of outside air should still be performed to the extent possible, since the air conditioning on these buses only recirculates interior air.
 - Recognize that frequent openings of the door will also increase air exchange.



INTERIM GUIDANCE FOR SCHOOL BUSES

Personal Prevention Practices

- Drivers should wear face masks or cloth face coverings. Consideration may be given to recommending them for students.
 - Cloth face coverings should not be used on children under two years old, anyone who has trouble breathing, or anyone unable to remove the face covering without assistance.
 - The CDC has a [pattern](#) and a [video](#) available demonstrating how to make a cloth face covering.
- Drivers may wear disposable gloves, but they should be optional and are not routinely recommended unless cleaning and disinfecting. Frequent use of hand sanitizer is more strongly recommended, with care being taken not to spill any on the floor of the bus when using.
 - If gloves are used, they should be changed when soiled or damaged or after touching something outside of the driver's controls. Used gloves should be disposed of in a lined trash can, and hands should be washed with soap and water for 20 seconds after removing them.
 - Care should be taken not to touch one's face or mask/face covering while wearing gloves, and if this occurs, the gloves should then be changed.

Messaging to Parents

- Educate drivers and students and their parents on the [symptoms](#) of COVID-19 and the importance of staying home if they have any of the symptoms or if anyone in their household tests positive for the disease.
- Frequently message to parents via a variety of methods the importance of social distancing, including not allowing students to congregate at bus stops.
- Translate messaging to appropriate languages.

References

- DHEC COVID-19 webpage: scdhec.gov/covid19
- What Bus Transit Operators Need to Know About COVID-19 (CDC): cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator

This is consistent with guidance available as of June 4, 2020 and may be updated as new information on this novel virus and evolving situation become available.

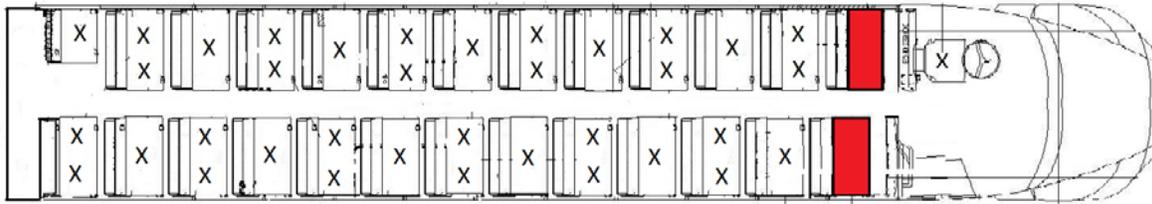
COVID-19 Pandemic Recommended Maximum Bus Capacities

Listed Bus Capacity	Covid-19 Mitigation Capacity
78	36
77	36
72	33
66	30
65	29
62	28
60	27
54	24
*35L	18
*33L	18
*29L	15
23	8

(*) Formulated by reducing the standard seating capacity by 54% while leaving the maximum wheelchair capacity at 100% of buses listed capacity.

Note: No students should sit in the first two seats.

COVID-19 Pandemic Recommended Maximum Bus Capacities



77 passenger bus showing 36 passengers.

This represents approximately 54% reduction in listed capacity with elementary aged students, and a 30% reduction in listed capacity with middle/high aged students.

Note: No students should sit in the first two seats.

Appendix G – Guidelines for Classroom Safety and Student/Teacher Health in the Arts

Guidelines for Best Practices in Safety and Instruction in the Arts

Note: This document will be revised as additional research is conducted on best practices in classroom safety for the arts. For the latest updates to this appendix, please check www.abcprojectsc.com after June 24, 2020.

Comprehensive Guidance for Multiple Disciplines within the Arts

South Carolina Music Education Association

- [COVID-19 Resources](#) (includes materials for Elementary General Music, Band, Choir, Orchestra, Band, and Piano)

National Arts Education Associations:

General

National Association for Music Education COVID-19 Resources

- <https://nafme.org/covid-19/>
- <https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/>
- [Social and Emotional Learning Resources](#)
- [COVID-19 Instrument Cleaning Guidelines](#)

National Art Education Association

- [Elementary Division](#)
- [Middle Level Division](#)
- [Secondary Division](#)
- [Higher Education Division](#)
- [Preservice Division](#)
- [Supervision and Administration Division](#)
- [Museum Education Division](#)
- [Social Emotional Learning](#)
- [Equity, Diversity, and Inclusion](#)

Band

- American Bandmasters Association
 - [ABA COVID-19 Student Safety](#)
- [NFHS Guidance for a Return to High School Marching Band](#)

Chorus

- **American Choral Directors Association**
 - [COVID-19 Response Committee Report](#)
 - [Resources for Choral Professionals During the Pandemic](#)
- **National Association of Teachers of Singing**
 - [COVID Resources Page](#)
 - [Webinar on Safety in Choral Settings](#)
- **Chorus America**
 - [Singing and Reopening Safely](#)

Dance

- **National Dance Education Organization**
 - [Teaching Dance Online Webinar Series](#)
- **Dance Education Organization**
 - *Elementary-* [Identifying Promising Strategies: Ideas for Online Dance for Students Ages 4-8](#)
 - *Middle & High-* [Junior/Secondary NHSDA Additional COVID-19 Induction Ideas](#)
- **Dance USA**
 - [Return to Dancing and Training Considerations Due to COVID-19](#)
 - [COVID-19 FAQ for dancers and dance companies returning to the studios](#)
- **NDEO**
 - [Identifying Promising Strategies: Ideas for Online Dance for Students Ages 4-8](#)

Theatre

- **Educational Theatre Association:**
 - [Creating Online Learning](#)
- **Musical Theatre Educators Alliance**
 - [Resources for Teaching Amidst COVID-19](#)
- **Association for Theatre in Higher Education**
 - [Resources for Teaching Online](#)
- **Dramatics.org**
 - Acting: <https://dramatics.org/tag/acting/>
 - Stage Management: <https://dramatics.org/tag/stage-managers-crew/>
 - Writing: <https://dramatics.org/tag/writing/>
- [Southeastern Theatre Conference COVID Resources](#)
- [Actors' Equity Association Core Principles for Safe and Healthy Theatre Productions](#)

Visual

National Art Education Association

- [NAEA Tips for Returning to the Visual Art and Design Classroom](#)
- [Tips for Teaching Visual Art and Design in a Distance Learning Environment](#)

Other National Arts Guidance:

National Federation of State High School Associations

- [Resources for Music and Theatre](#)
- [National Federation of High Schools COVID-19 Study](#)
- [COVID-19 aerosol research study](#)
- [Guidance for a Return to High School Marching Band](#)

Arts Education Partnership

- [COVID-19 Update: State Policy Responses and Other Executive Actions to the Coronavirus in Public Schools](#)

Texas Center for Performance Arts Health

- [We Mean Clean Guidelines](#)

State Arts Education Affiliates:

South Carolina Arts Alliance

- [Arts Reopening Guide](#)

Palmetto State Arts Education

- [SC District Arts Coordinators Roundtable Discussion; COVID-19 and the Impact on Visual and Performing Arts Programs](#)

South Carolina Music Educators Association

- [Guide for Return to Summer Ensemble Rehearsals](#)
- [SCMEA/SCBDA Returning to Marching Band- Summer Guidelines](#)

SC Dance Education Organization – not yet established

SC Theatre Education Association – not yet established

South Carolina Art Education Association

- [Guidelines for the Visual Arts Classroom](#)

SC Consortium of Gifted Education – meeting scheduled for late June

South Carolina Arts Commission

- <https://www.southcarolinaarts.com/covid-19-response/>

By District:

PSAE Joint Arts Administrators Institute – scheduled for late June

Richland School District Two

- [Orchestra in Fall 2020](#)

Relevant Guidance from AccelerateSC

- [Reopening and Operating Attractions \(including performances\)](#)

Appendix H – SCDE Recommendations for Physical Education and Physical Activity

South Carolina Department of Education Recommendations for Physical Education and Physical Activity

Strategies and recommendations for schools to implement physical education and physical activity programs consistent with the recommendations provided by the CDC.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Physical Education:

Planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy, emotional intelligence and physical literacy. (SHAPE America, 2015)

- Students wash/disinfect hands before/after physical education class.
- Consider activities that require limited or no equipment (lifetime fitness, health-related fitness, etc.).
- If equipment is necessary, create an inventory of items that can be effectively cleaned before and after each class.
- If needed, consider non-porous equipment such as synthetic sports balls, vinyl beanbags, plastic/resin materials (striking implements, scooters, targets, hula-hoops, poly floor spots, cones, etc.).
- Incorporate movement activities that can be performed while maintaining appropriate spacing/distancing between students.
- Post signage/visuals in all physical education/physical activity areas to remind students of social distancing.
- Designate personal space spots/areas for students to use throughout the class/lesson.
- Group students and allow one group to move in a designated space while the others perform movements in their own personal space/area.
- Incorporate stations, circuits, zones to reduce amount of close contact between students.
- Consider increasing opportunities for outdoor activities (weather permitting).
- Secondary schools should consider locker room spaces and if need exists for students to dress out for physical education. If utilized, limit number of students entering at one time and develop a plan for routine cleaning of surfaces.
- Designate specific entrances and exits for all physical education/physical activity areas/facilities.
- To support students with disabilities continue to utilize the modifications and specially designed instruction contained in a student's IEP or accommodations recommended by a student's 504 plan.

Physical Activity

Opportunities before, during and after school (recess, intramurals, classroom activity/movement, walk/run clubs, etc.)

- Consider dividing the recess area or staggering recess times, rather than allowing multiple classes to use the same area/same time.
- Focus on providing activities that do not require the use of equipment.

- Incorporate multiple activity areas/stations/circuits at recess and allow students to choose area for physical activity (monitor group sizes).
- Use of larger playground equipment may need to be discontinued, if it cannot be cleaned between uses.
- Classroom physical activity/movement can be accomplished by having students staying at or near their assigned desks/areas.
- Use visual guides such as floor tape, poly spots, stations, cones, and signs to promote spacing among students.
- Consider maximizing outdoor time by scheduling group meetings, clubs, and activities outside, when possible.

Appendix I – SC School Library Media Services



South Carolina School Library Media Services Re-Entry

All of these recommendations are based on the premise that school libraries can modify services in order to provide equitable access to all library patrons. We recognize that school libraries are essential to teaching and learning and it is imperative that every possible effort is made to avoid eliminating library services to school communities.

- In accordance with school/district policy staff should wear personal protective equipment when interacting with students and other staff members
- Sanitize tables, chairs, and rugs between classes and patrons
- Provide hand sanitizer stations
- Staff, volunteers, and student helpers should wash hands or use hand sanitizer before and after handling books and other materials
- Use air filtration units/systems to reduce harmful microbes that are in the air
- Spacing of chairs and tables to allow for social distancing
- Examine the library space to determine the safe number of visitors allowed in the library at one time to maintain social distancing
- Use signage throughout the library space to help patrons manage their social distance
- In order to limit touching books, student browsing can be done online (Examples: curated resource lists, Destiny collections, Youtube booktalks, etc.)
- Students can put books on hold or request a book using Google Forms or a similar tool and books can be delivered or picked up when ready
- For younger grades, librarians can display books for selection and/or bring a cart of books to the classrooms for students to choose from
- Limit student movement around school and allow the librarian to conduct instruction in the classroom
- After books, periodicals, makerspace materials, and other equipment are returned they should be quarantined for 72 hours before checking in, reshelving, or checking out to other students per CDC guidelines
- Computer labs, maker space equipment and all other non-print materials should be sanitized after each use
- Classes visiting the library for a lesson should bring their own materials/pencil boxes and staff should allow time between class visits for cleaning
- Utilize flexible scheduling to allow for safe distancing practices, collaborative teaching/learning
- Suspend overdue library fines due to possibility of e-learning days and disrupted schedules

- Use keyboard covers in computer labs and on stand alone computer stations
- Suspend use of water fountains
- Restrict use of restrooms
- Add plastic barrier/shield to circulation desk to minimize physical contact
- Suspend interlibrary loan between schools
- Remove stuffed animals and other decorative items that cannot be sanitized
- Suspend student finger scanning and self checkout stations

Schools should also consider the myriad of ways that media specialists can support and lead student learning, even during distance learning, including:

- Provide virtual storytimes/lessons
- Curate resources for families and teachers.
- Hold “open office hours” to provide tech support and research guidance for teachers, students and parents
- Co-teach virtual lessons alongside classroom teachers
- Establish an online presence through website, library catalog, and learning management systems
- Partner with local public library systems to ensure students and families have access to public library online resources (eBooks, audiobooks, subscription databases)
- Provide professional development so that teachers are using reliable online resources with students as well as using best practices for literacy at all age levels
- Plan for virtual author visits and field trips that align with units of study

References

[Pandemic Best Practices](#)

[Humidity Control in School Facilities](#)

[Fall 2020 and Charleston County School District Teacher Librarians](#)

[2020-21 Anderson County School Library Re-Opening Plans](#)

[The Library Community Moving Forward in the New Normal](#)

[Coping in the Time of COVID-19](#)

[Handling Library Collections and Materials During a Pandemic](#)

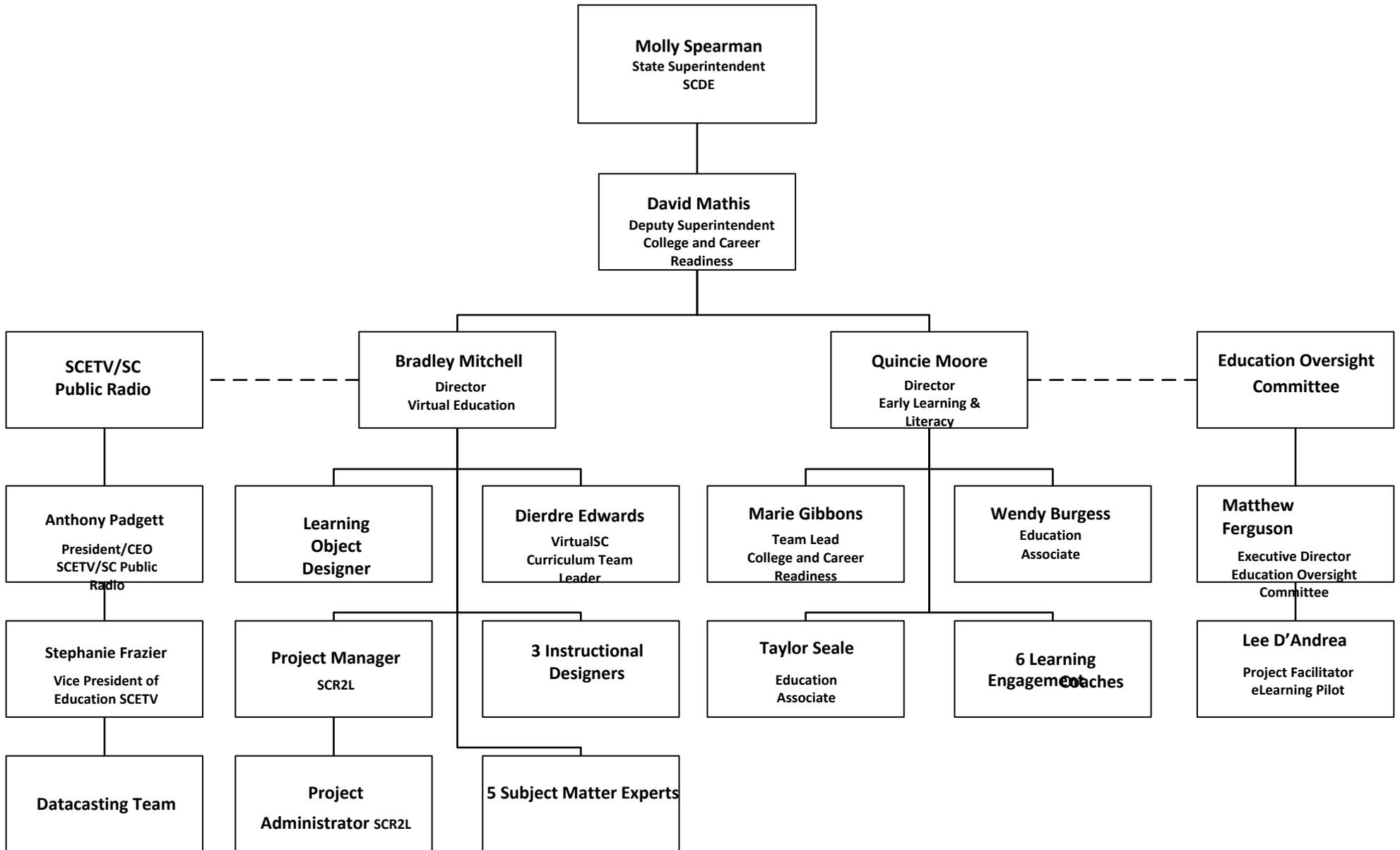
[CDC Cleaning and Disinfection for Community Facilities](#)

[CDC Disinfection and Sterilization](#)

[IMLS, CDC Offer Guidance for Disinfecting Returned Library Books](#)

Appendix J – CTE Guidelines for Re-opening Facilities and Returning to In-person Instruction

SCR2L Organizational Chart



June 23, 2020

The Honorable Molly Spearman
State Superintendent of Education
SC Department of Education
1429 Senate Street
Columbia, SC 29201

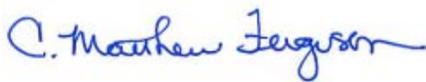
Dear Mrs. Spearman:

As Executive Director, on behalf of the South Carolina Education Oversight Committee, I am writing to express my commitment to the *South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere* (SCR2L) project being proposed to the U.S. Department of Education by the South Carolina Department of Education.

The goal of SCR2L is to provide all South Carolina students with a high quality, robust digital education ecosystem to support continued learning through digital learning resources that can be accessed from a variety of platforms. The Education Oversight Committee will work to provide parent resources that will support remote learning and access to digital tools.

I am pleased to work with your agency on the SCR2L project. Though many challenges are no doubt ahead, I look forward to working to discover lessons of innovation that will raise the expectations for what all children in South Carolina can achieve.

If you have any questions or concerns, please let me know.



Sincerely,

C. Matthew Ferguson, Esq.

Ellen Weaver
CHAIR

Bob Couch
VICE CHAIR

Terry Alexander

April Allen

Neal Collins

Raye Felder

Barbara B. Hairfield

Greg Hembree

Kevin L. Johnson

John W. Matthews, Jr.

Henry McMaster

Brian Newsome

Neil C. Robinson, Jr.

Molly Spearman

John C. Stockwell

Patti J. Tate

Scott Turner

C. Matthew Ferguson
EXECUTIVE DIRECTOR



June 24, 2020

Superintendent Molly Spearman
1429 Senate Street
Columbia, SC 29201

Dear Superintendent Spearman:

Please accept this letter as SCETV's demonstration of commitment to working with the South Carolina Department of Education (SCDE) to complete the activities outlined in the grant application for the U.S. Department of Education's Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) discretionary grant program. The proposed project, *South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere* (SCR2L) will help to create more equitable learning spaces for students that currently lack access to broadband services.

SCDE and SCETV has a longstanding partnership rooted in a shared commitment to providing quality learning experiences for the students in the Palmetto State. Through the SCR2L project, we will have the opportunity to further enhance this partnership by building upon the datacasting pilot currently underway. Datacasting provides a viable content delivery option to students without broadband access by using the station's terrestrial broadcast signal. An expansion of this initiative will help to deliver quality educational resources to students, creating personalized learning experiences for those that might not otherwise have the access due to limited or zero broadband.

Our agency will work collaboratively with SCDE and other identified partners to ensure that key activities are completed and that grant deliverables are achieved as described. This includes the scaling of datacasting to targeted districts in the most remote parts of the state. While our primary area of focus will be the effective implementation of datacasting as a content delivery method, SCETV is committed to offering other support in other areas as needed. Such support might include vetting of instructional content, collaboration on professional development opportunities, and dissemination of information as needed about grant-related activities.

We look forward to working together on this initiative and support the SCR2L application without hesitation. Please reach out to me at [REDACTED] or [REDACTED] if you need anything further as your application is under review.

June 25, 2020

Superintendent Molly Spearman
1429 Senate Street
Columbia, SC 29201

Dear Superintendent Spearman:

Please accept this letter as a demonstration of commitment from Spectrerep to work with the South Carolina Department of Education (SCDE) and South Carolina ETV (SCETV) to complete the activities outlined in the grant application for the U.S. Department of Education's Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) discretionary grant program. The proposed project, *South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere* (SCR2L) will help to create more equitable learning spaces for students that currently lack access to broadband services.

We are currently working with SCETV and SCDE to implement datacasting, a technology that promotes the delivery of targeted and secure educational content using the ETV's terrestrial broadcast television signals. South Carolina is the first in the nation to implement datacasting for educational use. Our company is committed to working with the state's key education stakeholders to establish a delivery system to support students who would otherwise be left behind. We are confident datacasting can support students who lack broadband access, and also complement any other content delivery methods that may already exist.

We have been working over the past several months to transform our existing technology into an effective model for sending standards-aligned, instructional content. Because this technology utilizes SCETV's existing network infrastructure, it can be deployed very quickly throughout the state. Because it is broadcast one-to-many, it can scale quickly, potentially serving 3,000 – 6,000 or more students over the next three years by adding more receivers.

We look forward to working together on this initiative and support the SCR2L application without hesitation. Please reach out to me at [Redacted] if you need anything further as your application is under review.

Sincerely,

[Redacted Signature]

Mark O'Brien
President and CTO
SpectraRep
14150 Parkeast Circle
Suite 110
Chantilly, VA 20151
Office: [Redacted]
Mobile: [Redacted]
Email: [Redacted]
www.SpectraRep.com

List of Acronyms and Definitions

AccelerateED—A task force that assist schools and districts in their efforts to mitigate the effects of COVID-19. Composed of educators and administrators representing all aspects of the K–12 public education system.

BSC—Base Student Cost

CARES—Coronavirus Aid, Relief, and Economic Security

DAP—Developmentally Appropriate Practices

EDLP—Emergency Distance Learning Plan

eLearning Regions—6 regions consisting of 15 LEAs that are part of an eLearning pilot program administered by the SC Education Oversight Committee (EOC). 1 Learning Engagement Coach will be assigned to each of the 6 regions.

EOC—Education Oversight Committee

ESF-REM—Education Stabilization Fund—Rethink K-12 Education Models

ESSER—Education Stabilization Fund for the Elementary and Secondary School Emergency Relief

ETV—South Carolina Educational Television

FCC—Federal Communications Commission

FRC—Fred Rogers Center for Early Learning and Children’s Media

IHEs—Institutes of Higher Education

IMS—Instructional Management Systems

KRA—kindergarten readiness assessment

LEA—Local Education Agencies

Learning Engagement Coaches (LEC)—assist families with remote learning instructional delivery, schools with students who are unresponsive, and collaborate with local service agencies for services to families. 1 LEC will be assigned to each of the 6 eLearning regions as identified by the EOC.

Learning Object Repository (LOR)—Currently in development and will be available prior to the beginning of SCR2L. Will house learning content agnostic to the type of LMS (or paper packet) deployment any LEA may use. Will allow for seamless and easy distribution of high-quality online learning objects, resources, and courses.

LMS—learning management system

LTI—Learning Tool Interoperable

NIET—National Institute for Excellence in Teaching

NSEYC—National Association for the Education of Young Children

OELL—Office Early Learning and Literacy

OSL—Office of Standards and Learning

OVE—Office of Virtual Education

PALS—Phonological Awareness Literacy Screening

PD—professional development

PK-3—Pre-K–3 (Pre-kindergarten through third grade)

PK—prekindergarten

PL—Personalized Learning

SC Education Oversight Committee (EOC)—charged with encouraging continuous improvement in SC public schools, approving academic content standards and assessments, and establishing the state's educational accountability system.

SC Remote Learning Web Portal—provide information and resources in one location on the web currently located at scremotelearning.com. This publicly available web portal houses learning resources developed for summer learning programs and will be expanded through this project.

SCDE—South Carolina Department of Education

SCR2L—South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere

SC—South Carolina

SME—Subject Matter Expert

SpectraRep—leading provider of datacasting solutions, providing a data delivery network via digital public television signals. SpectraRep will serve as a vendor, working closely with SCETV to carry out the datacasting portion of the SCR2L project.

Subject Matter Experts—SC-certified educators and instructional designers familiar with state and national design standards, including accessibility. Will develop additional resources, learning objects, and other instructional materials

TEC—Technology in Early Childhood

Bibliography

- Fred Rogers Center (2020). Educator perspectives. Retrieved from <https://www.fredrogerscenter.org/wp-content/uploads/2020/01/ConveningFinalA.pdf>.
- NAEYC Position Statement (2012). Key Messages of the NAEYC/Fred Rogers Center Position Statement on Technology and Interactive Media in Early Childhood Programs. Retrieved from <https://www.fredrogerscenter.org/wp-content/uploads/2018/03/KeyMessages-NAEYC-FRC-Position-Statement-Mar-6-2012.pdf>.
- US Department of Education (2010). Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies. Retrieved from <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

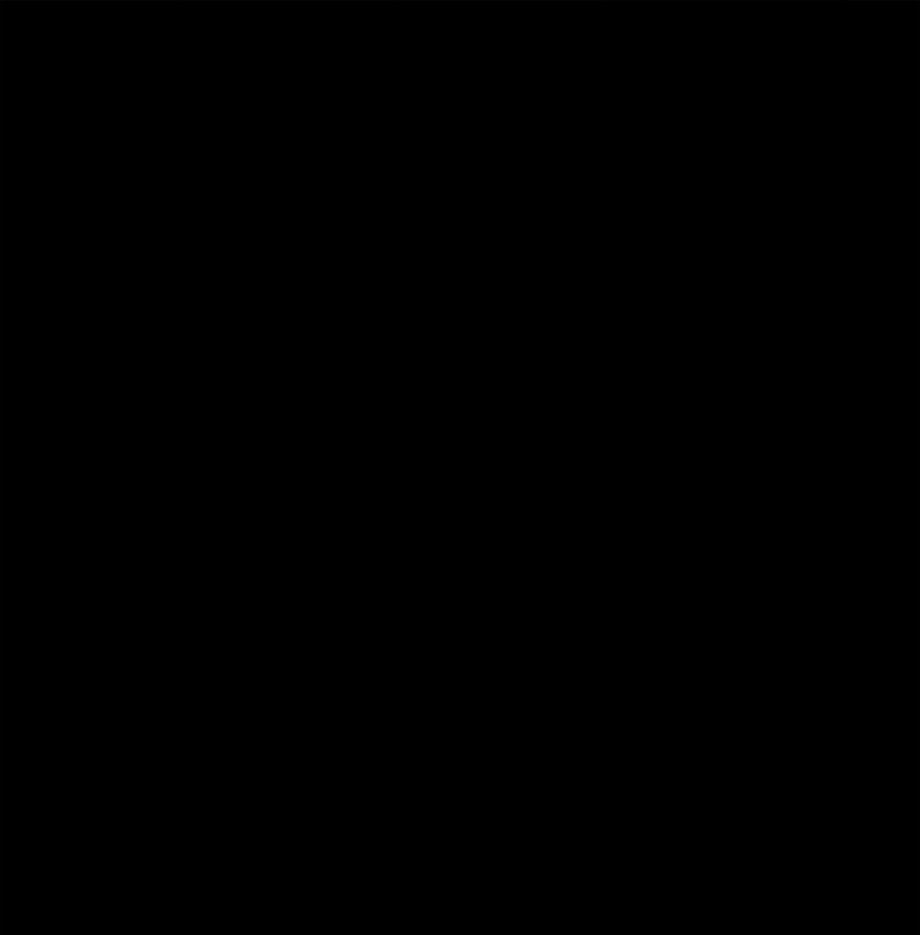
[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere (SCR2L)

Detailed 3 Year Budget and Narrative				
Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Total
Personnel (includes 3% cost of living increase (COLI) in yrs 2 and 3)				
Project Manager (PM, to be hired) 100% full-time employee (FTE) to guide the creation and implementation of a robust digital ecosystem by overseeing all aspects of the project.				
Project Administrator (PA, to be hired) 100% FTE to be responsible for contracts and budget monitoring, logistical arrangements for and promotion of professional development, development of project website, and monitoring and maintaining listservs.				
Engaging Learning Object Developer (ELOD, to be hired) 100% FTE to develop the technical designs of the lesson content. The ELOD will collaborate with the instructional designers and subject matter experts to create multimedia content courses and ensure that multimedia objects meet relevant program and industry standards.				
3 Instructional Designers (ID, to be hired) 100% FTE x \$60,000/ID to develop the digital learning resources. The IDs will collaborate with assigned area content specialists and office teams to maintain and revise existing courses as needed, ensure that online courses meet program standards and reflect best practices in instructional design; manage new course build projects; and provide design consultation to subject matter experts and instructional designers, including the use of Learning Management Systems.				



South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere (SCR2L)

Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Total
6 Learning Engagement Coaches (LECs, to be hired) 100% FTE x \$60,000/LEC to assist families with remote learning instructional delivery, schools with students who are unresponsive, and collaborate with local service agencies to provide services to families. Five LECs will be assigned to and serve one of the 5 eLearning Regions and one LEC will serve the 16 LEAs not assigned to an eLearning Region (not yet ready for eLearning).				
5 Subject Matter Experts (to be hired, SME) 100% FTE x \$\$35/hour x 150 hours (certified teachers) to serve as content experts for PreK-3 course development (one SME per the 5 grade levels).				
<i>Subtotal Personnel</i>				
Fringe Benefits (calculated at 41% for FICA, retirement, worker's compensation, unemployment, health, and dental insurance; includes 3% COLI in years 2 and 3)				
PM (to be hired) 100% FTE				
PA (to be hired) 100% FTE				
ELOD (to be hired) 100% FTE				
3 ID (to be hired) 100% FTE based on \$60,000/ID				
6 LECs (to be hired) 100% FTE based on \$60,000/LEC				
5 SME (to be hired) 100% FTE				
<i>Subtotal Fringe Benefits</i>				
Travel				
LECs travel to LEAs for family/student/school visits (2 visits per year per LEC x 500 round trip miles x \$0.535/mile x 6 LECs).				
	\$3,210	\$3,210	\$3,210	\$9,630
<i>Subtotal Travel</i>	\$3,210	\$3,210	\$3,210	\$9,630

South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere (SCR2L)

Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Total
Equipment				
	\$0	\$0	\$0	\$0
Subtotal Equipment	\$0	\$0	\$0	\$0
Supplies				
Adobe Creative Cloud Software licenses for the PM, IDs, and ELOD for the development of learning objects and online courses (\$636/license per year x 5 staff) annual expense.	\$3,180	\$3,180	\$3,180	\$9,540
Adobe Captivate software or the Learning Object Designer to create and edit learning objects. One time (Year 1) cost.	\$1,299	\$0	\$0	\$1,299
Camtasia Software for the PM, IDs, and ELOD for the development of learning objects and online courses (\$249/license x 5 staff.) One time cost for initial license and \$50 maintenance and updates in years 2 and 3 x 5 staff = \$250	\$1,245	\$250	\$250	\$1,745
Macbook Pro for the Learning Object Designer to support the software needed to develop the technical designs of the lesson content. One time (Year 1) cost.	\$2,399	\$0	\$0	\$2,399
Agency Desktop Computers for PM, PA, 3 IDs, and 6 LECs (11 staff x \$895/each). One time (Year 1) cost.	\$9,845	\$0	\$0	\$9,845
Media Storage for the Learning Object Designer (hard drive or similar to store and transport work) One time (Year 1) cost.	\$250	\$0	\$0	\$250
Brustein & Manasevit EDGAR Handbooks for the management team each (5 handbooks x \$39/ea.) and estimated shipping at \$10. One time (Year 1) cost.	\$205	\$0	\$0	\$205
Annual subscription to the Thompson Grants Expert tool.	\$2,000	\$2,000	\$2,000	\$6,000
Subtotal Supplies	\$20,423	\$5,430	\$5,430	\$31,283

South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere (SCR2L)

Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Total
Contractual				
Vendor(s) to provide copyrighted instructional materials corresponding to identified needs. Based on SCDE's experience with virtual options, students typically use between 2-3 licenses for materials when they enroll in the various options (\$450/student for 5,550 students). Anticipating Literacy-specific software, Math software/materials, etc., and materials that range in cost from \$50/license to \$150/license (depending on vendor, content area, etc). Annual expense with 10% anticipated renewal increase in Years 2 and 3.	\$2,497,500	\$2,747,250	\$3,021,975	\$8,266,725
Datacasting Services - Vendor to provide innovative application of datacasting technology, including all equipment to end users, to serve education needs in 10 LEAs each year (100 equipment packages per year (package includes receiver, antenna, amplifier, laptop, and user fee) x \$735/package x 10 LEAs). Vendor will be overseen by ETV and use their broadcast signal. SpectraRep is the vendor in the current pilot project. However, this will be bid out in compliance with SC Procurement law and in alignment with federal procurement standards in 2 CFR Part 200.317–326. Annual expense.	\$735,000	\$735,000	\$735,000	\$2,205,000
Learning Tool Interoperability (LTI)/Application Programming Interface (API) Integration Vendor – integration to ensure content is IMS Global standards aligned and will work in the learning management system (LMS), the learning object repository (LOR), etc. (\$250/hour x 1000 hours). Annual expense.	\$250,000	\$250,000	\$250,000	\$750,000

South Carolina's Return to Learn: Delivering Quality Instruction Virtually Anywhere (SCR2L)

Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Total
Intergovernmental Contract to SC Education Oversight Committee (EOC) to provide professional development to teachers to assist with communicating resources available to ensure the appropriate learning opportunities for their students and to promote the resources to parents, families, and students, including those outside of the public school system. Annual expense. <u>Details in separate budget below.</u>	\$151,892	\$121,795	\$26,865	\$300,552
Intergovernmental Contract to SC Educational Television (ETV) to provide administration of, oversee vendor for, and provide professional development around datacasting technology in 10 LEAs. Annual expense. <u>Details in separate budget below.</u>	\$62,500	\$62,500	\$62,500	\$187,500
<i>Subtotal Contractual</i>				
Other				
<i>Subtotal Other</i>				
TOTAL DIRECT COSTS				
Indirect Costs (4.4% - SCDE's approved IDC rate)				
TOTAL COSTS				

Contract with the South Carolina Education Oversight Committee (EOC) to provide the following services:

Budget Category	Year 1	Year 2	Year 3	3-Year Total
Supplies				
Software licenses for 3 EOC consultants to develop appropriate family resources (\$1965/consultant for Camtasia and Captivate x 3 consultants for years 1 and 2, and x 1 consultant in year 3).	\$5,895	\$5,895	\$1,965	\$13,755
Macbook Pros for 3 EOC consultants to support the software needed to develop the content (\$2,399/Macbook Pro x 3 consultants).	\$7,197	\$0	\$0	\$7,197
Subtotal Supplies	\$13,092	\$5,895	\$1,965	\$20,952
Contractual				
Three (3) Consultant(s) with instructional technology, parent engagement and/or early childhood content knowledge to provide for the development of parent resources to assist in the support of students during remote learning. Average per diem \$660/day x 180 days in year 1; \$660/day x 115 days for year 2; and \$660/day x 15 days for year 3. Per diem rate will be based on experience and content knowledge.	\$118,800	\$75,900	\$9,900	\$204,600
Vendor(s) to provide video production, dissemination, promotion, and printing of family resources. Approximately 16 videos x \$1250 per production video in year 1; 32 videos in year 2; and 12 videos in year 3.	\$20,000	\$40,000	\$15,000	\$75,000
Subtotal Contractual	\$138,800	\$115,900	\$24,900	\$279,600
TOTAL CONTRACT TO EOC	\$151,892	\$121,795	\$26,865	\$300,552

Contract with the South Carolina Educational Television (SCETV) to provide the following services:

Budget Category	Year 1	Year 2	Year 3	3-Year Total
Contractual				
Travel and professional development resources for datacasting implementation and administration. Travel to 10 LEAs annually (\$2,000), professional development/training sessions (at least two annually) for teachers and key stakeholders (\$10,000), Instructional design/resource development (\$3,000), technical and content support (\$40,000), and evaluation and annual distribution of findings (\$7,500).				
<i>Subtotal Contractual</i>				
TOTAL CONTRACT TO SCETV				

