

# REVISITING THE RETURN TO SCHOOL PLAN 2.2.2021



Harrisonburg  
City Public Schools

Indicators	Lowest risk in schools	Lower risk in schools	Moderate risk in schools	Higher risk in schools	Highest risk in schools
Number of new cases per 100,000 persons within the last 14 days	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
Ability of the school to implement 5 key strategies:	<b>all 5*</b>	<b>all 5</b> correctly but inconsistently*	<b>3-4</b> correctly and consistently	<b>1-2</b> correctly and consistently	<b>no</b> strategies
Masks, Distancing, Hygiene, Cleaning/disinfecting, Contact tracing	TBD	Hybrid Model (All students, 50% at a time)		Up to 30% of students (Through first semester by Board vote in July)	
For lower to highest risk categories, we will not move to the next phase unless we can correctly and consistently implement all 5 key strategies.					

# EXPANDING UP TO 30%

- Goal is to phase in up to 30% by beginning of 2<sup>nd</sup> semester
- Current Plan already permits this expansion
- Continue with existing students
- Add students identified as Priority students to include students failing multiple classes, Seniors at risk of not earning enough credits, Freshman who earned 2 or fewer credits in the fall.
- Schools will identify staff and configurations for supporting the additional students.

# UPDATED RUBRIC

## Student Return Priority Guidance Created December 1, 2020

Within each allowable stage of our fall plan (based on VA, CDC, VDH guidance, building/transportation capacity, etc), this guidance document provides descriptions and considerations of which students should be considered a priority to receiving in-person instruction, and how much time in school would be appropriate.

Priority Level 1:	Priority Level 2:	Priority Level 3:
<p><b>Description:</b> Students with the <u>highest needs</u> related to special education services or English Language Learning needs will be <u>considered</u> for a schedule that provides immediate in-person instruction at the greatest frequency possible (<b><u>potentially</u></b> full-time schedule).</p>	<p><b>Description:</b> Students with <u>intermediate needs</u> related to special education or English language learning will be <u>considered</u> for a schedule that provides in-person instruction immediately at a frequency that will meet their individualized needs (<u>may not be full-time</u>).</p>	<p><b>Description:</b> Students with needs related to special education, English language learning, social/emotional health, or great academic concerns will be considered for a schedule that provides in-person instruction as soon as allowable at a frequency that will meet their individualized needs (not likely to be full-time).</p>
<p><b>ELL Consideration*:</b> Students who are in the <u>beginner/emerging</u> (newcomer/bridging) range on the WIDA screener/ACCESS test <u>and</u> who are new arrivals.</p> <p><u>Approximately 15% of our English Learner student population is participating in face to face instruction as Priority One.</u></p>	<p><b>ELL Consideration*:</b> Non-newcomer students in the <u>developing range</u> (WIDA levels 1.4-2.9) who are struggling with progress and/or engagement.</p>	<p><b>ELL Consideration*:</b> Identified ELs levels 3.0-4.3 as determined by school-based committee factoring in educational progress, prior attendance, grades, access to steady internet, adult support, mental health, and other family/home considerations.</p>

Priority Level 1:	Priority Level 2:	Priority Level 3:
<p><b>Special Ed. Considerations:</b>  Students with the <u>most</u> significant disabilities that prohibit a student’s ability to access a free and appropriate education within a remote learning environment.  *Approximately 15% of our special education population</p>	<p><b>Special Ed. Considerations:</b>  Students with higher incidence disabilities and students identified under Section 504 that have demonstrated an inability to be successful within a remote learning environment (insufficient progress on IEP goals, failing classes, attendance, etc).</p>	<p><b>Special Ed. Considerations:</b>  Students that have been identified with a disability and the IEP or 504 team determines they require face to face instruction to continue to progress within the educational environment.</p>
<p><b>Social-Emotional Considerations:</b>  -Students who qualify for protections under the McKinney-Vento act  -Students connected with child protective services, foster care, the court services unit or with an identified environmental or mental health safety concern in the home or community settings (decisions made in collaboration with HCPS student support team).</p>	<p><b>Social-Emotional Considerations:</b>  -Students who previously received school-based mental health support (TDT, CSB early intervention, HCPS mental health counselor), are currently demonstrating a significant level of need, and do not have access to community based services</p> <p><b>Other Considerations:</b>  -Students without any access to virtual connection.</p>	<p><b>Social-Emotional Considerations:</b>  -Students with a mental health diagnosis without access to community-based services.</p> <p><b>Other Considerations:</b>  -Students who require explicit instruction or intervention due to an area of significant academic or behavioral need.  -Students who are monitored through a school based team (child study or instructional support team) due to significant concerns in the areas of academics or behavior.  -Students currently in the process of an evaluation to consider special education services or section 504 accommodations.</p>

EXPANSION  
UP TO 50% CAPACITY

# DECISION PARAMETERS



- This update will happen when, based upon VDH and CDC guidance, the superintendent and school board determine HCPS schools may have up to 50% capacity.
- The priority for face to face students will be “identified students”, grades k-2, 6<sup>th</sup> grade, students failing 2 or more classes
- In person students will attend 4 days a week
- Families will have the option to remain virtual
- Elementary Level students will be PK-2
- Middle School will start with grade 6 and 7/8 students failing 2 or more classes
- High School will add “identified” students, but otherwise remain virtual

# RATIONALE



- 4 Days a week Plan
  - Staffing will be a challenge and involve rescheduling specials and teacher assistants in order to be able to divide students in order to maintain physical distancing guidelines.
  - Students who have been virtual have 5 day a week opportunities to engage with staff currently and cutting that to 2 or 3 will have an overall negative impact on learning.
- Pk-2
  - This accomplishes the 50% capacity when “identified” students are added.
  - The younger students have had the most challenges with distance learning.
  - These students present the most pressing childcare challenges for families.
- 6th grade
  - This accomplishes the 50% capacity when “identified” students are added.
  - Transition year to middle school.
- High School remain virtual
  - Most high schools students have reached some level of equilibrium with on-line learning.
  - High school freshmen take a spectrum of courses at different levels, so identifying them as a group to bring in face to face presents a re-scheduling scenario that would be to their detriment.



# RETURN TO SCHOOL TRANSITION



## 50% Schedule

Phase II	Monday	Tuesday	Wednesday	Thursday	Friday	
Elementary	Identified students	Identified students	Virtual Learning Day	Identified students	Identified students	
	PK-2	PK-2		PK-2	PK-2	
Middle	Identified students	Identified students		6	Identified students	Identified students
	6	6			6	6
High School	Identified students	Identified students		Identified students	Identified students	

# BACKWARD MAPPING THE TRANSITION



Transition Components	Time frame	People Responsible
<b>Communicate</b> the plan to <b>stakeholders</b>	Weekly	Superintendent
Communicate with <b>parents</b> to determine who will opt to remain <b>virtual</b>	4 Weeks	Principals
Communicate with <b>staff</b> and finalize <b>teaching assignments</b>	3 Weeks	Principals
Re-roster and re-schedule students	3 weeks	Principals
Develop a new transportation plan	3 weeks	CO staff and Transportation Dept.
Develop Food service plan	3 weeks	CO Staff

# BACKWARD MAPPING THE TRANSITION



Transition Components	Time frame	People Responsible
<b>Rewrite IEP</b> for students transitioning to face to face	3-4 weeks	SPED Staff
<b>Staff return</b> to buildings and <b>hire staff</b>	4 weeks	CO and Schools
Communicate with <b>external partners</b> and identify students planning to remain in those placements	2 weeks	CO and Schools

# PHASE INTO 50%

6 Week Return to Partial In-Person Plan							
	Communication	Identify Students	Staffing	Class Lists	Transportation	Learning Spaces	Other Considerations
1st Vaccinations Completed							
Week 1 February 8	Community, External Partners, and Staff (some will come from CO and Buildings)	Survey families to determine student virtual/in-person	Determine in-person/virtual staffing				Develop Food Service Plan
Week 2 February 15			Determine in-person/virtual hiring needs	Identify students required to walk - Safe Walking Zones	Prepare classrooms for additional students		
Week 3 February 22						Re-roster students and teachers	
Week 4 March 1			Re-write IEP's for students changing placements				
2nd Vaccinations Completed							
Week 5 March 8			Phase in non-Tier 1 staff to buildings*				
Week 6 March 15				Share class lists with parents	Share transportation plan with families		
Week 7 March 22	Open Schools to ALL PreK-2 and Grade 6 Students						

\*non-tier 1 staff may be given permission by the principal to continue virtual teaching remotely if space is not available in buildings.