

A GUIDANCE DOCUMENT FOR FAMILIES WITH STUDENTS  
ENROLLED IN SAVANNAH-CHATHAM COUNTY PUBLIC SCHOOLS



# Parent Guidance Document (SY 2020-21)



## Savannah-Chatham County Public School System A School Reopening Guide to Virtual Learning:

SCCPSS will make decisions based on the most up to date and reliable information available. The determination for certain operational approaches will be made with safety in mind and will be driven by information received by the Chatham County Health Department, Georgia Department of Health, Georgia Department of Education, and the Centers for Disease Control.

M. Ann Levett, Ed.D.  
Superintendent of Schools

**THE WAY  
FORWARD**  **One Team, One Goal:  
Student Achievement**

[www.sccpss.com](http://www.sccpss.com)

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## A Message from the Superintendent

Welcome to the new school year! Are you ready to **LOG ON** and **RETURN TO LEARN**? I know these past few months have been unusual, to say the least, for our families and staff. Like the rest of the world, being thrown into distance learning in the last 9 weeks of the school year proved to be quite a challenge. However, we learned a lot and what you will see this year is a significant improvement over our Spring 2020 experience!

For new families and staff, we are excited to welcome you to the SCCPSS family...we're all lifetime learners here!

Everyone is navigating a "new normal." Since we are starting virtually, each staff member and student may have a classroom that doubles as a kitchen table at other times of the day! To start the year, we are introducing several new *distance learning* tools, allowing students, families, and staff to teach, learn, and communicate at enhanced levels. This guide provides critical information on these new tools and processes and you will learn even more as teachers provide messages, materials and lessons using these tools. This guide, along with our new distance learning tools, will be accessible on your desktop, laptop, or phone, making it easy to **RETURN TO LEARNING** from almost anywhere!

When it is safe to do so, we will return to face-to-face time in the classroom and special events. Even that will look very different as we implement smaller classes with changes in how we observe safety protocols. You'll also see distance guidelines at mealtimes, play time, and during extracurricular activities. When we return, you will notice these changes and more in every school, to include health screening checkpoints for everyone's safety.

I'm excited to welcome you to this new school year. It will be different, and it may be challenging at times, but we are here to help you every step of the way. If you have questions, ask your child's teacher or principal. Please also visit our website, [www.sccpss.com](http://www.sccpss.com), as it holds a wealth of current and useful information. The answers can usually be found there! Our very active social media channels are another great source of information.

Thank you for bringing your best self to school this year. We love our families, scholars, and staff. We have GREAT EXPECTATIONS for everyone!

Wishing you an abundance of patience, compassion, and flexibility. Let's get ready to **LOG ON** and **RETURN TO LEARN**.

Warm Regards,

*M. Ann Levett*

M. Ann Levett, Ed.D.  
Superintendent

**#UNPACKYOURPATIENCE**

**#DATADETERMINEDATES**



**School Year Range: August 19 - May 21**

## SAVANNAH-CHATHAM COUNTY PUBLIC SCHOOL SYSTEM 2020-21 SCHOOL YEAR CALENDAR



### LEGEND

 Holiday for All	 Nine Week Period Begins
 Holiday (School Staff/Students)	 Nine Week Period Ends
 District Planning Day	 Progress Reports Issued
 Staff Planning Day	 Report Cards Issued
 E-Learning Day	

### INSTRUCTIONAL PERIODS - Total (170) Days

<b>FIRST SEMESTER</b>	
First Nine-Week Period.....	8/19/2020 - 10/08/2020
Second Nine-Week Period.....	10/13/2020 - 12/18/2020
<b>SECOND SEMESTER</b>	
Third Nine-Week Period.....	01/05/2021 - 03/12/2021
Fourth Nine-Week Period.....	03/15/2021 - 05/21/2021

### PROGRESS & REPORT CARDS

Progress Report.....	09/04/2020
Report Card Issued.....	10/16/2020
Progress Report.....	11/13/2020
Report Card Issued.....	01/08/2021
Progress Report.....	02/05/2021
Report Card Issued.....	03/19/2021
Progress Report.....	04/23/2021
Report Card Issued.....	05/28/2021

Independence Day Holiday (Holiday for All).....	July 3
Teachers Return / Pre-Planning.....	Aug. 3-18
Students Return (Beginning First 9-Weeks Period).....	Aug. 19
E-Learning Day.....	Aug. 19 - Sept. 4
Labor Day (Holiday for All).....	Sept. 7
Fall Break (School Staff/Students).....	Oct. 9
Staff Planning / Student Holiday.....	Oct. 12
E-Learning Day.....	Nov. 3
Veterans Day (Holiday for All).....	Nov. 11
Thanksgiving Break (School Staff/Students)*.....	Nov. 23-25
Thanksgiving Holiday (Holiday for All).....	Nov. 26-27
Winter Break (School Staff/Students).....	Dec. 21-31
Winter Holiday (Holiday for All).....	Dec. 24-25
New Year's Day (Holiday for All).....	Jan. 1
Staff Planning / Student Holiday.....	Jan. 4
Beginning of Third 9-Week Period / Second Semester.....	Jan. 5
E-Learning Day.....	Jan. 5-8
Martin Luther King, Jr Day (Holiday for All).....	Jan. 18
Staff Planning/Student Holiday.....	Feb. 15
St. Patrick's Day (School Staff/Students).....	Mar. 17
E-Learning Day.....	Mar. 18-19
Spring Break (School Staff/Students)*.....	Mar. 29-Apr. 1
Spring Holiday (Holiday for All).....	Apr. 2
Last Day of School (End of Fourth 9-Week Period).....	May 21
Staff Planning.....	May. 24-26
Memorial Day (Holiday for All).....	May 31

### SCCPSS 2020-2021 ACADEMIC SCHOOL YEAR CALENDAR

#### IMPORTANT INFORMATION!

The administrative e-learning model is subject to change based on the existing conditions of the COVID-19 Pandemic.

Should health conditions dictate, a Virtual Learning Model (E-Learning Days) could extend beyond the Labor Day Break and throughout the first nine weeks of the school year.

## Our Commitment to You

While navigating a situation that remains fluid and uncertain, education can be an important stabilizing force for society. We are proud of the community we have built together. The road ahead may have bumps, but we will continue to make significant advances in our shared goals. A key ingredient of our culture is our commitment to the community around us and to future generations of learners. We look for unique ways to collaborate with students and teachers in our schools to share the educational experience and to bring new ideas and new technologies to our students.

The Savannah-Chatham County Public School System is transitioning to a remote learning mode from now through at least the first scheduled break – maybe longer. Classes, assignments, projects, and assessments will be conducted and administered in new ways. The depth of resources assembled in such a short period of time is nothing short of phenomenal. We owe our instructional and technology teams a debt of gratitude for the ability to pivot in such a short time.

As we make this shift, we promise that students will receive the same high-quality instruction they would receive under normal circumstances. Research shows that students may not be equally predisposed to engage in online learning. To that end, our goal is to provide a One-to-One learning environment. We also commit to working with providers to give families access to low-cost internet and we will provide whatever resources we can to families and students with personal hotspots and SmartBus® technology. ALL students will receive the very best our staff can offer, whether they are in a special need or any other category. We will deliver the services to all children as effectively and efficiently as possible.

Our educators care about the development of their students and they recognize and strive to fulfill their responsibilities every day. They cultivate students' curiosity and interest in learning. Our teaching staff is committed to bringing students the educational resources and support they need in this new environment.

Savannah-Chatham County Public Schools are here to serve our community with best practices for teachers, students, and families. We pledge to be as responsive as possible so that your child will perform at the highest level!



## **AN IMPROVED LEARNING EXPERIENCE:**

*The new virtual learning environment will be much different than what was offered in the spring of 2020.*



The District has established standard processes to be used that will promote teaching and learning across three instructional delivery models:

- Virtual Online Learning
  - Paper Learning Packets
  - Offline Chromebook (USB) Method
- 
- ✓ Students' work will be graded. Attendance will be taken to track participation.
  - ✓ Schools will provide information about specific student schedules.
  - ✓ The first few days of school will be devoted to easing everyone into the virtual learning environment.

**STAFF COMMITMENT:** Teachers and staff will have clearly defined roles and expectations and will hold classes and office hours to support students on a daily basis.

**REMEMBER – SAFETY FIRST!** When it's safe to provide an in-person learning option and reopen our schools, we will. SCCPSS will consider the delivery of virtual learning options for families if they remain uncomfortable with returning to classrooms.

## **SCHOOL COMMITMENTS: THE LEARNING EXPERIENCE**

During virtual learning, families can expect that schools and teachers will:

- Make sure students have a Chromebook/laptop or other device.
- Provide a daily blend of live, interactive classes – which will be recorded and posted in itslearning – and self-paced learning activities.
- Give students regular feedback on their work.
- Have daily office hours so students who need help from their teachers can get it.
- Be accessible by email and phone.
- Teach all of the scheduled content for the semester in each course.
- Provide social-emotional learning supports to all students.
- Meet the needs of diverse learners and ensure we provide accommodations, modifications, access, and equity for all students.

## WHAT FAMILIES CAN DO

This school year will present unique challenges for students, parents, and teachers. SCCPSS does not expect parents to become educators, but there are some things parents can do to maximize productivity while students are learning virtually at home:

- Create a daily routine and ensure children have a quiet, dedicated space to do their work.
- Provide a responsible adult to monitor/check in on students on a regular basis.
- Ask questions about what your children are learning.
- Make sure they are getting breaks and getting outside when they can.
- Make sure they're getting adequate sleep and are well-rested when they start learning each day.
- Keep computer and device screens within your view as much as possible.
- Encourage them. Be patient and flexible.

Also, stay up to date on the latest from the CDC and Georgia Department of Health and monitor the SCCPSS Communication channels regularly. Make sure your contact information is up to date at your school so we can ensure our messages reach you.

### Stop the Spread of Germs

**Stay informed about the virus and how it spreads.**



When in public, wear a cloth face covering over your nose and mouth.



Do not touch your eyes, nose, and mouth.



Clean and disinfect frequently touched objects and surfaces.



Wash your hands often with soap and water for at least 20 seconds.

Teach your children healthy habits. Remember, per the CDC, COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles. Fortunately, there are a number of actions WE ALL can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

*We hope that this guide will serve as a helpful resource to you. Please check our website and social media regularly for updates!*



## The Learning Management System (LMS)

A House of Learning! Open the door to a world of wonder!

The Savannah Chatham County Public School System (SCCPSS) has purchased a Learning Management System (LMS)! The LMS, also known as *itsLearning* is an online cloud-based solution that will provide parents, students, and staff a “one stop shop” for all things relating to curriculum and content management, instruction, tools for assessment and communication, and reporting and analytics. The system will integrate content to provide a seamless process for remote learning and **will be accessible via the District website.**

Students will access the LMS via their device anywhere they wish that has an internet connection. Simply visit [sccpss.com](http://sccpss.com) for the log in portal. Teachers will populate the system with lessons, classroom assignments and will communicate with parents and students via messages.

***Students will be immersed in group work and on solo assignments! And just like in face-to-face learning, you can “raise your hand” and ask for help on a project!***



### THE HOUSE THAT SAVANNAH-CHATHAM BUILT

An easy way to understand the LMS is to picture a house that comes with standard appliances and everything you need to move right in! Once your settled, special furnishings and a custom setup can be arranged. School will have the ability to customize learning tools to fit the needs of students! Just like your house – all is in order and arranged just right! Open the door to learning with the SCCPSS online learning solution!



*itsLearning was a winner in the 2019 EDTECH Awards!  
This instructional delivery model will help us REIMAGINE  
LEARNING in this brand-new world of education.*



## Tools and Know-How for Virtual Learning!

Parent tools and resources!

We want you and your child to have all the tools needed for success! In a world of virtual learning, you need all the support you can get so we've created some excellent resources that will help you understand the exciting world of learning that your child will be engaged in every day!



### THE POWER OF POWER SCHOOL! Log into the Parent PowerSchool Portal

*Many of our parents already know how PowerSchool can help them be a part of their child's education Every Step of the Way!*

- Find out what's going on at your child's school anytime, anywhere! With PowerSchool's Parent Access you can read announcements, catch up on your students' class assignments, checkout grades, attendance and discipline. More information: <https://spwww.sccpss.com/dad/sis/Pages/Parent-Access.aspx>
- ✓ Request a Parent Access Account: [https://savannahchatham.az1.qualtrics.com/jfe/form/SV\\_9Sme3EiH8cNFJqt](https://savannahchatham.az1.qualtrics.com/jfe/form/SV_9Sme3EiH8cNFJqt)
- ✓ Parent Access Login: <https://sccpss.powerschool.com/public/home.html>

## VIDEO RESOURCES:



### POWERSCHOOL INSTRUCTIONAL VIDEO: Parent Access How to Videos

<https://spwww.sccpss.com/dad/sis/Pages/Training-Videos.aspx>



### (LMS) THE LEARNING MANAGEMENT SYSTEM:

**LOG ON TO LEARN!** Students will log on through the *itsLearning* landing page that will be prominently displayed on the district's website at [www.sccpss.com](http://www.sccpss.com) or through their school's website!



These videos will give you an idea of the tremendous power of this very robust system:

[ITSLEARNING VIDEO CHANNEL](#)  
[ONBOARDING](#)

[ITSLEARNING OVERVIEW](#)  
[STUDENT PERSPECTIVE](#)

[TUTORIALS](#)

## USING A CHROMEBOOK



INSTRUCTIONAL VIDEO – Setup: [How to setup you Google Chrome Book Video](#)

INSTRUCTIONAL VIDEO – Operate: [SCCPSS – How to Operate the Chromebook](#)

## Technology Descriptions and Support



AT THE HEART OF EDUCATION

Online teaching and learning platform for teachers and students. Provides portal services and smartphone app for teachers, students, and parents. Available to all K-12 teachers and students.



Online standards-aligned, courses and curriculum in ELA, Math, Science, and Social Studies. Available to grades 6 – 12 (Available to grades 3 – 12 through the eAcademy).



Online formative assessment tool to measure COVID-19 student learning loss. This information will assist schools on student support and instructional recovery.



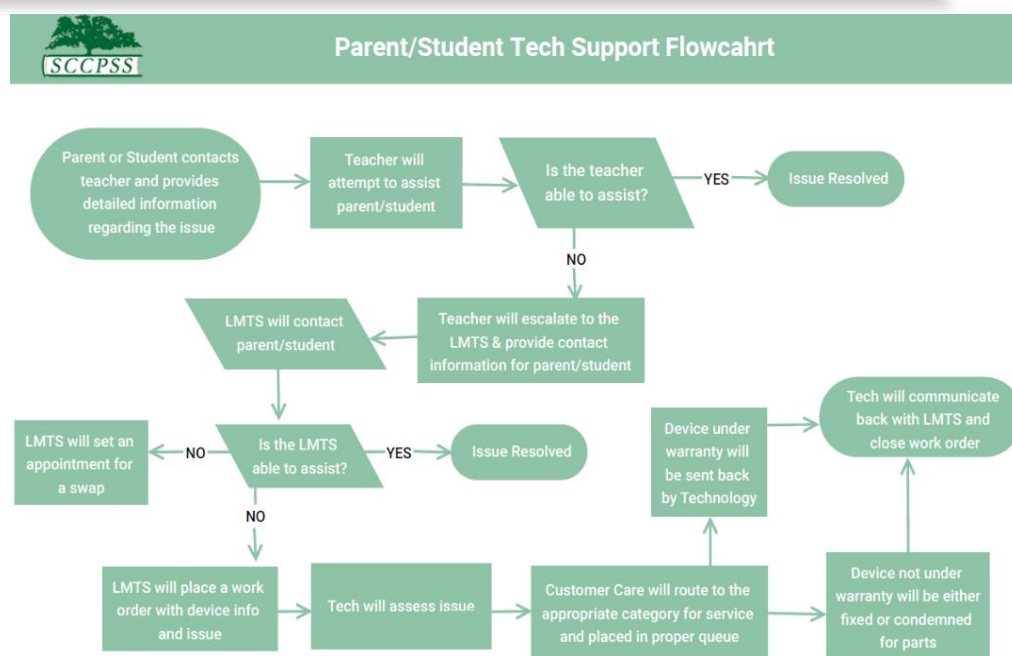
The District will provide busses equipped with SmartBus technology that will provide WiFi to areas with low penetration.



Personal hotspot devices may be checked out from your school's media center!

### Technology Support Path:

If a parent or student has a technology problem, the first step is to contact your teacher. If the teacher is unable to assist, he/she will escalate the issue to Library Media Technology Specialist (LMTS). The LMTS will contact the parent/student. If the LMTS is unable to resolve the issue, he/she will place a work order to have the device repaired OR will set an appointment to swap the device.



## Daily Schedule: TEACHING & LEARNING

Independent learning days will provide students with high quality instruction that is engaging and encompasses lessons that are reflective and in alignment with the Georgia Standards of Excellence. The overarching goal is to stay connected with students and ensure teaching and learning is still occurring (i.e. online discussions, two-way communication, real-time assignments vs. work packets, feedback and formative assessments, group work, and independent work). Guidance for students' schedules is provided in this document as well as sample teacher schedules. Keep in mind, times for virtual schedules may vary from those utilized in a brick and mortar setting.

*Best practices for instructional hours for students:*

Pre-K	4 hours
K-3rd	4.5 hours
4th-5th	5 hours
6th-12th	5.5 hours

### Learning Day Overview at a Glance:

Grade Level	Teacher- Facilitated Learning* (Direct Instruction, Office Hours, Small Group, and Individual)	Independent Learning Activities/Task	Nutrition and Wellness (snack, lunch, rest, connect, time management) Does not count for Instructional Time
Pre-K	2 hours per day 10 hours per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
K-3	2 hours, 20 minutes per day 11 hours, 40 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
4 <sup>th</sup> – 8 <sup>th</sup>	2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
9 <sup>th</sup> – 11 <sup>th</sup>	2 hours, 50 minutes per day 14 hours, 10 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended
12 <sup>th</sup>	2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum)	Daily/weekly No Required Minimum	Daily 2 hours recommended

\*Based on the school year and a 5-day week (50% calculation based on dedicated instructional hours; recess and/or breaks, professional development, and parent/teacher conference allowance was subtracted prior to the calculation).

\*\*Twelfth graders typically follow established daily high school schedules but end their school year earlier than students in Grade 9<sup>th</sup> – 11<sup>th</sup>.

## SAMPLE SCHEDULE:

GRADES 6 – 8 SAMPLE STUDENT SCHEDULE					
Time	Monday	Tuesday	WEDNESDAY	THURSDAY	FRIDAY
7:30 – 8:00	Login, Attendance, Advisement, Mindfulness/Social Emotional Learning Lessons, Individual/Group Counseling Sessions, Announcements				
8:00 – 8:45	1 <sup>st</sup> Period	1 <sup>st</sup> Period	Finish assignments and submit as needed, instructional focus for remediation and enrichment; participate in personalized support to attain mastery of the content and skills of the course, SCCPSS lunch distribution, etc.	1 <sup>st</sup> Period	1 <sup>st</sup> Period
8:45 – 8:55	Brain Break				
8:55 – 9:40	2 <sup>nd</sup> Period	2 <sup>nd</sup> Period	Finish assignments and submit as needed, instructional focus for remediation and enrichment; participate in personalized support to attain mastery of the content and skills of the course, SCCPSS lunch distribution, etc.	2 <sup>nd</sup> Period	2 <sup>nd</sup> Period
9:40-10:10	Movement Break				
10:10 -10:55	Instructional Focus/Additional Period if Needed				
11:05– 11:50	3 <sup>rd</sup> Period	3 <sup>rd</sup> Period	Finish assignments and submit as needed, instructional focus for remediation and enrichment; participate in personalized support to attain mastery of the content and skills of the course, SCCPSS lunch distribution, etc.	3 <sup>rd</sup> Period	3 <sup>rd</sup> Period
11:50 -12:30	Lunch				
12:30 – 1:15	4 <sup>th</sup> Period	4 <sup>th</sup> Period	Finish assignments and submit as needed, instructional focus for remediation and enrichment; participate in personalized support to attain mastery of the content and skills of the course, SCCPSS lunch distribution, etc.	4 <sup>th</sup> Period	4 <sup>th</sup> Period
1:15 – 1:30	Brain Break				
1:30 – 2:15	5 <sup>th</sup> Period	5 <sup>th</sup> Period	Finish assignments and submit as needed, instructional focus for remediation and enrichment; participate in personalized support to attain mastery of the content and skills of the course, SCCPSS lunch distribution, etc.	5 <sup>th</sup> Period	5 <sup>th</sup> Period
	Support Structures				
2:30 – 3:30	*Tutorial/Students continue independent work as needed with teacher support *Twilight classes *Email support	*Tutorial/Students continue independent work as needed with support *Twilight classes *Email support	*Tutorial/Students continue independent work as needed with support *Twilight classes *Email support	*Tutorial/Students continue independent work as needed with support *Twilight classes *Email support	*Tutorial/Students continue independent work as needed with support *Twilight classes *Email support

## Student Attendance: Participation

Attendance will be defined by a student's participation. Students will be considered in attendance when they are participating in active instruction and/or educational services. This will apply to in-person, virtual, remote, or hybrid models. Examples include time spent working in the online platform, log-in activity, attendance during live instruction, submission of student assignments, and student/teacher interactions.



**Definition of Participation:** Actively participating includes any of the following:

- ✓ Login and work in class/courses every day
- ✓ Participate in online class every day
- ✓ Complete and submit assignments or tasks by due dates
- ✓ Participate in group activities
- ✓ Communicate with teacher or staff as needed (online, email, or phone)
- ✓ Check email daily and activities within the ITSL-LMS platform

**Attendance Tracking When there is No Internet Connection:** When working from a printed packet or refueling station, students must engage in the learning activities assigned through this method. Teachers will be in contact with students to monitor activity, provide assistance, and offer instructional support. Students will be considered in attendance based on participation through teacher engagement and submission of assignments.

**Absence:** If a student is going to be absent, a parent or guardian must alert the student's teacher by email or phone. After a student is enrolled and he/she has not successfully been in contact with his/her teacher for more than 48 hours without an approved absence notification, the teacher will contact the student's parent/guardian and document the attempt(s) as well as the outcome (i.e. made contact or unable to reach the parent/guardian). Teachers should make reasonable attempts to make contact after 24 hours and no later than 48 hours. Attempts to contact the student and parent/guardian should include email as well as a phone call. After the 3rd unsuccessful attempt, a referral will be made to the School Social Worker. The School Social Worker will then follow the district process for making contact with the student and family.

## **TYPES OF INSTRUCTION:**

**Direct instruction** occurs when teachers utilize explicit teaching techniques to teach a specific skill to students. The following 5 steps comprise direct instruction: Introduce material to activate prior knowledge, present new material, provide guided practice, give feedback, provide independent practice, and evaluate/review learning.

**Two-way instruction** is interactive between the teacher and student. This interaction occurs through shared documents, email, video, text, or audio discussions, etc. Resources for two-way instruction include the following: Google Meet, PearDeck, Pre-Recorded Videos and Screencasts, FlipGrid, Shared Documents, Live Discussion Boards, etc.

**Guidelines for direct/two-way instruction and availability are as follows:**

Teachers will use the following daily guidelines as they design at home learning activities that are engaging, aligned to the standards and provide rigorous instruction. Activities will vary and allow for flexibility in times, access to technology/resources, and learning styles. Below are sample schedules for teaching and learning.

In order to ensure all students are able to utilize the resources and receive a clear understanding of how to access the appropriate tools for instruction, each instructional site should design a comprehensive advisement plan that details the “How to” for the first days of Independent Learning. At a minimum, the plan should include the following:

- Communication Protocol (each teacher should provide direction and post to the school website)
- Instruction/review on the use of the Learning Management System
- How to contact teachers, counselors, school administrators, and other critical staff
- Expectations for attendance and participation in classes
- Appropriate behavior/communication in online classes
- Other critical information for a successful virtual learning experience

## The Home Learning Space

### Tips to Help Families Create Effective Virtual Learning Environments

The rapid closure of schools due to the outbreak of COVID-19 took many families by surprise. Suddenly, kids all over the country were being asked to learn from home. Parents became teachers overnight! Online learning is a new experience for most families, and in the new virtual learning environment for the 2020-2021 school year, everything old will be new again. We know it is not easy to convert living rooms into classrooms so here are some tips to prepare your child for online learning at home.

**1. Create a learning space for your student.** Reducing clutter helps kids focus and your scholar needs a quiet space that allows them to listen to material to lectures, videos, or classroom discussions – and this means turning off the TV. Stock the learning space with all the supplies your student needs, keeping in mind that if the space is a “family space,” you’ll need a place to pack away all materials after learning time is over.

**2. Make a schedule and stick to it.** Following a schedule keeps everyone on track and minimizes the risk of kids missing out on schoolwork. Make sure to be aware of your child’s virtual school schedule and ensure they stay focused and on track for learning. Students must be present and logged on for learning throughout the virtual model. Don’t know the schedule? Reach out to your child’s teacher for additional information.

**3. Reduce distractions.** Our homes have lots of distractions – video games, computer games, social media, TV, toys, pets. Make a list of the things that distract your child, then find ways to limit them during learning time.

**4. Create a classroom calendar to keep track of assignments.** Setting up a system to keep on top of deadlines will help your child stay organized. Post a calendar and mark it with due dates. Use visual markers to break an assignment down into smaller steps and the specific strategies needed to complete it.

### ***Home Learning Space (cont.)***

**5. Get plenty of exercise.** Research has shown that exercise helps us think better. When we move our bodies, our problem-solving, memory, and attention improve. Physical activity is a natural way to reduce stress and prevent anxiety. Experts say that when we get our heart rate up, it has a positive impact on how we think. The best time to exercise might be right before tackling schoolwork. It's also good to take exercise breaks throughout the day.

**6. Contact your child's teacher.** Online education or learning at home requires family support. To support your child, set up a direct line of communication with your child's teachers. Use email, text, phone calls, or maybe even video conferencing to connect. The SCCPSS Learning Management System, *Its Learning*, provides built in tools to help parents stay in touch. If you're not sure how to do an assignment, don't guess - reach out for help.

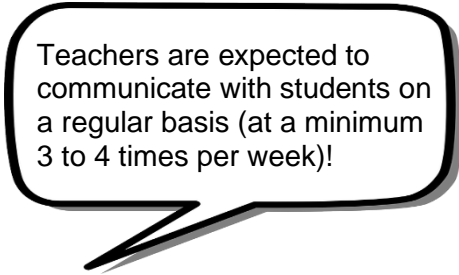
## **Printed Packets and Refueling Stations**

When technology is not available, we are here to help!

**For Households without Internet Access:** If a student in grades PreK - 12 does not have access to a computer or device (tablet, Smartphone, etc.) the school system will make every effort to loan that student a Chromebook/device.

### **CONNECTIVITY RESOURCES: WE WANT TO STAY CONNECTED WITH YOU!**

- SCCPSS Hotspot Device
- SCCPSS WiFi Smartbus
- Chatham County Public Libraries
- Comcast Internet Essentials Program
- SCCPSS School Sites: Parents and/or students can park in any school parking lot and have access to the district network and email assignments or upload assignments to the student portal.



Teachers are expected to communicate with students on a regular basis (at a minimum 3 to 4 times per week)!

If a student does not have internet access through home service, a hotspot device, proximity to a Smart Bus, Public Libraries or other WiFi service options, then the student may utilize the **“Refueling Station.”** The Refueling Station is an SCCPSS alternative that provides students a paperless method for receiving assignments and returning completed work to their school.

## HERE'S HOW THE REFUELING STATION WORKS:

Students will be provided meaningful work that can be completed by utilizing pre-loaded folders on the Chromebook/device each student has been provided.

- Students receive a Chromebook or will use a home device.
- Students will be given a flash drive with preloaded grade and course specific assignments to be completed.
- When students complete the assignment for the allotted time, they will report to the location provided (Refueling Station) with the flash drive.
- The flash drive will be submitted to the person(s) operating the stations and the information downloaded and sent via email to the teacher.
- The student will be given another flash drive to download completed lessons for submission at the next refueling.

**PAPER PACKETS:** In the event students require a paper packet for completion of assignments, packets will be available at designated sites throughout the district.

- Teachers will reach out to parents within the first two to three days of school to determine if students are not able to participate in virtual instruction.
- If a student is unable to participate, the Refueling Station process will be recommended to the parent.
- If the parent declines to participate in the Refueling Station Process, the offer for paper learning packets will be provided, and the packet reservation process will be discussed with the parent. Teachers will ensure parents are aware of the process.
- The packets will be placed in bins outside the front entry of each site and will be available by reservation – phone or online. Teachers will contact students and have them pick up the packets from the front of the school site.



**QUESTIONS?** *Here are some common questions we have received regarding our virtual school model:*

***On e-Learning Days, does my child have to log in every day?*** Yes! Students should check in daily for advisement. Students must log in to the system each day to check for assignments, participate in classroom discussions, seek individual assistance, and receive assessments. Schedules will be provided.

***How will attendance be taken?*** Attendance will be defined by a student's participation. Students will be considered in attendance when they are participating in active instruction and/or educational services. This will apply to in-person, virtual, remote, or hybrid model.

***Will there be assessments?*** For SY 2020-2021, the existing formative assessment will be used to measure COVID-19 student learning loss. This information will assist schools on student support and instructional recovery. An Assessment Calendar has been posted



to sccpss.com. GMAS testing may be waived based on the waiver request the Georgia Department of Education submitted to the United States Department of Education. If the waiver is approved, there will be no administration of the Georgia Milestones EOGs, Georgia Milestones EOCs, or Georgia Alternate Assessment (GAA) 2.0 during the 2020-21 school year. Should this occur, the Assessment Calendar will be updated.

***Will the district provide devices to students?*** Yes, the district is moving to 1:1 as quickly as possible. Chromebooks have been ordered for student use. Plans for distributing devices will be announced on our website, sccpss.com and over our social media channels.

## Services for Students with Disabilities

The Savannah-Chatham County Public School System is dedicated to providing a quality educational experience for all students!

### **Priorities for Specialized Instruction:**

- Focus on the health, safety, and welfare of our students and staff members
- Provide a Free and Appropriate Public Education (FAPE)
- Collaborate with parents/guardians throughout the remote learning model to provide students with disabilities a Distance Learning Plan of prioritized supports and accommodations in light of current circumstances.

### **What are we doing to ensure that individual student needs and their IEPs or 504 Plans are being considered during this time of distance learning?**

Distance Learning Plans will be created for each student with a disability. The Distance Learning Plan will assess the student's needs and identify action items as part of the plan. Parents will be contacted during school preplanning to schedule a Distance Learning Plan meeting.

### **What are we doing to engage, consider, and incorporate parent feedback regarding their child's education during the period of virtual learning?**

The Distance Learning Plan will be developed in collaboration with parents in order to seek input regarding the individualized needs of their child. The Associate Superintendent, Senior Director for Specialized Instruction, and the District Specialized Leadership Team will conduct monthly focus groups with parents and other stakeholders to seek feedback and suggestions for improving virtual supports and services throughout the distance learning period.

## **Additional Supports**

**Behavior-based consultation** may be scheduled by completing the Behavior Request form. Parents will be contacted for consultation. Specialized instruction behavioral staff will be available by request for consultation or coaching via audio/video conferencing. Click here to schedule: [Behavior-based consultation](#)

**Academic assistance** may be scheduled by completing the Academic Support request form. Academic supports will be provided as needed. Click here to schedule: [Academic assistance](#)

**For URGENT CONCERNS** regarding specialized instruction parents may call the Hotline for immediate assistance at 912-395-5509. The phone hotline will be available Monday through Friday from 9:00 a.m. - 5:00 p.m. Parents can also email [SIS@SCCPSS.COM](mailto:SIS@SCCPSS.COM).



## **DISTANCE LEARNING PLANS FOR STUDENTS WITH DISABILITIES (504 PLANS AND IEPs)**

### **WHAT IS THE PURPOSE OF THE DISTANCE LEARNING PLAN?**

IEPs and 504 Plans were developed to be implemented in a traditional brick and mortar, face-to-face learning environment. The Distance Learning Plan (DLP) outlines how the IEP or 504 supports and services will be provided in a virtual learning environment. Your child's IEP or 504 Team will collaborate with you in order to individualize supports to best meet the needs of your child during distance learning.

### **PROCESS**

Parents of students with disabilities will be contacted by their child's special education case manager or 504 Coordinator during pre-planning to set up a virtual meeting to develop a Distance Learning Plan. Based on the most current IEP or 504 Plan, the DLP will address the following:

- An assessment of your child's ability to access distance learning including preferred types of activities and mode of access.
- Distance infrastructure available at home.
- How your child's special education services, accommodations, and related services identified in their IEP or 504 Plan can be effectively implemented in virtual learning settings necessitated by the District's response to COVID-19.
- How your child's special education teacher and other service providers will collect data related to IEP goals and objectives.
- Specialized instruction virtual classes may include a combination of the following:

- Direct, real time instruction
- Individual instruction via audio or video conference
- Group instruction via audio or video conference
- Student-directed assignments and activities
- Accommodations, instructional methods, frequency and communication for each content area will be outlined in the DLP.
- If your child is eligible for Speech-Language Therapy, Occupational Therapy, and/or Physical Therapy, these services will be addressed within the Distance Learning Plan and will be provided via an audio/video platform.

## CONTACT LIST

### DEPARTMENT FOR SPECIALIZED INSTRUCTION

PROGRAM MANAGER	EMAIL ADDRESS	PROGRAMS	ASSIGNED SITES
Lashawna Alderman	<a href="mailto:Lashawna.Alderman@sccpss.com">Lashawna.Alderman@sccpss.com</a>	VI and Related Services Hospital/Homebound	Beach, Brock, DeRenne, Garrison, Savannah Classical, Shuman, White Bluff, Garden City, Southwest MS
Sally Courson	<a href="mailto:Sally.Courson@sccpss.com">Sally.Courson@sccpss.com</a>	Speech-Language & Deaf/HOH Services	Gadsden, Marshpoint, Tybee, IOH, Coastal MS, Islands, Hesse, SAA, Hodge
Shelly Foster	<a href="mailto:Shelly.Foster@sccpss.com">Shelly.Foster@sccpss.com</a>	Pre-School Intervention Services, Babies Can't Wait Transition, Child Find	Formey, Howard, Heard, PWES, Oglethorpe, SHS, Southwest ES, PK Assessment Center
Aaron Jackson	<a href="mailto:Aaron.Jackson@sccpss.com">Aaron.Jackson@sccpss.com</a>	RTI/MTSS	CEMCS, Godley, Myers, Pooler, Williams, Woodville, Early College, WFHS, Johnson, SCELA
Vanessa Keener	<a href="mailto:Vanessa.Keener@sccpss.com">Vanessa.Keener@sccpss.com</a>	Behavioral Services & Section 504	Rice Creek, Hubert, Groves, Largo, Pulaski, Smith, Wings, WREP/ACES, Coastal Harbor
Brad Speer	<a href="mailto:Robert.Speer@sccpss.com">Robert.Speer@sccpss.com</a>	Autism Services	WFES, Low, Gould, Georgetown, LEAP, STEM, Jenkins, Haven, Ellis
Renee Williams	<a href="mailto:Renee.Williams@sccpss.com">Renee.Williams@sccpss.com</a>	Adaptive Services	Butler, WCES, WCMS, NHHS, Susie King-Taylor, Bloomingdale, Mercer, Lakeside

**Parent Mentors:** Parent Mentors help facilitate communication & collaboration between the parent and the school team. Parent Mentors are a great resource for families and provide workshops throughout the school year to address various concerns for parents of students with disabilities!

**Parent Mentor Contacts:**

Julie Hardeman: [Juliet.Hardeman@sccpss.com](mailto:Juliet.Hardeman@sccpss.com)

Lastanya Dillard: [Lastanya.Dillard@sccpss.com](mailto>Lastanya.Dillard@sccpss.com)

## Gifted Education

We're dedicated to providing a quality educational experience for all students!

### **Priorities for Gifted Education:**

- Continue to screen and identify potential students for gifted education.
- Provide gifted education services for all students and offer a differentiated virtual learning experience.
- Collaborate with parents/guardians to provide gifted students with a quality virtual learning experience that meets or exceeds their needs.

### **What are we doing to ensure that individual student needs and their gifted services are being considered during this time of distance learning?**

Gifted student contracts will be completed by each teacher to document differentiation provided for gifted identified students receiving services. Differentiation will be documented in the form of a teacher contract and in lesson plans.

*\*\*Observation of gifted virtual courses will be completed by principals, assistant principals, academic coaches, and the gifted program specialist.*

### **What are we doing to engage, consider, and incorporate parent feedback regarding their child's education during the period of virtual learning?**

Each school has a designated lead gifted specialist on staff. The lead gifted specialist is available to answer parent concerns and make necessary adjustments in response to parental feedback. Virtual meetings and phone conferences will be held upon request.

#### **WE'RE HERE FOR YOU!**

*Each school has a designated lead gifted specialist on staff. If you need assistance – contact your school today!*

In addition, weekly virtual meetings will be conducted with lead gifted teachers by the district gifted program specialist to collaborate for student success.



## Pre-K Students

Students will receive monthly learning boxes to complement virtual learning. Parents can retrieve the learning boxes from their child's home school site monthly through curbside pickup events at designed times that will be communicated to parents. All items are consumable so there is no need to return them!

### ***THE LEARNING BOX!***

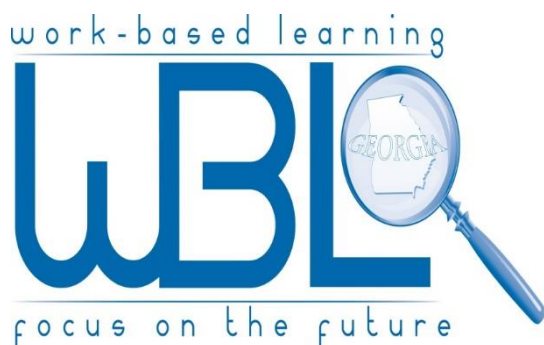
- ✓ Traditional materials
- ✓ Award winning reading books
- ✓ Videos and hands-on materials



## Career and College Readiness

### *CTAE and Work Based Learning*

Career, Technical, and Agricultural Education (CTAE) is preparing Georgia's students for their next step after high school - college, beginning a career, registered apprenticeships, or the military. Georgia CTAE pathway course offerings, and the new Educating Georgia's Future Workforce initiative, leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce. CTAE offers students more than 130 career pathways within the 17 Georgia Career Clusters.



**WBL:** Work-Based Learning Programs are structured experiences that connect the student's career goal and classroom learning with a productive work environment. Work-Based Learning includes student placement that may be paid or unpaid positions.

Work-Based Learning provides students with opportunities for instruction not only in academics but also in occupational skills, career exploration, and guidance in identifying employment and educational goals. Students have the opportunity to connect what they learn in school with work-site application, enabling a smooth transition into the work force and/or education beyond high school.

The Three Interlocking Components of Work-Based Learning:

- Student Career Goal
- Related Coursework
- Structured Work Experience

**Work Based Learning programs will continue during the Virtual Learning Model.**

Interested students should apply using the online or printed paper process detailed below. In addition, all students must work with their Work Based Learning school-based instructor or the District Work Based Learning Coordinator to secure employment.

**Eligibility:** All 11th and 12th grade students who are on track for graduation, are a minimum of 16 years of age, and meet the program requirements may enroll in the Work-Based Learning Program.

**Work Permits:** A work permit data sheet must be initiated either online or via paper by the minor prior to being completed by the employer.

**Online Process:** The online work permit data sheet has three sections.

- Section A (Completed by the Minor)
- Section B (Completed by the Employer)
- Section C (Completed by the Issuing Officer)

The issuing officer may be the:

- County Superintendent of School or designee
- Designated Issuing Officer of a public school
- Principal Administrative Officer of a licensed private school or designee

The instructions for obtaining an online Employment Certificate (commonly called work permit) are listed in the link below.

<https://dol.georgia.gov/child-labor-employment-certificate-instructions>

**Manual Process**

The attached link contains a copy of the work permit data sheet for those individuals that prefer the process by paper. Click the link for a printable document. [Work Permit Pdf](#)

The form has two sections:

- Section A (Completed by the Minor)
- Section B (Completed by the Employer)

After sections A and B are completed the student will deliver the form to the Issuing Officer. The issuing officer may be the:

- County Superintendent of School or designee
- Designated Issuing Officer of a public school
- Principal Administrative Officer of a licensed private school or designee

*We look forward to working with you!*

## Student Well Being and Helpful Resources

*Will we stay home forever? What's a protest? When will I be able to go back to school?*

The events currently impacting our nation and world may be difficult to process and/or understand. A global pandemic, civil unrest in response to ongoing injustice, a struggling economy and more, are all shaping our lives. Naturally, our children may be curious and have a lot of questions that need and deserve to be answered. It is essential to provide your child with the opportunity to discuss these important issues rather than allowing television, social media, or their friends to entirely shape their world view. If you need assistance in explaining or discussing these difficult topics, the resources below may be helpful.

If you are seeking area counseling resources, please check with your insurance provider or primary care physician, as counseling services are included with most plans. Local community agencies are also listed below.

*\*Please note, the resources provided are for informational purposes only. The Savannah-Chatham County Public School System does not endorse a particular resource or entity for counseling services. We strongly encourage you to utilize the resource that best meets your personal needs.*

- Savannah Counseling, (912) 790-6500: Provides a variety of counseling services to individuals of all ages.
- Heads Up Guidance Services, (912) 417-4320: Provides a variety of counseling services to individuals of all ages.
- Hospice Savannah, (912) 303-9442: Provides grief counseling for individuals and groups ages 6 and up.
- Georgia Collaborative Administrative Services Organization: The GA Collaborative ASO provides a searchable database to connect citizens with area providers.

## H.E.R.O Database:

In need of local resources for community services? The [H.E.R.O \(Health Effective Resource Organization\) Database](#) is here for you! H.E.R.O is a searchable database for local community resources and agencies. The database includes several categories including COVID-19, Government Services, Hotlines, Food, Utilities, Housing, Legal/Tax, Volunteering, Clothing/Household Items, Healthcare, Transportation, Youth Services, Mental Health, Substance Abuse, Jobs and Public Benefits, Healthy Babies, Senior Services and more. The [H.E.R.O Database](#) is a collaborative effort between St. Joseph's/Candler Health System African American Health Information and Resource Center and Healthy Savannah.

## **Counseling Services:**

School counseling services are an integral part of the educational experience by providing instruction and support in the academic, career, and social/emotional domains. Counselors will be available during the regular school day to provide synchronous counseling instruction in coordination with academic and elective/connections teachers. Counselors will also provide individual and group counseling support as appropriate using ItsLearning, Teams, Zoom, and phone calls.

School counselors will provide referral resources to parents/guardians of students in need of intensive therapeutic support. In coordination with the School Social Workers, and District Homeless Liaison, School Counselors can also provide parents with information on community resources to assist with resolving needs such as food insecurity, housing, internet access, and more.

Parents are encouraged to visit the school counseling website for their child's school as well as the [district counseling website](#) for up to date information and resources. Parents may also find resources such as [Parent Toolkit](#) and [Child Mind Institute](#) helpful for resources to support students in returning/adjusting to school, building appropriate social and peer relationships, navigating safely online, dealing with anxiety, and much more.

## **SOCIAL WORKERS:**

As SCCPSS begins remote learning for the SY20-21, School Social Workers will continue their role to serve as student advocates and to help remove barriers to students' academic success. School Social Workers will continue to serve as a liaison between students/families and the community resources needed to support them.

The role and responsibilities of social workers during remote learning will involve a collaboration of resources. Our team of social workers will develop and identify resources for students and parents to support active engagement during E-learning days and make these resources available and assist parents in knowing where to find them. Moreover, if needed, social workers will be available to provide step-by-step support to guide them through that task.

School Social Workers will fully utilize online communication platforms such as Google Voice, Remind, Teams and/or Zoom meetings to remain connected with students and families on their caseloads and to collaborate with community resources (Front Porch, Juvenile Court, DFCS, etc.). School Social Workers will be available by phone 8am – 5pm daily and by email. There is a social worker assigned to each school that will be available to assist students and families as needed.



## SCHOOL SOCIAL WORKERS SY 2020 - 2021 SCHOOL ASSIGNMENTS

School Social Worker	Schools	Contact Numbers
Debra Cone <a href="mailto:Debra.Cone@sccpss.com">Debra.Cone@sccpss.com</a>	Oatland Island Pre-K, Howard ES, Marshpoint ES, Coastal MS, Islands HS* & Tybee Maritime Academy	Cell: 438-9356 Office: 395-2000, x. 797226
Tabatha Crawford <a href="mailto:Tabatha.Crawford@sccpss.com">Tabatha.Crawford@sccpss.com</a>	Groves HS*, Port Wentworth ES & Rice Creek	Cell: 655-5353 Office: 395-2520
NaTussha Futch <a href="mailto:Natussha.Futch@sccpss.com">Natussha.Futch@sccpss.com</a>	AB Williams ES, STEM Academy*, Johnson HS & GED	Cell: 665-0732 Office: 395-3500
Kimberly Harvey <a href="mailto:Kimberly.Harvey@sccpss.com">Kimberly.Harvey@sccpss.com</a>	Early Learning Center @ Henderson Formey* & WINGS	Cell: 547-7397 Office: 395-5500
Laurel Anne Jacobs <a href="mailto:Laurel.Jacobs@sccpss.com">Laurel.Jacobs@sccpss.com</a>	Juliet Low, Myers MS & Student Success Center*	Cell: 704-6836 Office: 395-5584
Ashunti Lyons <a href="mailto:Ashunti.Lyons@sccpss.com">Ashunti.Lyons@sccpss.com</a>	Southwest ES, Pooler ES & Southwest MS*	Cell: 665-8920 Office: 395-3543
Penny Maggioni <a href="mailto:Penny.Maggioni@sccpss.com">Penny.Maggioni@sccpss.com</a>	Suzie King Taylor, Oglethorpe Charter & Student Success Center*	Cell: 547-8734 Office: 395-5584
Jessy McMullan <a href="mailto:Jessy.McMullan@sccpss.com">Jessy.McMullan@sccpss.com</a>	Coastal Empire Montessori, Savannah Classical Academy & Student Success Center*	Cell: 429-5450 Office: 395-5584
Melinda Miller <a href="mailto:Melinda.Miller@sccpss.com">Melinda.Miller@sccpss.com</a>	Hodge ES, Pulaski ES & Beach HS*	Cell: 661-0695 Office: 395-5330
Jamal Piankhi <a href="mailto:Jamal.Piankhi@sccpss.com">Jamal.Piankhi@sccpss.com</a>	Largo-Tibet, Windsor Forest ES, Windsor Forest HS* & GED	Cell: 346-8294 Office: 395-3400
Stacey Reid <a href="mailto:Stacey.Reid@sccpss.com">Stacey.Reid@sccpss.com</a>	Hesse K8, White Bluff & Garden City ES*	Cell: 659-4080 Office: 395-3325
Chequeta Riles <a href="mailto:Chequeta.Riles@sccpss.com">Chequeta.Riles@sccpss.com</a>	The Front Porch*	Cell: 663-2020 Office: 652-6571
Heather Rudolph <a href="mailto:Heather.Rudolph@sccpss.com">Heather.Rudolph@sccpss.com</a>	Brock ES*	Cell: 547-6042 Office: 395-5300
Raessha Stanley <a href="mailto:Raessha.Stanley@sccpss.com">Raessha.Stanley@sccpss.com</a>	Garrison K8, Mercer MS* & Hubert	Cell: 244-0421 Office: 395-6700
Keiwonda Tennerson <a href="mailto:Keiwonda.Tennerson@sccpss.com">Keiwonda.Tennerson@sccpss.com</a>	West Chatham ES, West Chatham MS, New Hampstead HS & GED	Cell: 429-0093 Office: 395-5584
Tara Tolbert <a href="mailto:Tara.Tolbert@sccpss.com">Tara.Tolbert@sccpss.com</a>	Student Affairs, DeRenne MS & Isle of Hope K8	Cell: 665-0187 Office: 395-1126
Julie Vaughn <a href="mailto:Julie.Vaughn@sccpss.com">Julie.Vaughn@sccpss.com</a>	Early College, Shuman & Savannah HS*	Cell: 328-9318 Office: 395-5966
Leslie Walker <a href="mailto:Leslie.Walker@sccpss.com">Leslie.Walker@sccpss.com</a>	Gould ES, * Haven, Woodville-Tompkins & LIPT	Cell: 656-5718 Office: 395-5400
Marsha Williams <a href="mailto:Marsha.Williams@sccpss.com">Marsha.Williams@sccpss.com</a>	Bloomingdale*, Godley Station K8, Georgetown	Cell: 239-7547 Office: 395-3680, x. 70739

School Social Worker	Schools	Contact Numbers
Francina Wright <a href="mailto:Francina.Wright@sccpss.com">Francina.Wright@sccpss.com</a>	Ellis Montessori, Heard ES, J.G. Smith ES & Savannah Arts*	Cell: 658-6039 Office: 395-5000
Kathenia Wright <a href="mailto:Kathenia.Wright@sccpss.com">Kathenia.Wright@sccpss.com</a>	Jenkins HS, Butler ES*, Gadsden ES & Student Success Center	Cell: 658-0640 Office: 395-2525
Juanita Guilford <a href="mailto:Juanita.Guilford@sccpss.com">Juanita.Guilford@sccpss.com</a>	Building Bridges MS	Cell: 677-9520 Office: 395-6780
Kerrie Thain <a href="mailto:Kerrie.Thain@sccpss.com">Kerrie.Thain@sccpss.com</a>	Building Bridges HS	Cell: 644-0601 Office: 395-2540



How to wash your hands for elementary students: [Wash You Hands Video \(Elementary\)](#) and [Cartoon: How to Wash Your Hands](#)  
How to wash your hands in Spanish/Acabe con los microbios. ¡Lávese las manos! [Acabe con los microbios. ¡Lávese las manos!](#)  
Clean hands matters for adults/parents: [Clean Hands Matter Video](#)  
Clean hands - [Clean Hands Video](#)  
Clean Hands for Pre-K-2<sup>nd</sup> Students - [Baby Shark \(Wash Your Hands\) Video](#)  
Stop the spread video: [Prevent the Spread Video](#)  
Talking to children about COVID: [Helping Children Cope](#)

## Pandemic Electronic Benefit Transfer (P-EBT) Provides Extra Help for Students

The Families First Coronavirus Response Act includes a benefit called Pandemic-EBT (P-EBT) for children who received free or reduced-price school meals in the 2019-2020 school year, but their school was closed. The Georgia Division of Family & Children Services (DFCS) in partnership with the Georgia Department of Education (DOE) has been approved to operate the new Pandemic Electronic Benefit Transfer (P-EBT) program. This program will provide extra help to children who normally would receive free or reduced school lunch. Families will receive a one-time allotment of \$256.50 in total P-EBT benefits per child.



Visit our website to learn more! CLICK HERE: [\(P-EBT\)](#)



## SCCPSS Meal Service Plan

*Point of Sale Service to be offered. Monitor [sccpss.com](http://sccpss.com) for schedule updates!*

**THE MEALS ON THE BUS GO ROUND AND ROUND!** Throughout the virtual learning model, school lunch will be available to SCCPSS students and will be provided at designated bus stops at designated times. The District is planning a point of sale process that will allow students to purchase lunch just as if they were in school!

- A student ID will be required.
- There will be no cash accepted at bus stops (payment must be completed in advance online).
- School breakfast will continue to be offered at no cost.
- Meal Service schedules will be posted/updated at [sccpss.com](http://sccpss.com)



Prior year meal status will remain through **September 30, 2020**, so make sure to fill out your free/reduced meal application today! Parents and guardians will have until September 30 to complete the application process for free and reduced meals. **Remember, SCCPSS families who receive free/reduced lunch must reapply each year to maintain their recipient status.**



**MEAL APPLICATIONS:** Paper applications are available at the Application Center located at 3609 Hopkins Street, Savannah, GA, 31404. Please make an appointment by calling 912-395-1066. Both online and paper applications are available in English and Spanish. There is also a meal application drop box located at the site for afterhours delivery. The district strongly encourages parents to apply online by going to [myschoolapps.com](http://myschoolapps.com). The link is available on the district's School Nutrition page at [sccpss.com](http://sccpss.com) or by clicking the following link - simply visit: <https://www.myschoolapps.com>

### 2020-2021 MEAL PRICES:

There will be no change to meal prices this year.

*Meal prices are as follows:*

- Breakfast at no cost to all students
- Full Price Lunch in Grades K-12 - \$3.00
- Reduced Price - \$.40



## Athletics and Extra Curriculars

To the Parents of SCCPSS Student/Athletes.

As you are fully aware, the public health crisis caused by COVID-19 (coronavirus) led to the unprecedented closure of schools in Georgia and across the nation for last quarter of the 2019-2020 school year. The District is closely monitoring all guidance for the reopening of schools and will follow best practices for the safety of all students and staff.

While we are hopeful that we will soon see a return to normal, we also recognize there are many factors to consider in this ever-changing environment. To that end the Savannah-Chatham County Public School System has been following the recommendations of the Georgia Department of Health, the Centers for Disease Control (CDC), and the Georgia High School Association (GHSA). On Monday, June 15, 2020, we were excited to take the first step in our return to athletics and offered a summer conditioning program subject to a number of requirements.

As always, safety will be our guiding principle in working with our student athletes. We have developed a Guidance Document that will ensure the safety of all participants and will build on our commitment to strong hygiene and preventative measures.

### ATHLETIC SAFETY MEASURES

The following will be implemented:

- No visitors will be allowed at our workouts. Only students, coaches, and other pertinent staff.
- Staff will be tested for COVID-19 prior to working with students.
- Staff and Students will be screened each day before entering the building. Anyone with COVID-19 symptoms or a fever over 100.4 will not be allowed in the building.
- A maximum of 20 people will be allowed during a workout session. This includes coaches and other staff.
- Protective face coverings are mandatory inside the building.
- Weight Room equipment will be cleaned after use by each athlete.
- Each student will spray and wipe all surfaces after using equipment and will be supervised by the coaching staff and custodian on duty.
- Custodial staff will disinfect all rooms and equipment each day between all workout sessions and again at the end of the day.

- Students must arrive at their designated workout time and leave immediately after their session is complete.
- Students are not allowed to linger in the building or on campus.
- Students must bring their own water as we will not have water available.

We believe the guidelines and protocols that we have developed will allow for a safe environment for your child to participate in conditioning and practice in preparation for the upcoming fall sports season.

**FALL SCHEDULE:** SCCPSS has reviewed GHSA guidance, researched other districts across the state, and conferred with area health officials. Currently, SCCPSS intends to follow the fall sports/extra-curricular schedules utilizing existing safety protocols for the following:

Softball	Cheerleading
Cross Country	Volleyball
Football	Band

### **GHSA has announced the Delay of the Start of Football by two weeks:**

Region start date currently scheduled: September 4, 2020

### **Extra-Curricular Activities:**

School administrators and extra-curricular advisors will work together to develop plans regarding the provision of possible opportunities for club participation.

## **Staff Health and Safety Requirements**

**Currently, all SCCPSS building remain closed to the public.**

A core group of staff members may be working in a limited capacity to ensure the delivery of virtual learning and other services. In advance of an eventual return to in-person learning and for the safety of our staff, SCCPSS has implemented safety protocols to ensure the health and wellness of anyone who may enter our facilities.

The District stays in close communication with the Department of Health for Coastal Georgia. Our schools will continue to coordinate with and follow the recommendations of the Georgia Department of Public Health (GDPH), Centers for Disease Control (CDC), Georgia Department of Education (GaDOE), and Governor Kemp's executive orders.

When in person teaching resumes, schools will adhere to the following health and safety protocols:

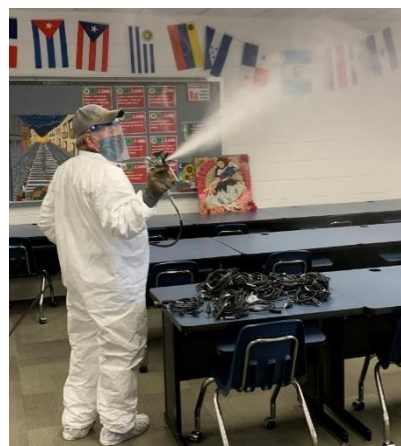
- Increased hygiene and sanitation protocols
- Enforcing social distancing where practical



- Utilizing directional hallways where possible
- Keeping students with their cohort groups, to include recess and lunch
- Providing meal service in classrooms
- Limiting parent and visitor access to the office area only
- Avoiding large gatherings, such as assemblies



Entry to buildings will be regulated and monitored, and SCCPSS staff are required to wear face coverings (face mask or face shield). Entry into any SCCPSS building requires a temperature check, as well as a series of screening questions. Anyone presenting symptoms of illness while at school will be sent to a designated quarantine room. Workplace etiquette and hygiene reminders will be offered in the form of signage and verbal instruction.



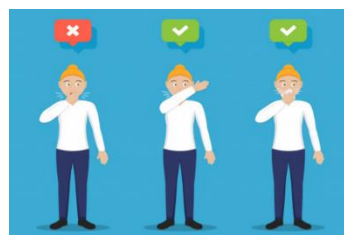
## DEEP CLEANING DAYS!

**Currently, all SCCPSS buildings remain closed to the public.**  
Schools Closed Wednesdays for Deep Cleaning - No Staff on site.

Currently, all Savannah Chatham County Public School buildings are closed to the public; however, staff are working to support the delivery of virtual instruction. In support of safety, health, and wellness, SCCPSS has built in a deep cleaning day each week that will require the buildings to be empty. Staff will work remotely each week on Wednesdays. This practice will remain until further notice. While no staff will be in the building each

Wednesday, they will still be available to assist with your needs by telephone and email. Make sure to check your school's website for contact information.

No employees are to enter schools on Wednesdays except those who are performing the deep cleaning or authorized to enter. This includes all athletic fields and free-standing buildings on the school site.



## WHEN IN-PERSON TEACHING AND LEARNING RESUMES:

Our facilities and buses have been studied for capacity with physical distancing requirements. Some spaces may be modified to achieve appropriate distancing and manage reduced classroom sizes; meal delivery may be shifted to classrooms to further prevent exposure.

Other typical classroom and movement practices may change when we use this model to keep the environment safe. For example, when taking breaks, students will socially

distance from their classmates. Each classroom will be equipped with hand sanitizer, paper towels, disposable gloves, tissues, bleach-free disinfectant wipes, and disinfectant cleanser for use during the school day.

**MANAGING COVID CASES:** If an SCCPSS teacher or student tests positive for COVID-19, we will notify the local health department and contact tracing procedures will begin. If the tracing impacts our school family, we will notify the appropriate parents in accordance with privacy requirements. The District has a communication plan in the event an employee or student becomes ill at school, tests positive for the virus or is exposed to someone who has tested positive. Parents must keep children who are ill at home. The District will follow established protocols for staff and student illness. Students who get sick at school will be referred to the school nurse and parents will be contacted.

Water fountains will be disabled. All students will be issued a refillable water bottle donated by community partners. If they choose, parents may also send bottled water with their child.

## Checklist: Planning for Virtual or At-Home Learning

The following information has been pulled from CDC Guidance and pertains to the SCCPSS Virtual Opening. For a full list of CDC Guidance, visit: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html#planning-at-home-learning>

### Guidance for Setting-up for Virtual or At-Home Learning

<b><i>Actions to take and points to consider</i></b>	<b><i>Notes</i></b>
<input type="checkbox"/> Try to attend school activities and meetings that may be offered. Schools may offer more of these virtually. These meetings can be a way to express any concerns you may have about the school's plans.	
<input type="checkbox"/> Create a schedule with your child and make a commitment to stick with it. Structure and routine can greatly help your child from falling behind with assignments. Discuss your family's schedule and identify the best times for learning and instruction, as well as family-oriented physical activity, such as walks outside. A family calendar or other visuals could be useful for keeping track of deadlines and assignments.	
<input type="checkbox"/> Try to find a space where you live that's free of distractions, noise, and clutter for learning and doing homework. This could be a quiet, well-lit place in your dining room or living room or a corner of your home that could fit a small table, if available.	
<input type="checkbox"/> Identify opportunities for your child to connect with peers and be social — either virtually or in person, while maintaining physical distance.	

## Guidance for Setting-up for Virtual or At-Home Learning

Actions to take and points to considers	Notes
<input type="checkbox"/> Find out if there will be regular and consistent opportunities during each day for staff and student check-ins and peer-to-peer learning.	
<input type="checkbox"/> Ask if the school will offer virtual or socially distanced physical activity. If not, identify ways to add physical activity to your child's daily routine.	
<input type="checkbox"/> Ask your school what steps they are taking to help students adjust to being back in school and to the ways that COVID-19 may have disrupted their daily life. Supports may include school counseling and psychological services, social-emotional learning (SEL)-focused programs, and peer/social support groups.	
<input type="checkbox"/> If your child participates in school meal programs, identify how your school district plans to make meals available to students who are learning virtually at home.	
<input type="checkbox"/> If your child has an Individualized Education Program (IEP) or 504 Plan or receives other learning support (e.g., tutoring), ask your school how these services will continue during virtual at-home learning.	
<input type="checkbox"/> If your child receives speech, occupational or physical therapy or other related services from the school, ask your school how these services will continue during virtual at-home learning.	
<input type="checkbox"/> If your child receives mental health or behavioral services (e.g., social skills training, counseling), ask your school how these services will continue during virtual at-home learning.	
<input type="checkbox"/> If you anticipate having technological barriers to learning from home, ask if your school or community can provide support or assistance for students without appropriate electronic devices for schoolwork (like a computer/ laptop or tablet).	

## Mental Health & Social Emotional Wellbeing Considerations

<b><i>Actions to take and points to consider</i></b>	<b><i>Notes</i></b>
<input type="checkbox"/> Watch for and anticipate behavior changes in your child (e.g., excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating), which may be signs of your child struggling with <a href="#">stress and coping supports</a>	
<input type="checkbox"/> Talk with your child about how school is going and about interactions with classmates and teachers. Find out how your child is feeling and communicate that what they may be feeling is normal.	
<input type="checkbox"/> Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19.	
<input type="checkbox"/> Ask your school about any plans to support <a href="#">school connectedness</a> to ensure that students do not become socially isolated during extended periods of virtual/at-home learning.	
<input type="checkbox"/> Check if your school has any systems in place to identify and provide mental health services to students in need support. If so, identify the point of contact for these services at your school.	<i>Name of school point person:</i>  <i>Contact information:</i>
<input type="checkbox"/> Check if school has a plan to help students adjust to virtual/at-home learning and more broadly, to the ways COVID-19 may have disrupted their daily life. Supports may include school counseling and psychological services, social-emotional learning (SEL)-focused programs and curricula, and peer/social support groups.	
<input type="checkbox"/> Identify opportunities for your child to be physically active during virtual/at-home learning.	
<input type="checkbox"/> You can be a role model for your child by practicing self-care: <ul style="list-style-type: none"> <li>○ Take breaks</li> <li>○ Get plenty of sleep</li> <li>○ Exercise</li> <li>○ Eat well</li> <li>○ Stay socially connected</li> </ul>	



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

## Need Help? Here's Who to Contact:

### Academics Affairs Division:

Kaye Aikens, *Associate Superintendent of Elementary/K-8 Schools*  
[Kaye.aikens@sccpss.com](mailto:Kaye.aikens@sccpss.com) .....912-395-5582

Bernadette Ball-Oliver, *Associate Superintendent of Secondary Schools*  
[Bernadette.ball-oliver@sccpss.com](mailto:Bernadette.ball-oliver@sccpss.com) .....912-395-5637

Dr. Vallerie Cave, *Associate Superintendent of K-12 School Transformation and Innovation*  
[Vallerie.cave@sccpss.com](mailto:Vallerie.cave@sccpss.com) .....912-395-5530

Dr. Kimberly Hancock, *Associate Superintendent of Learning Support Services*  
[Kimberly.hancock@sccpss.com](mailto:Kimberly.hancock@sccpss.com) .....912-395-5582

### Services for Students with Disabilities.....912-395-5877

Michelle Finch, *Senior Director, Specialized Instruction* [michelle.finch@sccpss.com](mailto:michelle.finch@sccpss.com)

### Gifted Education.....912-395-1112

Joy Key-Smith, *Gifted & Advanced Learning* [joy.Key-Smith@sccpss.com](mailto:joy.Key-Smith@sccpss.com)

### Pre-K Students.....912-395-5877

Amanda Drought, *Program Manager-Early Childhood* [amanda.drought@sccpss.com](mailto:amanda.drought@sccpss.com)

### Student Affairs (School Social Workers).....912-395-5584

Dr. Quentina Miller-Fields, *Director of Student Affairs*  
[quentina.Miller-Fields@sccpss.com](mailto:quentina.Miller-Fields@sccpss.com)

### School Counseling Services.....912-395-6771

Kimberly McGuire, *School Counseling Coordinator* [kimberly.McGuire@sccpss.com](mailto:kimberly.McGuire@sccpss.com)

### School Meals.....912-395-5548

Onetha Bonaparte, *School Nutrition Director* [onetha.bonaparte@sccpss.com](mailto:onetha.bonaparte@sccpss.com)

### Athletics.....912-395-5531

John Sanders, *Director of Health, Physical Education and Athletics*  
[john.sanders@sccpss.com](mailto:john.sanders@sccpss.com)

### CTAE & Work Based Learning & Work Permits.....912-395-6765

Dr. Angie Lewis, *Senior Director of College & Career Readiness*  
[angie.lewis@sccpss.com](mailto:angie.lewis@sccpss.com)

Ronald Aikens, *Work Based Learning Coordinator* [Ronald.aikens@sccpss.com](mailto:Ronald.aikens@sccpss.com)

**Technology:** Students in need of technology support should contact his/her teacher by email or phone. If the teacher is not able to resolve the issue, please contact your child's Library Media Technology Specialist.



## **IMPORTANT TERMS TO KNOW:**

**Applied learning:** Experiences that allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instruction support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

**Asynchronous Learning:** Learning that occurs in elapsed time between two or more people. Examples include email, online discussion forum, message boards, blogs, podcasts, etc.

**Campus:** For the purposes of this document, a school campus is considered to include all locations in which both district personnel and students are physically present for the purpose of delivering and receiving instruction.

**Contact Tracing:** Identification of persons who may have come into contact with an infected person and collection of further information about these contacts. Contact tracing helps stop chains of disease transmission.

**Community-Based Organizations (CBO):** CBOs are driven by and representative of a community or a significant segment of a community and work to meet community needs and amplify strengths.

**Exposure:** When an individual has close contact (less than 6 feet) for 15 minutes or longer with a contagious person with COVID-19.

**Face Covering:** A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical-grade.

**Face Masks:** Medical-grade face masks.

**Face Shield:** A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.

**Hand Hygiene:** Washing with soap and water for 20 seconds or using an alcohol-based hand sanitizer with 60-95% alcohol.

**High-Risk Categories:** The CDC has identified age ranges and underlying factors that may leave a population at higher risk for severe illness from COVID-19.

**Immunocompromised:** Having an impaired or weakened immune system.

**Isolation:** Separates sick people with a contagious disease from people who are not sick.

**Nursing Dependent:** Students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

**Medically Complex:** Students who may have an unstable health condition and who may require daily professional nursing services.

**Medically Fragile:** Students who may have a life-threatening health condition and who may require immediate professional nursing services.

**Outbreak:** An unusual number of cases in a given context.

**Physical/Social Distancing:** Maintenance of at least six feet of space between persons to the maximum extent possible. Also known as social distancing.

**Personal Protective Equipment (PPE):** The personal protective equipment required for medical personnel.

**Project-Based Learning:** A teaching method in which student gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

**Social Emotional Learning (SEL):** The process through which children and adults learn to understand and manage emotions, set, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Stable Cohort:** A group of students who are consistently in contact with each other. Also known as a stable cohort group.

**Synchronous Learning:** Learning in which participants interact at the same time and in the same place.

**Teacher-facilitated learning:** A synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or off-site, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.

- Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.

**Quarantine:** Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.