



ALL-IN TO REOPEN OUR SCHOOLS



Pittsburgh
Public Schools



ALL-IN



TO REOPEN OUR SCHOOLS

There Are No Easy Answers

"My son, Tristan, has severe learning disabilities. He is non-verbal and has behavioral issues. He requires a hands-on approach to learning. He is unable to learn from a virtual platform. I hope you understand the problems that special needs children will have as opposed to typical children with virtual online learning." - **Parent, Pittsburgh Conroy**

"Social worker and educator Dr. Shayla Griffin writes, 'Here is the dilemma for those of us who care about equity, social justice, and science: there are (at least) two competing justice issues on the table — the risk of not having school for the students most marginalized, and the risk of schools spreading a deadly disease to the students and families who are most marginalized. Choosing to address one inherently worsens the other.'" - **Parent, Pittsburgh Morrow**

"Through remote learning in the spring, I saw teachers pull together to make it work for students. This summer I've had the privilege to work with many wonderful teachers preparing for the various ways in which we may return to school for the 2020/2021 school year." - **Remote Learning (teacher)**

I was encouraged to learn that the district was considering asking all teachers to teach from the classroom. I think we will have a lot of work to do to offer our students what they deserve over the next 9 weeks, and it seems we will be able to do this more holistically if teachers are sharing some proximity. Of course, there are health and safety protocols that will be slightly more costly than teaching from home, but the benefits will far outweigh those costs. - **Teacher at Pittsburgh Perry**

"My first concern has to do with the education gap that exists between wealthier students and less wealthy working-class students."
- **Parent, Student at Pittsburgh , Allderdice High School**

"I am a teacher at Montessori with a class of 3, 4, & 5-year-old children. The age range makes social distancing impossible. You cannot comfort a 3 yr. old with separation anxiety, emotional distress, or temper tantrums from 6 ft. apart. You cannot give a 1-on-1 lesson, redirect a small child, or teach conflict resolution from 6 ft. apart." - **Teacher at Pittsburgh Montessori**

"We understand that elementary school's primary purpose is not to provide childcare. It is to educate our children and teach them how to be good citizens. But, it also provides childcare and many, many families depend on that childcare so they can do their jobs. This allows them to keep a roof over their children's heads and food in their stomachs." - **Parent of a Pittsburgh Greenfield PreK-8 Student**

"I am terrified of going back to school in a brick and mortar setting of any kind. I am a dedicated educator who has been the field for 20 years"
- **ESL Instructional Specialist, Central Office**



ALL-IN 
TO REOPEN OUR SCHOOLS

We Will Get Through This Together

We Hear You

We Understand Your Concerns

We Care about You

We are Planning for You



ALL-IN



TO REOPEN OUR SCHOOLS

Agenda

- **Online Instruction** (Ms. Minika Jenkins)
 - What is E-Learning?
 - Scheduling
 - LMS/Teams
 - Understanding Student Learning
 - Curriculum Writing
 - PSE, ELs, CTE, Arts, Gifted (Ms. Herrmann, Mr. Covell, Ms. Mike, Ms. Barone Martin, Mr. Henderson, Dr. Cruz and Dr. Filmore)
- **Summer Professional Learning** (Dr. Nina Sacco)
 - How will we equip role groups (visual)?
 - What is the High-Level Schedule?
- **Device Distribution** (Dr. Ted Dwyer)
 - What is the Device Distribution Plan?
- **School Operations** (Dr. David May-Stein)
 - Policies: Grading and Attendance
 - Staff Reporting to Work
 - Social Emotional Supports (Dr. Rodney Necciai)
- **Safety**
 - Food (Ms. Pam Capretta)
 - COVID-19 Decision Trees (Ms. Rae-Ann Green)
- **Subcommittee Recommendations** (Ms. Errika Fearbry Jones)
- **Upcoming Events** (Ms. Errika Fearbry Jones)





Ms. Minika Jenkins
Chief Academic Officer

Our Instructional Model



What will be different in E-Learning?

- Live Instruction (Synchronous)
- Offline (Asynchronous) Learning Resources
- Access to Grade-Level Content and Learning
- Professional Learning for Administrators, Teachers, Students, Parents, Out-of-School Time Partners





Launch E-Learning (August - September)

- Orientation to E-Learning
- Social and Emotional Learning Activities
- Understanding Student Learning





E-Learning (September - October)

- Synchronous Instruction (Live):
 - 5 days a week – Monday through Friday
 - Appropriate support for students with disabilities, English Learners, students with a 504 plan, and striving readers and mathematicians will be synchronous
- Asynchronous (Offline) Instruction:
 - Recorded Tutorial Videos
 - Blended Learning Resources



ALL-IN

TO REOPEN OUR SCHOOLS

What does it look like for students?





Concentration is on E-Learning

- Supporting the wellbeing of our students
- Getting acclimated to E-Learning
- Gaining insight of student learning strengths
- Preparing to meet the needs of all students





Programs for Students with Exceptionalities

- Synchronous (live) instruction will be delivered by a special education teacher or related service provider. Supports to students may be provided by the teacher or paraprofessionals that are assigned to specific classrooms or students.
- Asynchronous instruction will be individualized for the student based upon the Individualized Education Program (IEP). Paraprofessionals will be utilized to deliver support during this time. A rotating schedule for assistance will be devised by classroom.





Programs for Students with Exceptionalities

- For students with disabilities in a general education course, they will receive appropriate accommodations or modifications to the content, as well as receive specially designed instruction to support their needs.
- For students with disabilities who receive core instruction from special education teachers, the content will be aligned to the alternate eligible content for Pennsylvania Standards.
- Pacing and content delivery will be modified in chunks of time that are appropriate to specific individualized needs. For some students these will be small amounts of time interspersed with physical activity and sensory breaks.
- For other students, the course instructional time may look similar to their non-exceptional peers.





Programs for Students with Exceptionalities

- Related services will be offered as direct service via teletherapy for occupational therapy, speech/language therapy, vision services, deaf/hard of hearing services, and psychological counseling services.
- Consultative services will be offered for physical therapy.
- IEP meetings will be conducted virtually.
- Evaluations and reevaluations, where face-to-face interactions are not needed, will continue forward within the required timelines.



Gifted Education

- Students will continue to have access to the various support models for gifted and talented learners in a virtual learning environment.
- Students identified as gifted will continue to receive enriched and accelerated curriculum through the Gifted Center, on-site models, core curriculum, and Center for Advanced Studies (CAS) and Advanced Placement (AP) courses.
- The Pittsburgh Gifted Center, Pittsburgh Grandview, and Pittsburgh Dilworth students will continue to receive gifted instruction in their area of strength from their gifted teacher. The K-8 classroom teachers will have access to enriched curriculum materials embedded within the core curriculum.





Gifted Education

- Center for Advanced Studies (CAS) teachers will continue to support students with their Long-term projects (LTPs) and the higher-level questions/projects in the district curriculum resources. Schools will continue to offer Advanced Placement (AP) courses as well.
- Pittsburgh Science and Technology Academy students will continue to receive differentiated instruction which includes enriched and accelerated service delivery models for gifted and high ability performing students.





Gifted Education

- The Standard Operating Protocol has been rewritten to conduct meetings virtually, yet maintain the integrity of the Gifted Individualized Education Program (GIEP) team. Gifted teachers/CAS facilitators will contact parents via multiple methods to arrange a mutually agreeable time to conduct the GIEP meeting. Resources have been provided to the GIEP teams to utilize the virtual methods of phone conferencing and Microsoft teams.
- Documentation of meetings will be done electronically and maintained in the platform IEP Writer.
- Due to students transitioning to online learning, the Gifted Center will write and hold GIEP meetings in September. The step is to ensure GIEPs follow the current changes and this is a shift from the November parent meeting dates.
- Homeschool teachers will receive a link to complete GIEP goals for students no later than Tuesday, September 1, 2020.
- The Gifted Center teachers will begin sending invitations to parents August 25, 2020.
- The Gifted Center teachers will conduct virtual GIEP meetings Monday, September 22 – Tuesday, October 6, 2020.





English as a Second Language (ESL)

- English Learners receive the same supports and scheduling considerations that they would physically receive in a school.
- English Learners (ELs), with three years or less in a U.S. school, will have ESL instruction provided by an ESL teacher utilizing the district identified curriculum. All other ELs will receive ESL instruction in a co-teaching setting during ELA utilizing linguistically appropriate scaffolds. ESL instruction may also occur in a setting with the ESL teacher using core ELA materials.
- ESL Math, ESL Science, and ESL Social Studies may be provided online with an ESL teacher providing appropriate scaffolds and related linguistic supports.
- Translation and interpretation for families as appropriate will occur during E-Learning. This support can occur for principals, teachers, and other PPS colleagues as well. The family can also connect to the District using the Nine Line in their preferred language.



ALL-IN

TO REOPEN OUR SCHOOLS



Early Childhood

- Students will follow their daily routines and will engage in a morning meeting and the 3 Big Experiences from the Big Day for PreK curriculum with their teachers. Teachers will hold small groups during the child's center time/gross motor time.
- Some sessions will be recorded so that parents that work or need to work with other children during the day would have the time to watch the Big Experiences with their children.
- Early Head Start Teachers will share their circle time with the children joining from home. Home Visitors will engage the child and parent/caregiver one-one-one. Families will be invited to virtual group socializations.
- E-Learning for Early Intervention will function as a vehicle for Individualized Education Plan (IEP) goal acquisition. Teletherapy, instructional calls via Teams, video instruction and parent meetings, which may include evaluations, Evaluation Reports (Ers), and IEPs.
- Classroom Early Intervention teachers and related staff will provide live instruction for circle time and any appropriate large group instruction.





Career and Technical Education (CTE)

- All students will continue to learn in their assigned Career and Technical Education Programs.
- E-Learning will incorporate theory and practical work, remotely.
- CTE Career Counselors will support students in completion of E-portfolios through Schoology, career lessons.
- Math and English Integration Teachers will provide co-teaching and student support.
- Work-based learning experiences will be offered by means of videos, online demonstrations, virtual field trips, and virtual lectures from business and industry speakers.





Career and Technical Education (CTE)

- Students will prepare as normal for all available Industry Certifications.
- All needed software programs necessary for industry specific instruction will be provided.
- The Programs that offer dual enrollment through Community College of Allegheny County (CCAC) will now be offered virtually. Additionally, e-resources (curriculum, e-books, videos, practice tests, reviews, vocabulary) will be available for all Programs.
- Required PA Department of Education hours will be earned.
- Multiple online platforms to engage students in online learning activities will be utilized, i.e., Health Center 21, Mindtap, Tooling U, Cengage, Gmetrix, ServSafe, Adobe, OSHA, S/P2.





Arts

- We will continue to offer a high-quality, sequential arts education experience for all implementing the National Core Arts Standards and our coordinating units of study.
- Students will experience opportunities to create, present/perform/produce, connect, and respond through these experiences.



ALL-IN

TO REOPEN OUR SCHOOLS



Platforms to Engage Students in the Learning

| Visual Arts | Music |
|---|--|
| Davis Publications (Grades K-12) | Quaver (Grades K-8) Essential Elements Interactive (Grades 4-8 Instrumental Music; Grades 9-12 Ensembles) Smart Music (Grades 4-12) Music First (Grades 9-12) |

| Visual Arts | Music |
|--|---|
| Art for Kids Hub (Grades K-5) Kids MoMA (Grades K-8) MetKids-Metropolitan Museum of Art (Grades K-5) NGAkids Art Zone National Gallery of Art (Grades K-5) Discovery Education (Grades K-12) Khan Academy (Grades 8-12; AP Art History) | Audacity (Grades 3-12) Garage Band (Grades 3-12) NY Philharmonic Kidzone (Grades K-5) Smart Music (Grades 5-12) Discovery Education (Grades K-12) Khan Academy (Grades 8-12) |





Physical Education (PE) and Health

- Lessons will be a combination of live instruction, demonstration, collaboration, videos to aid in learning, and other online/resources.
- Student performance and participation will be assessed to ensure demonstration of learning is taking place.
- K-8 will be comprised of physical education and health education, with social and emotional learning topics built into each unit.
- Tools and programs that will be housed in Schoology and/or Clever to engage students in learning include Fitnessgram, EverFi, ReThink Ed, and a variety of other interactive tools to support student learning and development.





Reading Interventions

- Students in need of a Tier 3 reading intervention will participate in reading intervention during their regularly scheduled intervention class by a certified Reading Specialist or by an intervention trained, reading teacher, in addition to their scheduled grade-level reading/English course.
- Students in need of a Tier 2 reading intervention will participate in reading intervention during their regularly scheduled intervention class or during their designated intervention time by a trained reading teacher, in addition to core instruction.
- Students in need of differentiated reading instruction will receive that support during their regularly scheduled reading class. Students will experience **both** synchronous and asynchronous learning opportunities.





Curriculum Writing (Revisions for 20'-21')

Scope and Sequence

- Key learning outcomes have been added with a focus on what students should know.

Unit Maps

- Activities for E-Learning and in-person learning are included to accommodate diverse learning styles.
- Prior knowledge was included in the learning plan to ensure students received grade-level content while addressing learning gaps.
- Recommendations for students with disabilities, English Learners, and enrichment were expanded to provide suggestions for teachers.





Sample ELA Revisions (Scope and Sequence)

English 1 and English 1 CAS Scope and Sequence 2020-2021




| Unit Title | Duration | Essential Questions | Key Learning Outcomes | Standards |
|---------------------|----------|---|---|---|
| Unit 2: Survival | 45 Days | <ul style="list-style-type: none"> What does it take to survive? Should people in life-or-death situations be held accountable for their actions? (performance-based assessment question) How does the fight for survival impact an individual? How can this fight impact an entire community or group? What are the elements of an effective argument essay? | <ul style="list-style-type: none"> Evaluate written arguments by analyzing how authors state and support their claims. Expand your knowledge and use of academic and thematic vocabulary. Write an argumentative essay in which you effectively incorporate the key elements of an argument. Correctly use transitions to create cohesion in your writing and presentations. Collaborate with your team to build on the ideas of others, develop consensus, and communicate. Integrate audio, visuals, and text in presentations. | <p>Reading Informational Texts CC.1.2.9-10.A-H, CC.1.2.9-10.J-K</p> <p>Reading Literature CC.1.3.9-10.A-F, CC.1.3.9-10.I-J</p> <p>Writing CC.1.4.9-10.A-C, CC.1.4.9-10.E, CC.1.4.9-10.G-L, CC.1.4.9-10.Q, CC.1.4.9-10.S-V, CC.1.4.9-10.X</p> <p>Speaking and Listening CC.1.5.9-10.A-B, CC.1.5.9-10.D-G</p> |





Sample ELA Revisions (Unit Map)

| Learning Plan – Unit 1: Unit Introduction | | | |
|---|---|---|---|
| Unit Topic: Unit Introduction Primary Learning Resources: <i>myPerspectives</i> , Grade 9, Unit 2 Launch Text: “The Cost of Survival” (Lexile 70) | | | Lesson Duration 1 day |
| Objectives | Suggested Activities | Standards Aligned Questions | Essential Vocabulary |
| Students will... <ul style="list-style-type: none"> Identify the unit goals and topic. Assess their current progress levels towards the unit goals. Identify the goals and expectations of the performance-based assessment. Reflect on the unit’s essential questions. Review elements of an effective argument. Identify the author’s position in “The Cost of Survival.” Identify and explain how the author of “The Cost of Survival” uses evidence to support the position. |  <ul style="list-style-type: none"> Reflection (in-class/ online discussion, journal entry, and/or blog post): What does the word <i>survival</i> suggest to you? In what ways have you, someone you know, or your community had to “survive”? Unit Introduction Video (view together in class or post online for remote viewing): Amazing Stories of Rescue and Survival in Nepal (Unit Resources) OR Cheating Death: 6 Insane Survival Stories ABC News Remix (Time saving tip: Show just 1-2 stories from video in class.) Discuss it (in-person/online discussion activity): What are the circumstances for victims and rescuers in these survival stories? Unit Goals Performance Based Assessment preview | “The Cost of Survival” <ul style="list-style-type: none"> What does it take to survive? CC.1.2.9-10.B The quest for survival is a powerful human instinct. What determines who lives and who dies? CC.1.2.9-10.B What are the elements of an academic argument? CC.1.2.9-10.F What is the academic vocabulary associated with argument? CC.1.2.9-10.I Evidence, credible, valid, formulate, logical What is the word network for survival? CC.1.2.9-10.J Write a summary of “The Cost of Survival.” A summary is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis. CC.1.4.9-10.B - C | Argument (TG, p. 125) <ul style="list-style-type: none"> Evidence Credible Valid Formulate Logical Position (TG, p. 126) |



Sample ELA Revisions (Unit Map)

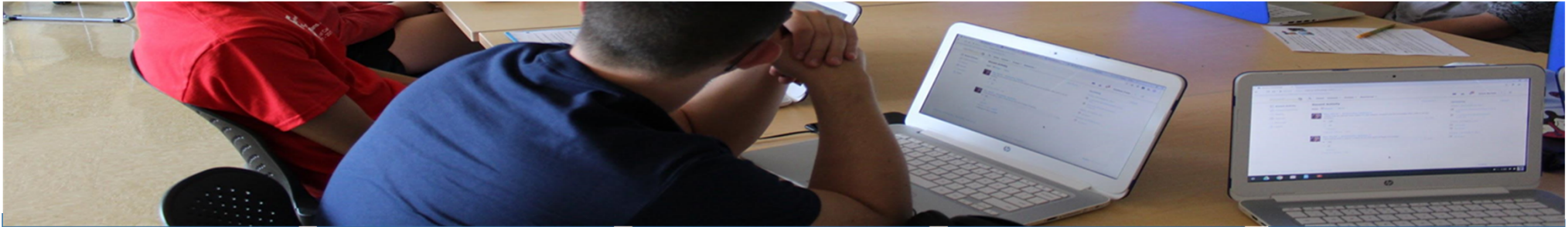
| Prior Knowledge | Suggested Accommodations, Recommendations, and Extensions |
|--|---|
| <ul style="list-style-type: none"> • CC.1.2.8.A: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • CC.1.2.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. • CC.1.2.8.D: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | <p>EL:</p> <ul style="list-style-type: none"> • Cognates for Academic Vocabulary (TG, p. 125) • "The Cost of Survival" audio summary in English and Spanish—Interactive Teacher's Edition or Unit Resources • Text audio: Bounce Pages <p>PSE:</p> <ul style="list-style-type: none"> • "The Cost of Survival" audio summary for additional context—Interactive Teacher's Edition or Unit Resources • Text audio: Bounce Pages • Whole Class Learning Strategies • The Writing Process, Drafting, Revising, Editing, Publishing, and Pulling It Together: Introduction, Learn More, and Practice: Video/Interactive • Argumentative Writing, Claims, Reasons and Evidence, Counterclaims, Structure, and Pulling It Together: Intro, Learn More, and Practice: Video/Interactive • Analyze Craft and Structure: Central Ideas and Voice • Analyze Craft and Structure: Speaker's Claims and Evidence • Analyze Craft and Structure: Argumentative Structure • Analyze Craft and Structure: Analyze Arguments (RP) <p>Enrichment:</p> <ul style="list-style-type: none"> • Cross-curricular perspectives: Math (TG, p. 126) <p>Trade book: <i>The Hunger Games</i>:</p> <ul style="list-style-type: none"> • Teaching with Trade Books: Unit 2 (TG, pp. T40-T41) • <i>myPerspectives Plus</i>, Trade Book Lesson Plans • Reading Guide • Test • Answer Key |
| Additional Learning Resources | |
| <p>Cheating Death: 6 Insane Survival Stories ABC News Remix The 10 Most Extreme Survival Stories of All Time A Few Creative Ways to Use Student Blogs Realize: First Read Guide, Close Read Guide, First Read Extension Questions, Selection Test Extension Questions, Evidence Log, etc. <i>myPerspectives Plus</i></p> | |

Learning Management System (LMS): Schoology

Learning Management System



Impacting K-12 Educators, Students, and Parents



Increasing
Student
Engagement

Impacting
Teacher
Effectiveness

Empowering
Organizational
Collaboration

Enabling
Opportunity
and Access

Engaging
Communities

Centralized
Curriculum
Sharing

Full Single
Sign On portal
(SSO)

Utilize to
deliver District
wide PD

Parent
Portal

Communicate
s with current
SIS

ALL-IN TO REOPEN OUR SCHOOLS

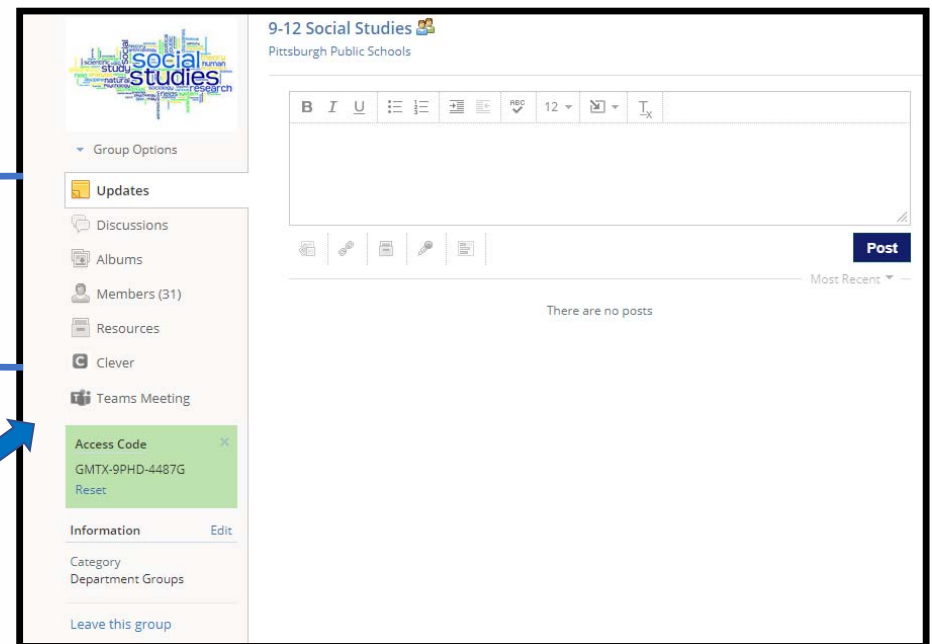
How does Schoology and Microsoft Teams Work Together

Schoology

- Instructional Materials
- Assignments
- Assessments
- Discussion Boards

Teams

- Video Conferencing for Live Instruction





Understanding Student Learning

- Identify what students know and can do
- Assess students' learning to enable teachers to provide the appropriate support when accessing grade-level content
- Ensure assessments are used to focus on priority standards by aligning prior grade-level skills to address unfinished learning





Dr. Nina Sacco
Assistant Superintendent

Professional Development over the Summer

Developing Competence for E-Learning in PPS



Sample Schedule: Day 1 of 5 (August 20, 2020)

| ROLE GROUP | A.M. SESSIONS | P.M. SESSIONS |
|---------------------------------|--|---|
| TEACHERS | WELCOME BACK, MOTIVATIONAL KEYNOTE INTRO TO LEARNING MODELS SCHOOLGY AND TEAMS INTEGRATION | SCHOOLGY PREPARATION ASYNCHRONOUS LEARNING |
| C & I | WELCOME BACK, MOTIVATIONAL KEYNOTE PD PREP | PD PREP |
| COACHES | WELCOME BACK, MOTIVATIONAL KEYNOTE PD PREP | PD PREP |
| PRINCIPALS & ASST PRINCIPALS | WELCOME BACK, MOTIVATIONAL KEYNOTE PREPARATION TIME | PREPARATION TIME |
| COUNSELORS/ SOCIAL WORKERS | WELCOME BACK, MOTIVATIONAL KEYNOTE INTRO TO LEARNING MODELS SCHOOLGY AND TEAMS INTEGRATION | SCHOOLGY PREPARATION ASYNCHRONOUS LEARNING |

Sample Schedule: Day 2 of 5 (August 21, 2020)

| ROLE GROUP | A.M. SESSIONS | P.M. SESSIONS |
|---------------------------------|----------------------------|---|
| TEACHERS | SCHOOLGY COURSE PT 1 | SCHOOLGY COURSE PT 2 |
| C & I | PRESENTING SCHOOLGY COURSE | PRESENTING SCHOOLGY COURSE |
| COACHES | PRESENTING SCHOOLGY COURSE | PRESENTING SCHOOLGY COURSE |
| PRINCIPALS & ASST PRINCIPALS | PREPARATION TIME | PREPARATION TIME |
| COUNSELORS/ SOCIAL WORKERS | MODIFIED SCHOOLGY COURSE | CHOICE MICROSOFT LEARNING MENU ASYNCHRONOUS LEARNING |
| PARAPROFESSIONALS | MODIFIED SCHOOLGY COURSE | INTRODUCTION TO MICROSOFT TEAMS |

Sample Schedule: Day 3 of 5 (August 24, 2020)

| ROLE GROUP | A.M. SESSIONS | P.M. SESSIONS |
|---------------------------------|--|---|
| TEACHERS | CURRICULUM INTRO SESSION | CHOICE MICROSOFT LEARNING MENU ASYNCHRONOUS LEARNING |
| C & I | PRESENTING CURRICULUM INTRO SESSION | PD PREP |
| COACHES | CURRICULUM INTRO SESSION | CHOICE MICROSOFT LEARNING MENU ASYNCHRONOUS LEARNING |
| PRINCIPALS & ASST PRINCIPALS | PREPARATION TIME | PREPARATION TIME |
| COUNSELORS/ SOCIAL WORKERS | IMPLICIT BIAS & ANTI-RACISM HEALTH AND SAFETY | CLIENT VIEW DHS PRESENTATION INCLUDING CYS AND MCKINNEY VENTO |
| PARAPROFESSIONALS | CURRICULUM INTRO SESSION | CHOICE MICROSOFT LEARNING MENU ASYNCHRONOUS LEARNING |

Sample Schedule: Day 4 of 5 (August 25, 2020)

| ROLE GROUP | A.M. SESSIONS | P.M. SESSIONS |
|-------------------------------|--|--|
| TEACHERS | CURRICULUM SESSION PT 2 | CURRICULUM TOOLS AND RESOURCES |
| C & I | PRESENTING CURRICULUM PT 2 SESSION | PRESENTING CURRICULUM TOOLS AND RESOURCES |
| COACHES | CURRICULUM SESSION PT 2 | CURRICULUM TOOLS AND RESOURCES |
| PRINCIPALS & ASST PRINCIPALS | PREPARATION TIME | PREPARATION TIME |
| COUNSELORS/ SOCIAL WORKERS | TRAUMA SENSITIVE SCHOOLS IN A VIRTUAL SETTING MTSS IN A VIRTUAL SETTING | GENDER INCLUSIVE POLICIES FOR SUPPORTING THE LBGTQ+ COMMUNITY UPDATES REGARDING 504S AND IEPS |
| PARAPROFESSIONALS | CURRICULUM SESSION PT 2 | CURRICULUM TOOLS AND RESOURCES |

Sample Schedule: Day 5 of 5 (August 26, 2020)

| ROLE GROUP | A.M. SESSIONS | P.M. SESSIONS |
|---------------------------------|---|--|
| TEACHERS | STUDENT ENGAGEMENT AND SUPPORT | LESSON DESIGN/FRAMEWORKS UNIVERSAL SCREENERS AND ASSESSMENTS |
| C & I | PRESENTING STUDENT ENGAGEMENT AND SUPPORT | PRESENTING LESSON DESIGN/FRAMEWORKS UNIVERSAL SCREENERS AND ASSESSMENTS |
| COACHES | STUDENT ENGAGEMENT AND SUPPORT | LESSON DESIGN/FRAMEWORKS UNIVERSAL SCREENERS AND ASSESSMENTS |
| PRINCIPALS & ASST PRINCIPALS | PREPARATION TIME | PREPARATION TIME |
| COUNSELORS/ SOCIAL WORKERS | MENTAL/BEHAVIORAL HEALTH SUPPORTS (ALLEGHENY COUNTY) SUPPORTING SOCIAL EMOTIONAL LEARNING IN A VIRTUAL SETTING | PLANNING AND REFLECTION |
| PARAPROFESSIONALS | STUDENT ENGAGEMENT AND SUPPORT | LESSON DESIGN/FRAMEWORKS UNIVERSAL SCREENERS AND ASSESSMENTS |



Dr. Ted Dwyer
Chief Accountability Officer

Electronic Device Distribution

ALL-IN

TO REOPEN OUR SCHOOLS



2020-21 Computer Distribution

| Grade | Distribution date | Location |
|---|-------------------|---|
| Test distribution | 8/4 | Sci-Tech |
| 12th | 8/6 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 11th | 8/10 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 10th | 8/12 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 9th | 8/14 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 2nd | 8/17 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 8th | 8/18 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 3rd | 8/19 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 7th | 8/20 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 4th & 6th | 8/24 | Greenway, Oliver, Westinghouse and Sci-Tech |
| 5th | 8/25 | Greenway, Oliver, Westinghouse and Sci-Tech |
| "make-up days" | 8/26-8/28 | Greenway, Oliver, Westinghouse and Sci-Tech |
| Kindergarten & PreKindergarten | 8/31 | Greenway, Oliver, Westinghouse and Sci-Tech |





2020-21 Computer Distribution

- This process will provide all grade levels with devices that have the correct software installed.
- We will be replacing Laptop devices with new imaged devices
 - Devices that are currently out will be switched out at the grade level event
- iPads will be swapped out on a as needed basis (calls to the support desk)
- Kindergarten iPads will be distributed when they arrive in the district (8/31 is anticipated but will be announced and provided earlier if they arrive prior to the 31st)





Questions



Dr. David May-Stein
Chief Office of School Performance

School Policies



Attendance 2020-2021

Attendance: Policy 204

Purpose

The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws and regulations. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

- PA Code R 22 requires students to attend minimum of 180 days/990 hours of school to be completed by June 30th of each year
- Teachers will take daily attendance during homeroom check-in or teacher/advisory period and period attendance (Mostly grades 6– 12)
- All attendance guidelines and procedures outline in Policy 204 will be adhered too.
- Hard to Reach Student Protocol developed during initial shutdown will continue into the 2020-2021 school year





Grading Guidelines 2020 - 2021

Grading Guidelines Policy 209

Purpose

The Board recognizes that a system of grading student achievement can help the student, teachers, and parents to better assess the student's progress toward personal educational goals.

The Board believes that the cooperation of school and home is vital in the growth and education of the student. It recognizes its responsibility to keep parents informed of student welfare and progress in school. It also recognizes the effects of State Board regulations and federal regulations governing school records.

- Return to grading guidelines per Policy 209
- Teachers are to maintain students' grades and progress on the District's electronic grade book program
- Grading categories and weights are to be as follows:
 - a. Tests/Major Projects: 40%
 - b. Quizzes/ Daily Assignments: 50%
 - c. Homework: 10%
- Final grades will be issued for semester and whole year courses
- Report cards and Interim Progress reports will be issued





Return to On-Site Work

Phased-In Approach to Employees Returning to Work Locations for 2020-21 SY

- The District will be better prepared to support students if staff report on-site to contribute their feedback and ideas to individual school reopening plans that reflect the unique attributes of their classrooms, buildings, and student populations.
- However, we also have a responsibility to keep staff safe and limit unnecessary exposure to COVID-19.
- To balance our need for staff engagement and our commitment to staff safety, we have developed a phased approach for returning to our buildings.
- Some staff have been reporting on-site throughout the summer to clean and maintain buildings and provide technology support, but staff who have not been reporting to their physical work locations will return on a rolling basis.
- Most staff will have the ability to elect to work remotely or on-site at the start of their contracted work year, but we expect all staff will be working on-site by Monday, October 5, 2020.





Dr. Rodney Necciai
Assistant Superintendent, Student Services

Social Emotional Supports

ALL-IN
TO REOPEN OUR SCHOOLS



Social And Emotional Learning



Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (from <https://casel.org/what-is-sel/>)





Social and Emotional Learning (SEL)

- Exploring Panorama Student Well-Being Survey as universal screener for 3rd-12th grade
 - Positive Feelings
 - Negative Feelings
 - Social Support
- Contract with RethinkEd
 - Comprehensive K-12 student SEL curriculum & adult PD modules
 - Accessible through Clever
 - Structured for in-person and online delivery
- Day 1 Culture sessions at SLA





Social and Emotional Learning (SEL)

- District-wide focus on SEL; cycling through CASEL competencies for students, families and staff
 - Self-Awareness: identifying emotions, self-efficacy, recognizing strengths
 - Self-Management: stress management, focus, goal setting
 - Social Awareness: support systems, empathy, perspective-taking, respect for others
 - Relationship Skills: communication, social engagement, relationship building
 - Responsible Decision-Making: analyzing situations, solving problems, reflecting
- SEL built in to Health/Physical Education curriculum re-write
- Support through PLC sessions, open office hours, modeling, co-planning, school-specific PDs & resources in MS Teams





Extended Learning Opportunities



- Virtual OST opportunities
 - <http://pghschools.org/virtualost>
- Partner rosters by building to be disseminated at the start of the year
 - Approved District OST partners reporting serving students in your building
- Professional development opportunities to OST providers on strategies for supporting students during remote learning
- OST office available to
 - Support identifying partners to meet student and family needs/interests
 - Guide prospective new partners through the application and approval process





All In Connecting to Imagine PPS

Imagine PPS Mental Health/Trauma - Objective 1: Ensure equitable access to culturally responsive mental health and trauma supports for all PPS students

- Ensure efforts to engage and communicate with families are culturally responsive. Ensure all written and oral communications are available in easily accessible formats and multiple languages; translation services can be made available upon request
- Students and staff have access to school-based mental and behavioral health services through direct / synchronous provisions
- Schedule proactive meeting with Community Crisis Providers (CACTIS/Re:solve) Administration to plan for increased need
- Review of inventory of materials in place, service providers, ensuring evidence based of selected interventions
- Staff, Community, and Families have access to participate in Youth Mental Health First Aid and Adult Mental Health First Aid training to support students experience mental/behavioral health needs and in response to trauma





All In Connecting to Imagine PPS

Imagine PPS Mental Health/Trauma - Objective 2: Increase mental health and trauma awareness and supports for PPS teachers and staff

- Employee Assistance Programs are easily accessible to staff needing confidential access to mental health supports.
- Students and staff have access to school-based mental and behavioral health services through direct / synchronous provisions
- Self-Care components should be included in PD for teachers and school personnel
- Trauma is embedded in SEL and PBIS in Tier I Continue implementation of the Changing Minds Curriculum Alignment of the PBIS Framework and Trauma Informed Classrooms/Trauma Sensitive Schools Embed PD for Trauma with the PBIS training



ALL-IN TO REOPEN OUR SCHOOLS



Ms. Pam Capretta
Chief Operations Officer

Food Service



Food Service

First 9 weeks of School - E-Learning Grab 'N' Go Meal Service at School Sites

Multiple Meals Served Mondays, Wednesdays and Fridays
(with the exception of holidays)

North

Perry
Spring Hill
Morrow Primary

South

Carmalt
Beechwood
Roosevelt Intermediate

West

Westwood
PGH Classical Academy

East

Obama
Mifflin
Faison
Colfax
Greenfield

Central

Miller

Thursdays – Produce Boxes

Perry Carmalt PGH Classical Academy Faison University Prep



ALL-IN TO REOPEN OUR SCHOOLS



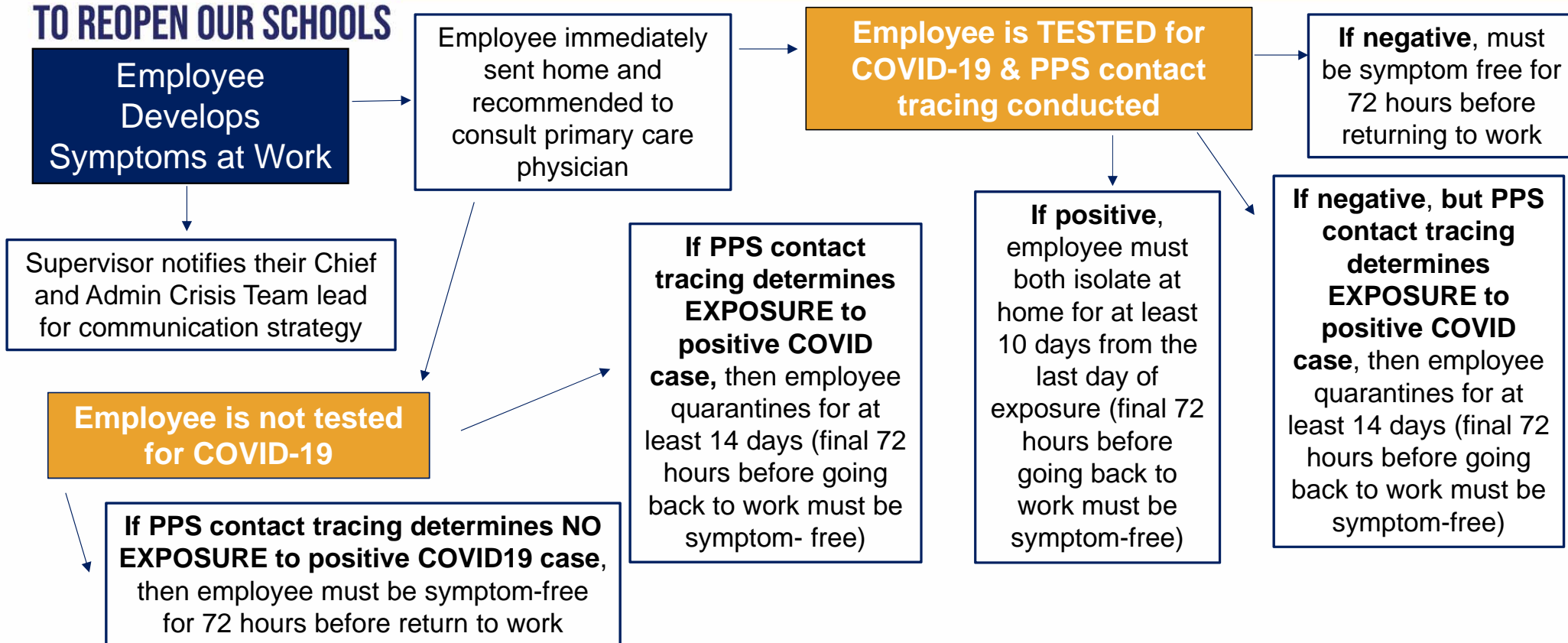
Ms. Rae-Ann Green
Health Services

COVID-19

ALL-IN TO REOPEN OUR SCHOOLS



COVID-19 Decision Tree - Symptomatic



ALL-IN

TO REOPEN OUR SCHOOLS



COVID-19 Decision Tree – Non-symptomatic

An employee is without symptoms and either was exposed to a person with a positive test result or highly suspected of having COVID 19 with a negative test result

Employee is **NOT TESTED** for COVID19

If PPS contact tracing determines **NO EXPOSURE** to positive COVID19 case, then employee must be symptom-free for 72 hours before return to work

Employee immediately sent home and recommended to consult primary care physician

If PPS contact tracing determines **EXPOSURE to positive COVID-19 case**, then employee quarantines for at least 14 days (final 72 hours before going back to work must be symptom-free)

Employee is **TESTED** for COVID19 and PPS contact tracing conducted

If **positive**, employee must both isolate at home for at least 10 days from the last day of exposure (final 72 hours before going back to work must be symptom-free)

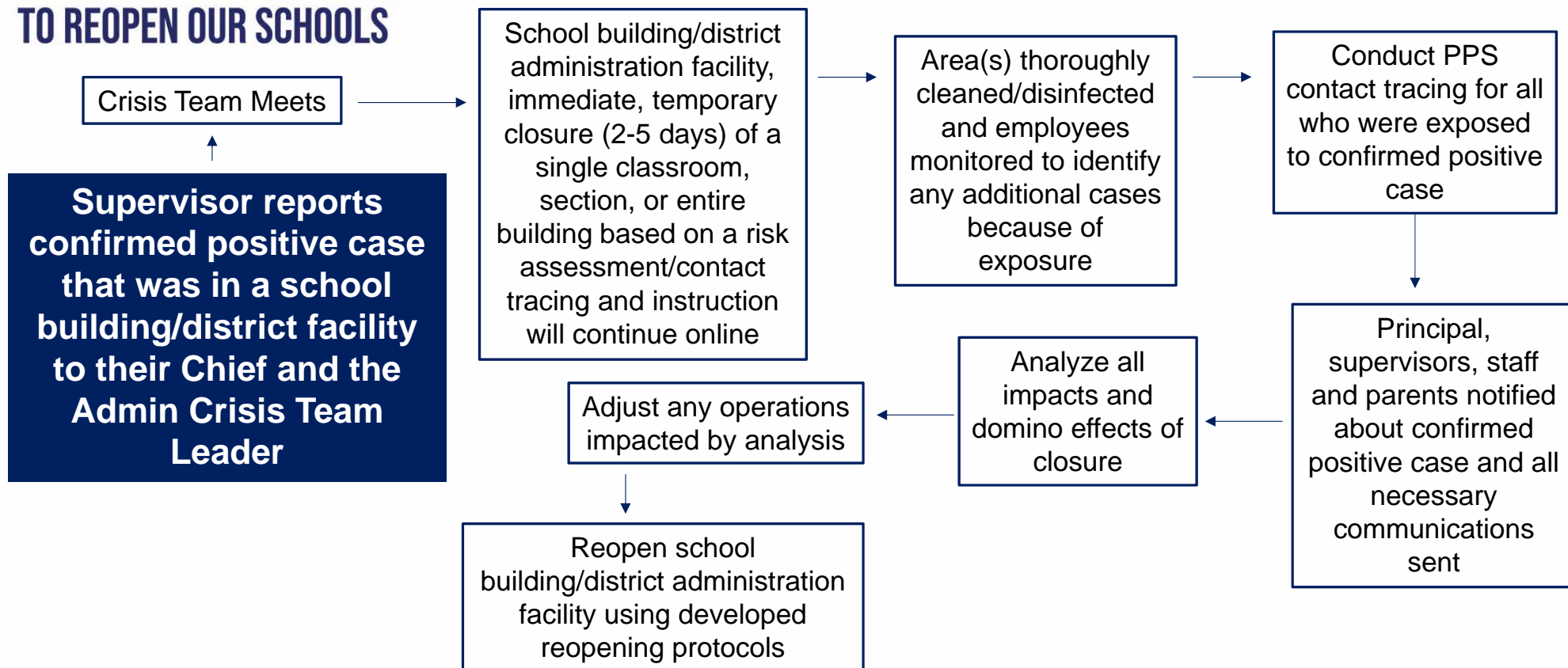
If **negative**, must be symptom-free for 72 hours before return to work

If **negative**, but PPS contact tracing determines **EXPOSURE to positive COVID case**, then employee quarantines for at least 14 days (final 72 hours before going back to work must be symptom-free)



ALL-IN TO REOPEN OUR SCHOOLS

COVID-19 Decision Tree –Confirmed Case



Isolate:

Cause a person to be or remain alone or apart from others.

Quarantine:

A place of isolation in which people that have been exposed to infectious or contagious disease are placed.

Exposure:

A person is within 6 feet of a positive person for 15 minutes or longer.

PPS contact tracing:

Crisis teams will interview positive case or supervisor to determine if any person was exposed so they can be notified by the crisis team or Human Resources of the exposure.





Ms. Errika Fearbry Jones
Chief of Staff

All In Recommendations – Completing the Work

14 “All-In” Subcommittees Held
158 Meetings Between 6/11-7/8

Parents, Teachers, Community
Representatives, PPS Admin/Staff
Served

Over 90% of 407 Recommended
Actions Accepted & Prioritized by
PPS Executive Cabinet

| Category/Committee | # of Recommendations |
|---|----------------------|
| Family Support and Wellbeing | |
| Mental Health, Trauma & Crisis Response | 29 |
| McKinney-Vento (Homeless) & Foster Care | 18 |
| Community-Based Organization Engagement | 22 |
| School Operations for a Safe & Healthy Environment | |
| Facilities Readiness | 28 |
| Nutrition, Food Service & Food Insecurity | 6 |
| PPE Health & Safety | 76 |
| Transportation | 17 |
| Communications, Outreach & Community Coordination | |
| Teacher/Staff Engagement | 15 |
| Student Engagement | 7 |
| Parent, Family & Grassroots Organizing | 36 |
| Academic Programming & Instructional Support | |
| Pre-K-12 Curriculum (Instruction) | 59 |
| Pre-K-12 Curriculum (Operations) | 26 |
| Education Supports | 35 |
| Social & Emotional Learning | 33 |
| TOTALS | 407 |

School Operations for a Safe & Healthy Environment

| | |
|---|----|
| Facilities Readiness | 28 |
| Nutrition, Food Service & Food Insecurity | 6 |
| PPE Health & Safety | 76 |
| Transportation | 17 |

PPS Health & Safety Plan Approved by
Board of Directors July 31, 2020

Table of Contents

| | |
|--|----|
| Health and Safety Plan | 4 |
| Type of Reopening | 6 |
| Pandemic Coordinator/Team | 7 |
| Key Strategies, Policies, and Procedures | 8 |
| Cleaning, Sanitizing, Disinfecting and Ventilation | 10 |
| Social Distancing and Other Safety Protocols | 15 |
| Monitoring Student and Staff Health | 28 |
| Other Considerations for Students and Staff | 34 |
| Health and Safety Plan Professional Development | 40 |
| Health and Safety Plan Communications | 43 |
| Health and Safety Plan Summary | 47 |
| Facilities Cleaning, Sanitizing, Disinfecting and Ventilation | 47 |
| Social Distancing and Other Safety Protocols | 48 |
| Monitoring Student and Staff Health | 50 |
| Other Considerations for Students and Staff | 52 |
| Health and Safety Plan Governing Body Affirmation Statement | 54 |

Conveys actions to be taken on nearly
100 “All-In” Subcommittee
Recommendations

Available at
<https://www.pghschools.org/ALLIN>

Communications, Outreach & Community Coordination

| | |
|--|----|
| Teacher/Staff Engagement | 15 |
| Student Engagement | 7 |
| Parent, Family & Grassroots Organizing | 36 |

Child Care Needs Survey

https://pghboe.az1.qualtrics.com/jfe/form/SV_1BTEXk6HyqEiCUt

Updates, newsletters, surveys,
Facebook Live events, forums,
and more

ALL-IN TO REOPEN OUR SCHOOLS



TOPIC SPECIFIC WEBINARS

FOR PPS FAMILIES AND STAKEHOLDERS

All In to Reopen Our School's Subcommittee Members will share information about their preliminary planning efforts for the safe and effective reopening of schools. All sessions will be held on zoom and streamed live on Facebook and the District's website. Participants will receive a 15–20 minute presentation with an opportunity to ask questions. All information sessions will be recorded and closed captioning will be added before being posted online.

BECOMING A 1:1 DEVICE DISTRICT

WEDNESDAY, AUGUST 5 | 6–7 PM

PRESENTED BY: DR. TED DWYER, CHIEF ACCOUNTABILITY OFFICER

During this session, participants will hear from the District's Chief Accountability Officer, Dr. Ted Dwyer, and members from the Office of Technology related to the District technology distribution and support plan.

TRANSPORTING STUDENTS DURING COVID-19

MONDAY, AUGUST 10 | 6–7 PM

PRESENTED BY: MEGAN PATTON, DIRECTOR OF PUPIL TRANSPORTATION

During this session, participants will hear from Director of Pupil Transportation, Megan Patton, on what students and families can expect when they ride a yellow bus, van or Port Authority.

SUPPORTING OUR STUDENTS WITH IEPs AND 504 PLANS IN AN E-LEARNING ENVIRONMENT

TUESDAY, AUGUST 11 | 6–7 PM

PRESENTED BY: ANN HERRMANN, DIRECTOR OF STUDENTS WITH EXCEPTIONALITIES, DR. NECCIAI AND DR. DAVID MAY-STEIN

| Academic Programming & Instructional Support | | Family Support and Wellbeing | |
|--|----|---|----|
| Pre-K-12 Curriculum (Instruction) | 59 | Mental Health, Trauma & Crisis Response | 29 |
| Pre-K-12 Curriculum (Operations) | 26 | McKinney-Vento (Homeless) & Foster Care | 18 |
| Education Supports | 35 | Community-Based Organization Engagement | 22 |
| Social & Emotional Learning | 33 | | |

- Instructional Model - 31 recommendations in 8 work plans
- LMS & Technology - 22 recommendations in 6 work plans
 - Curriculum - 13 recommendations in 5 work plans
 - Instruction - 49 recommendations in 8 work plans
- Support System - 94 recommendations in 13 work plans

A Work Plan:

- Combines like recommendations from multiple subcommittees
- Assigns a lead PPS staff member accountable for each work plan
 - Articulates deliverables, strategy and success metrics

Sample Work Plans: Support System

(94 recommendations)

- Family Communication
- Community Facilities/
Community Tutors
- Identifying Student Needs
- School-Based Response to
Student Needs
- Community-Based Response to
Student Needs
- Employee Wellness/Employee
Assistance Plan
- Special Education
- School Climate/Student
Discipline
- Homeless/Foster Care: ID,
Access & Stability
- Homeless/Foster Care: Academic
Success
- Student Mental Health
- Out-of-School-Time (OST)
Partnerships

WORK PLAN TEMPLATE

| | |
|---|--|
| RECOMMENDATION(s): C-FAC-10, C-FAC15, C-PPE17, A-INS10, A-COP23, A-INS41, A-INS18, A-INS27, <u>A-ESUP12</u> | |
| TOPIC: Instructional Model - Scheduling | PRIORITY: A-immediate/B-prior to start of school |
| LEAD: David May-Stein | POINT OF CONTACT: |
| <p><i>-Consider the following recommendations when scheduling for students/staff:</i></p> <ol style="list-style-type: none"> 1. <i>Early Childhood: Stagger arrival and dismissal times to limit numbers on site at any given time.</i> 2. <i>Move teachers from room to room instead of moving children to reduce interactions between classes (dependent on grade level/subject area/building configuration, etc.)</i> 3. <i>Maintain "stable grouping" in which students stay in their assigned classroom as much as possible, potentially eating in their classroom and limiting areas/entrances and exits utilized by a given "stable group". This practice would help to pinpoint which students have interacted should a positive COVID-19 case be detected.</i> 4. <i>Utilize small group and individual instruction to the greatest extent possible.</i> 5. <i>Encourage the use of outdoor areas for classes and activities when it is safe to do so.</i> 6. <i>Continue the use of teachers' online office hours for students.</i> <p><i>-Provide a schedule for every child that details how they participate daily. If 100% virtual, the schedule should mirror the regular school day as much as possible.</i></p> <p><i>-Resist the temptation to water down instruction and pull "a" level content and instructional rigor. Provide enhanced support and remedial coursework and work to ensure that each and every student is successful through inclusion, scaffolding and Universal Design for Learning.</i></p> | |
| Deliverable(s) | Strategy |
| | Work with Assistant Superintendents and Principals to achieve consistency in implementing these recommendations. |
| Success Metric(s) | Determined By: |
| | Date: Documentation: |
| Coordinate with: Instruction Work Plan on Teacher Expectations | |

9 recommendations from 5 different subcommittees

These sections to be determined by LEAD

ALL-IN TO REOPEN OUR SCHOOLS



Next Steps

12 Topic Specific Webinars

| Topic | Date | Time |
|--|---------------------|----------------|
| Becoming a 1:1 Device District | Wednesday, August 5 | 6:00 – 7:00 PM |
| Transporting students during COVID-19 | Monday, August 10 | 6:00 – 7:00 PM |
| Supporting Our Students with IEPs and 504 Plans in an E-Learning Environment | Tuesday, August 11 | 6:00 – 7:00 PM |
| Meeting our youngest learners needs in PreK and Early Head Start in both an E-Learning and Blended Environment | Thursday, August 13 | 2:00 – 3:00 PM |
| Preparing Our Classrooms for Instruction with Health and Safety as a Priority (virtual tour) | Thursday, August 13 | 6:00 – 7:00 PM |
| Supporting our English Language Learners | Monday, August 17 | 2:00 – 3:00 PM |
| Supporting the Mental Health Needs of Students During the COVID-19 Pandemic | Tuesday, August 18 | 2:00 – 3:00 PM |
| Keeping Student and Staff Health and Safety as Priority # 1. | Tuesday, August 18 | 6:00 – 7:00 PM |
| Accessing Healthy Food in School and during E-Learning | Thursday, August 20 | 2:00 – 3:00 PM |
| Out of School Time Supports | Thursday, August 20 | 6:00 – 7:00 PM |
| Parent Academy: Engagement and Instruction in an E-Learning Environment and Schoology Training | Tuesday, August 25 | 5:00 – 7:00 PM |
| Athletics: Practicing Playing and Safety | Thursday, August 27 | 6:00 – 7:00 PM |

#PITTSBURGHFORPPS

Back to School EVENT

FRIDAY, AUGUST 21, 2020
11:00 AM
GOLD LOT 1
(W. GENERAL ROBINSON STREET)
DRIVE UP DISTRIBUTION

**EVENT STATIONS WILL HAVE
STUFFED BACKPACKS, FOOD, BOXES
FILLED WITH MEALS, CLOTH MASKS,
HAND SANITIZER, BACK TO SCHOOL
RESOURCES, AND MORE!**

THANK YOU TO
OUR SPONSORS

WUPP 100.1
WUPP 100.1
WUPP 100.1



COMCAST



ABC
Pittsburgh

THE PIT SERVICES GROUP
PITTSBURGH, PA 15201-1000

Reebok

Greater Pittsburgh
community
food bank



CITY OF
PITTSBURGH

Expect



Community Organizations - Childcare

- **Goal:** Connect K-5 families with a demonstrated need with childcare services to support in-person learning throughout the 2020-2021 school year.
- **Phase I – Maximizing & Connecting to Existing Resources**
 - Partners encouraged to populate childcare finder website; families directed to explore options <https://find.alleghenychildcare.org/>
 - [Family Childcare Needs survey](#)
- **Phase II – Increasing Provider Capacity to Serve Students**
 - Meeting with partners to explore ability and barriers to serving additional students, e.g. space, staff, resources





Questions