



Reopening Schools 2020-2021

Update to the WCPSS Board of Education

Dr. Lloyd Gardner, Chief of Staff and Strategic Planning
July 14, 2020

Desired Outcomes

By the end of this session, Board members will have received. . .

- An overview of the curriculum, instruction and assessment resources that will support teachers and students in reopening for 2020-2021.
- Insight into the scheduling details when comparing Plan B Blended Instruction, Plan C Fully Online Instruction, and the WCPSS Virtual Academy.
- An update on the WCPSS Virtual Academy structure and next steps.
- Information about childcare programming.

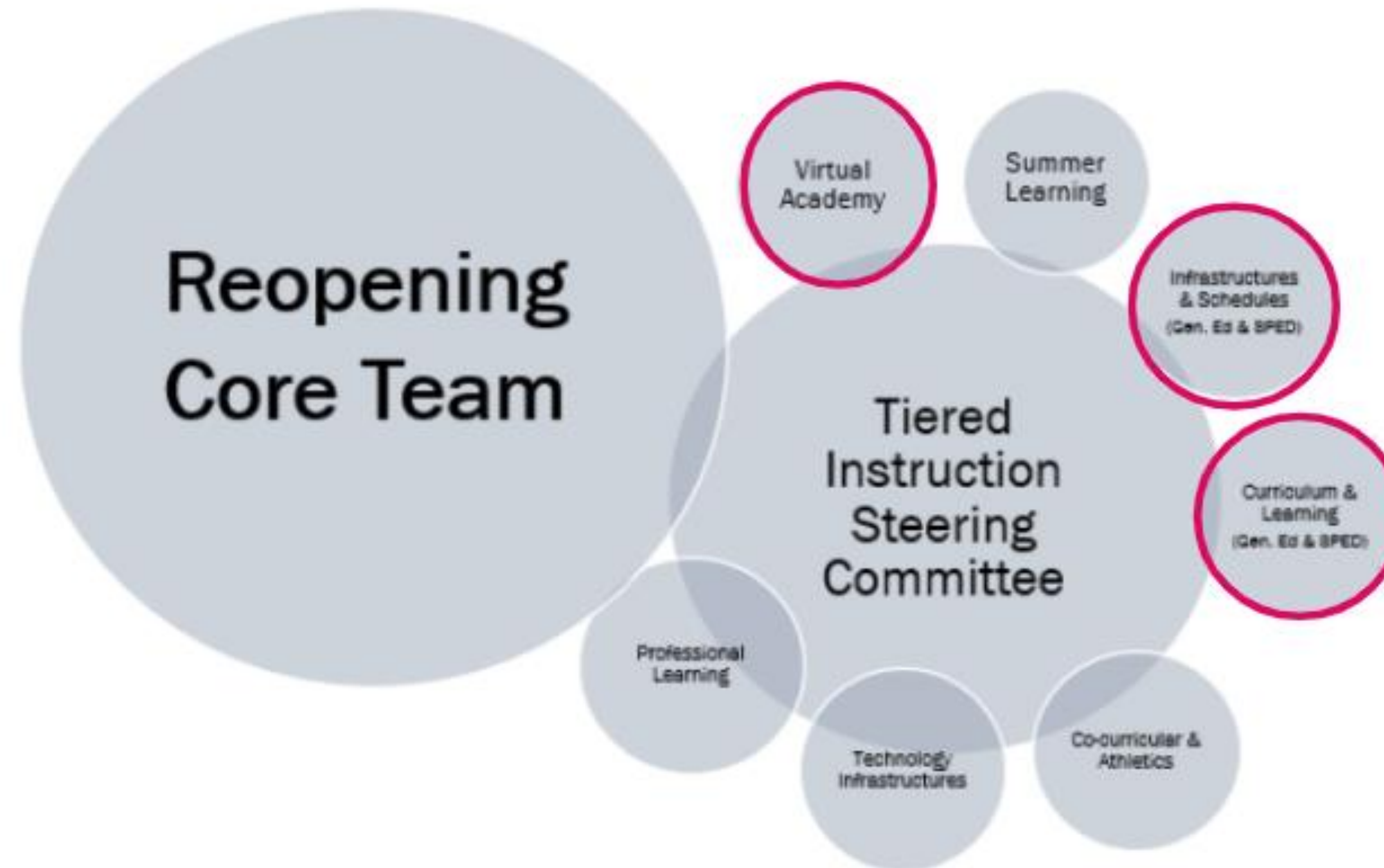


Update on Reopening Schools 2020 - 2021

Learning Environments

Drew Cook, Assistant Superintendent, Academics

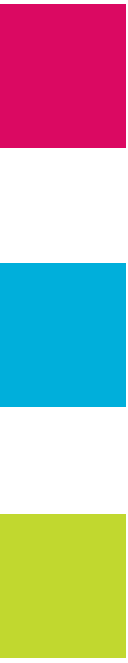
Who is doing this work at the district level?



Updates on Learning Environments

- Curriculum and Instructional Supports to Schools
 - Curriculum
 - Instruction
 - Assessment
 - Special Education
- Instructional Scheduling Framework
 - Plan B (In Person & Online)
 - Plan C & Virtual Academy
- WCPSS Virtual Academy Update

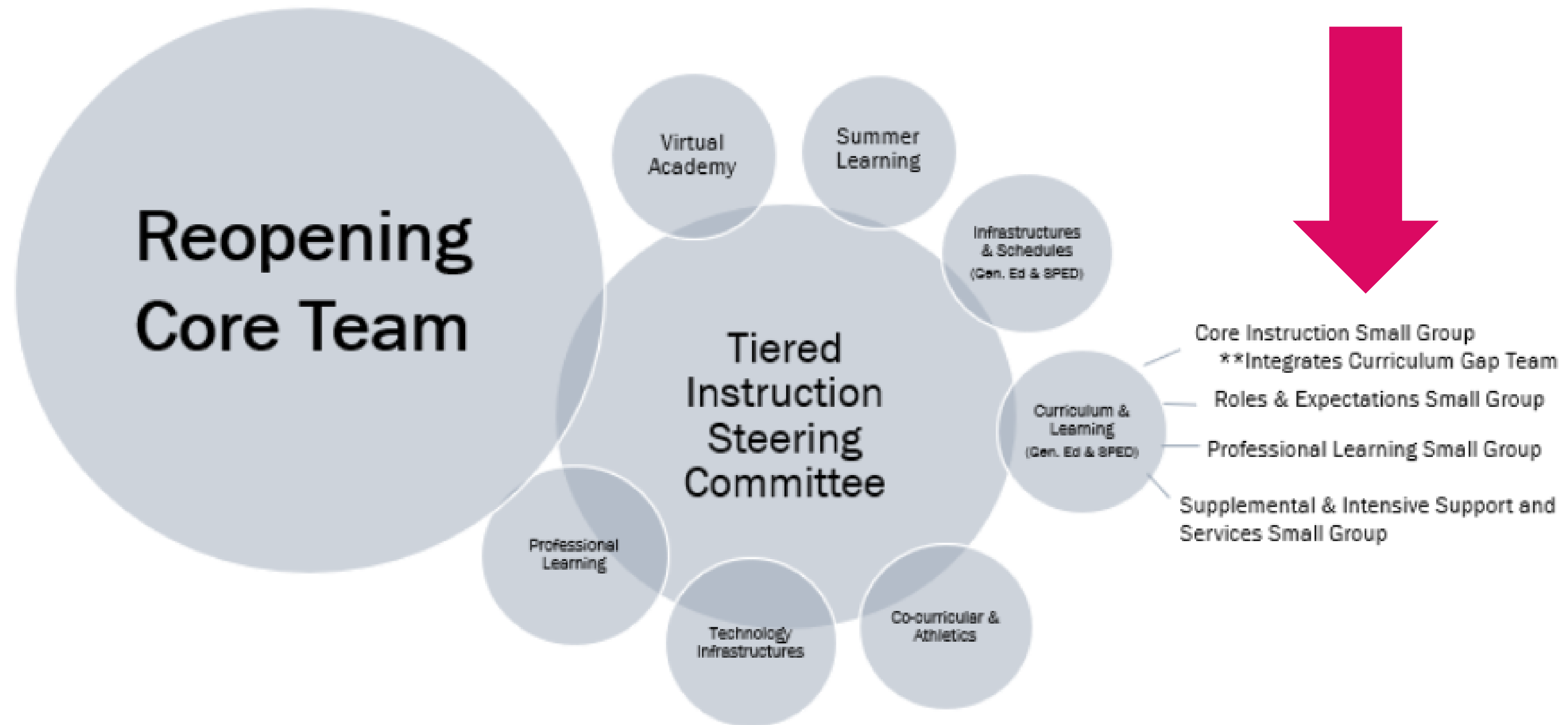




Curriculum and Instructional Supports for Schools

Michele Woodson, Senior Director, K-12 Curriculum Development
Michelle Tucker, Director, K-12 Mathematics

Who is doing this work at the district level?



What resources will support teachers & students?

1

Curriculum

- Pacing Guides and District Provided Curriculum Resources
- Vertical Bridge Documents and Support
- Blended/Remote Learning Lesson Plan Templates
- Digital Resources Embedded Within Existing Curriculum

2

Instruction

- Instructional Support Guidance for Teachers
- Blended/Remote Learning Guidelines
- Structures for Supplemental and Intensive Interventions

3

Assessment

- Assessments that will be administered both in-person and online across all tiers

Curriculum

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- **Pacing Guides and District Provided Curriculum Resources**
- Vertical Bridge Documents and Support
- Blended/Remote Learning Lesson Plan Templates
- Digital Resources Embedded Within Existing Curriculum

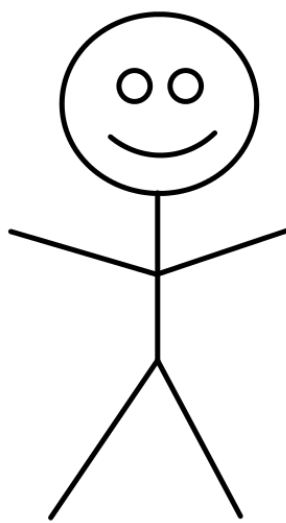
Purpose: The following recommendations were developed for implementation of the Grades 6-8 Language Arts Curriculum for the 2020-21 school year and will be incorporated into remote learning resources for the curriculum being created by EL Education. Students should start the year in Module 1, rather than attempt to make up any missed content from the previous Spring and Summer of 2020. Teachers should expand Modules 1 and 2 to **12 weeks in length**. Expanding these modules will ensure adequate time for students to both adapt to the new school community and environment and to build the necessary skills to be able to demonstrate mastery in the current grade-level skills. Decisions about spring semester modules and pacing will be made based on district plans and learning environments.

Guidelines for Use:
The EL Education curriculum modules are based on 8 weeks of instruction. Below you will find adjustments to pacing based on the recommended 12-week pacing schedule. **PLTs should work together at schools to further tighten the day to day lesson schedule to provide consistency for students regardless of their learning environment (in-person, remote learning, or online learning (Virtual Academy)).**

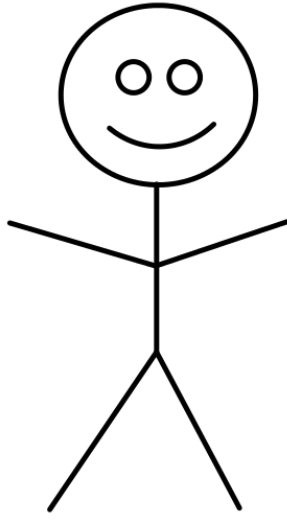
Grade 6	
Module 1	Module 2
Current EL Education Curriculum Pacing (8 wks of instruction): Unit 1: 13 lessons/ 2.5 weeks Unit 2: 20 lessons/4 weeks Unit 3: 7 lessons/1.5 weeks	Current EL Education Curriculum Pacing (8 wks of instruction): Unit 1: 13 lessons/2.5 weeks Unit 2: 16 lessons/3.5 weeks Unit 3: 10 lessons/ 2 weeks
Fall 2020 Recommendation (12 wks of instruction) Unit 1: 13 lessons/ 4 weeks Unit 2: 20 lessons/6 weeks Unit 3: 7 lessons/ 2 weeks	Fall 2020 Recommendation (12 wks of instruction) Unit 1: 13 lessons/4 weeks Unit 2: 16 lessons/5 weeks Unit 3: 10 lessons/3 weeks

LEARNING OUTCOME/STANDARD

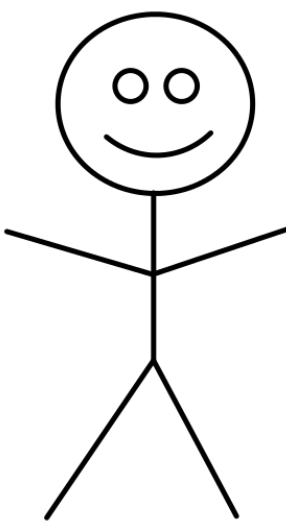
District Provided Curriculum



Plan B
In-Person



Plan B
Online



Virtual
Academy

Curriculum

1

- Pacing Guides and District Provided Curriculum Resources
- **Vertical Bridge Documents and Support**
- Blended/Remote Learning Lesson Plan Templates
- Digital Resources Embedded Within Existing Curriculum



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Middle School Science Vertical Bridge



5th Grade Standard from 2019-2020	Aligns Best to 6th Grade Standard in 2020-2021 6th Grade Science Unpacking Document	6th Grade Standard from 2019-2020	Aligns Best to 7th Grade Standard in 2020-2021 7th Grade Science Unpacking Document	7th Grade Standard from 2019-2020	Aligns Best to 8th Grade Standard in 2020-2021 8th Grade Science Unpacking Document
5.P.3 Explain how the properties of some materials change as a result of heating and cooling.	6.P.3 Understand characteristics of energy transfer and interactions of matter and energy.	6.P.3 Understand characteristics of energy transfer and interactions of matter and energy.	7.P.2 Understand forms of energy, energy transfer and transformation, and conservation in mechanical systems.	7.E.1 Understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the effects of the atmosphere on humans.	8.E.1 Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.
5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time.	6.E.2 Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.	6.E.2 Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.	7.E.1 Understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the effects of the atmosphere on humans.	7.L.1 Understand the processes, structures, and functions of living organisms that enable them to survive, reproduce, and carry out the basic functions of life.	8.L.1 Understand the hazards caused by agents of diseases that affect living organisms.
5.L.2 Understand the interdependence of plants and animals with their ecosystem.	6.L.2 Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.	6.L.1 Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.	7.L.1 Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.	7.L.2 Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.	8.L.4 Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.

2

1

- Pacing Guides and District Provided Curriculum Resources
- **Vertical Bridge Documents and Support**
- Blended/Remote Learning Lesson Plan Templates
- Digital Resources Embedded Within Existing Curriculum



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Elementary Math Vertical Bridge



Purpose: Based on the suggested WCPSS Curriculum Maps some standards may not have been mastered during the 2019-2020 school year. In the table below you will see how grade level standards/concepts are linked and progress vertically to another standard/concept in the next grade level to which it most closely aligns. When planning instruction for the 2020-2021 school year, please refer to the "Aligns Best to" column in cases where gaps of proficiency may have occurred in 2019-2020. Standards/concepts with a bold box around them indicate those that were prioritized during remote learning. Standards and/or unpacking documents are provided through the links in each course name.

Guidelines for Use: As you consider the questions "Where are we now in terms of the standards students learned in 2019-2020?" and "Where are we going in 2020-2021 so that students can succeed?" Consider what it is we want learners to know, understand, and be able to do by the end of the school year. General information about supporting students can be found [here](#), and additional curriculum resources may be found in the unit materials found on Learning Central (CMAPP 2.0).

Elementary Math Bridge Curriculum Supports

Standard/ Concept from 2019-2020	Aligns Best to Standard/ Concept in 2020-2021	Standard/ Concept from 2019-2020	Aligns Best to Standard/ Concept in 2020-2021	Standard/ Concept from 2019-2020	Aligns Best to Standard/ Concept in 2020-2021	Standard/ Concept from 2019-2020	Aligns Best to Standard/ Concept in 2020-2021	Standard/ Concept from 2019-2020	Aligns Best to Standard/ Concept in 2020-2021
Kindergarten	1st Grade	1st Grade	2nd Grade	2nd Grade	3rd Grade	3rd Grade	4th Grade	4th Grade	5th Grade
NC.K.CC.1: Counting to 100 by ones and tens.	NC.1.NBT.1: Count to 150. 1st Grade Unit 1	NC.1.NBT.4: Use concrete models to add within 100.	NC.2.NBT.5: Demonstrate fluency with addition and subtraction within 100. 2nd Grade Unit 2	NC.2.NBT.7: Add and subtract within 1,000.	NC.3.NBT.2: Add and subtract whole numbers up to and including 1,000. 3rd Grade Unit 3	NC.3.NF.3: Represent equivalent fractions with area and length models.	NC.4.NF.1: Explain why a fraction is equivalent to another fraction. 4th Grade Unit 5	NC.4.OA.5: Generate and analyze patterns (Geometric & Numerical).	NC.5.OA.3: Generate numerical patterns given rules. Numerical Patterns: 5th Grade Unit 1

1

First Grade

Quarter 1

- Addition to Existing Daily Routines
 - NC.K.OA.5: Demonstrate fluency with addition and subtraction within 5.
 - Formative Assessment Items
 - NC.K.OA.6: Recognize and combine groups with totals up to 5.
 - Formative Assessment Items
- [Unit 1: Using Numbers to Explore Mathematical Community](#)
 - NC.K.CC.1: Counting to 100 by 1s and 10s
 - Formative Assessment Items
 - New Daily Routine
 - NC.K.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones.
 - Formative Assessment Items
 - [Scaffolded Items](#)
- [Unit 2: Building a Conceptual Understanding of Addition and Subtraction](#)
 - NC.K.OA.1: Represent addition and subtraction within 10.
 - Formative Assessment Items
 - [Scaffolded Items](#)
 - [Practice Problems](#)
 - NC.K.OA.2: Solve addition and subtraction word problems within 10.
 - Formative Assessment Items
 - [Scaffolded Items](#)
 - [Practice Problems](#)
 - NC.K.OA.3: Decompose numbers less than or equal to 10 into pairs.
 - Formative Assessment Items
 - Practice Problems
 - [Mini-Lesson](#)
 - NC.K.OA.4: For any number from 0-10, find the number that makes 10.
 - Formative Assessment Items
 - Practice Problems
 - [Mini-Lesson](#)

Curriculum

1

- Pacing Guides and District Provided Curriculum Resources
- Vertical Bridge Documents and Support
- **Blended/Remote Learning Lesson Plan Templates**
- Digital Resources Embedded Within Existing Curriculum

**WAKE COUNTY**
PUBLIC SCHOOL SYSTEM

Planning a High School Remote Learning Lesson

Learning and Product Goals <i>What are the learning outcomes for the lesson?</i>	Synchronous: ☐ Write the learning and product outcomes in student-friendly language, and post them on the materials students will access. ☐ Read the expected learning outcomes out loud with students ☐ Read the expected student products and due-dates out loud to students. Asynchronous: ☐ If recording a video, include the learning outcome at the beginning of the video. ☐ Write the expected learning and product outcomes in student-friendly language and post it on the materials students will access.	Teachers should utilize the standards document relating to their content area
Engage & Activate (Time: 10-15 minutes) (Time suggestions are for single-day synchronous lessons. Lessons can also occur over multiple days.) <i>What will you use to "hook" students into learning and activating their background knowledge?</i>	Synchronous: ☐ Activate prior knowledge/learning by sharing a question, picture, video, or other prompt ☐ Allow students to discuss or post comments/questions on a discussion platform Asynchronous: ☐ Record yourself presenting the Learning and Product Objectives ☐ Share a question, picture, or other prompt, and allow students to post comments or questions on a discussion platform	Screen Recording Screencastify Screencast-O-Matic Discussion Platforms Canvas Discussions - Google Classroom Questions Instructional Videos EdPuzzle Discovery Education Khan Academy* Virtual Labs and Simulations PhET (Use HTML5 simulations if possible) Virtual Field Trips Discovery Education

*These tools are **Allowed** in the WCPSS Digital Resource Product Library. Although appropriate for teacher use, accounts should not be created in these platforms for students under 13.

Curriculum

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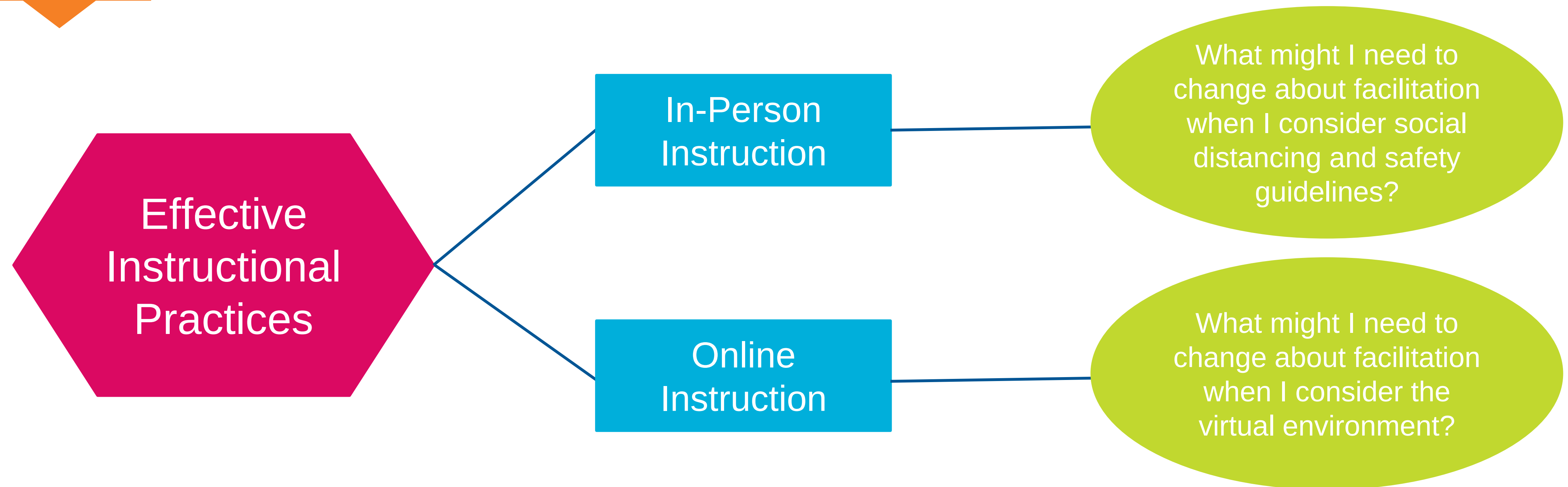
- Pacing Guides and District Provided Curriculum Resources
- Vertical Bridge Documents and Support
- Virtual Lesson Plan Templates
- Digital Resources Embedded Within Existing Curriculum



Instruction

2

- **Instructional Support Guidance for Teachers**
- Blended/Remote Learning Guidelines
- Structures for Supplemental and Intensive Interventions



Instruction

2

- **Instructional Support Guidance for Teachers**
- Blended/Remote Learning Guidelines
- Structures for Supplemental and Intensive Interventions

- PLT Support
- Curriculum Resources & Learning
- Formative Assessment
- Gaps in Learning vs. Need for Intervention
- Enrichment
- Scaffolding
- Behavioral Health

Purpose: The purpose of this document is to provide instructional guidance for teachers as they support students through **potential learning loss as a result of COVID 19**. Each section provides a general overview, guiding questions to consider, and additional resources as you begin to plan learning and teaching for the 2020-21 school year regardless of the learning environment.

- [PLT Support](#)
- [Curriculum Resources and Learning](#)
- [Formative Assessment](#)
- [Gaps in learning vs. Need for Intervention](#)
- [Enrichment](#)
- [Scaffolding](#)
- [Behavioral Health](#)

PLT Support

PLTs should continue to work interdependently in collaborative teams to achieve common goals for which they are mutually accountable. Working together saves time for individual members of PLTs and produces high-quality collaborative products for learners. This also gives teachers the opportunity to be reflective of their practices and ensure that the products are accessible for all learners. This level of effective collaboration may require PLTs to meet more frequently. As PLTs collaborate around supporting potential learning loss as a result of COVID 19, they will continue to use each section outlined in this document to focus on moving students forward in their learning. Given potential gaps in learning, PLTs will continue to use established structures, utilize resources provided by the District, and center their work around the following PLT questions:

- What do we want students to know, understand, and be able to do?
- How will we know when students have learned it?
- How will we respond when students don't learn it?
- How will we respond when students already know it?
- Questions to Consider:
 - What data sources might we need in order to effectively analyze needs and craft next steps in terms of student learning?
 - As a result of data analysis, which students benefited from the lesson? Which did not? What might be implications for instruction, curriculum, and the learning environment?
 - How will we meet the needs of all students, including those in need of additional support to access grade-level content standards and those who need extended-learning opportunities?
 - How will instructional priorities and formative data be shared and communicated with parents?
 - How will we ensure collaborative planning between core teachers, special education teachers, ESL teachers, and Intervention Team Facilitators/Coordinators?
- Additional Resource(s):
 - [PLT Site](#)

Curriculum Resources and Planning

To ensure consistency and equitable access to curriculum for all students, teachers will use the pacing guides and curriculum resources provided by WCPSS so students have an opportunity to ensure mastery of skills and

Instruction

2

- Instructional Support Guidance for Teachers
- **Blended/Remote Learning Guidelines**
- Structures for Supplemental and Intensive Interventions

7.2 Blended/Remote Guidelines

COVID-19 GUIDANCE | Draft, Last updated 07/06/2020



Feedback and Assessment

Student Digital Learning Standards

1. Empowered Learner

Guiding Questions

1. How am I providing multiple modalities and opportunities for students to demonstrate their learning?
2. How can I share feedback efficiently and effectively with my students and their families?

Teacher Practices

- With your PLT, develop common expectations for providing feedback and resubmitting work virtually prior to "grading" virtual assignments.
- Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process.*
 - Utilize multiple and varied forms of assessment including examples of student work products.*
 - Give students voice and choice in how they demonstrate learning goals.
 - Make assessment modifications and provide testing accommodations as needed.
 - Use formative assessment in each lesson. Give feedback within 2 school days.
- Use performance data and digital tools to empower student metacognition (self-awareness) for self-assessment & self-monitoring their own learning progress.*
 - Provide opportunities for students to curate digital artifacts and reflect on their learning through Digital Portfolios during each unit.
- Utilize digital tools to synthesize and apply qualitative and quantitative data to:
 - Create individual learner profiles of strengths, weaknesses, interests, skills, gaps, preferences.
 - Inform, personalize, and calibrate individual learning experiences. Identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile.
 - Reflect and improve upon instructional practice.*
- Use [digital tools](#) to provide descriptive feedback that is personal and actionable.

*Practice adapted from the [NC Digital Learning Competencies for Teachers](#)

Find more COVID-19 information for employees on WakeConnect.

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2

- Instructional Support Guidance for Teachers
- Blended/Remote Learning Guidelines
- Structures for Supplemental and Intensive Interventions and Service Delivery

- What guidelines will be provided for delivering support across all three learning environments?

Considerations:

- supplemental and intensive supports
- enrichment and AIG services
- English Language Learners
- Students with Disabilities

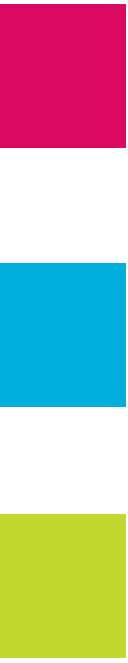
Assessments

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- Assessments that will be administered both in-person and online across all tiers
 - What guidance might be provided from NCDPI about required assessments?
 - Which assessments have the capability to be administered both in-person and online?
 - How might we use historical assessment data to determine student needs?

Curriculum and Instructional Supports for Schools - Questions

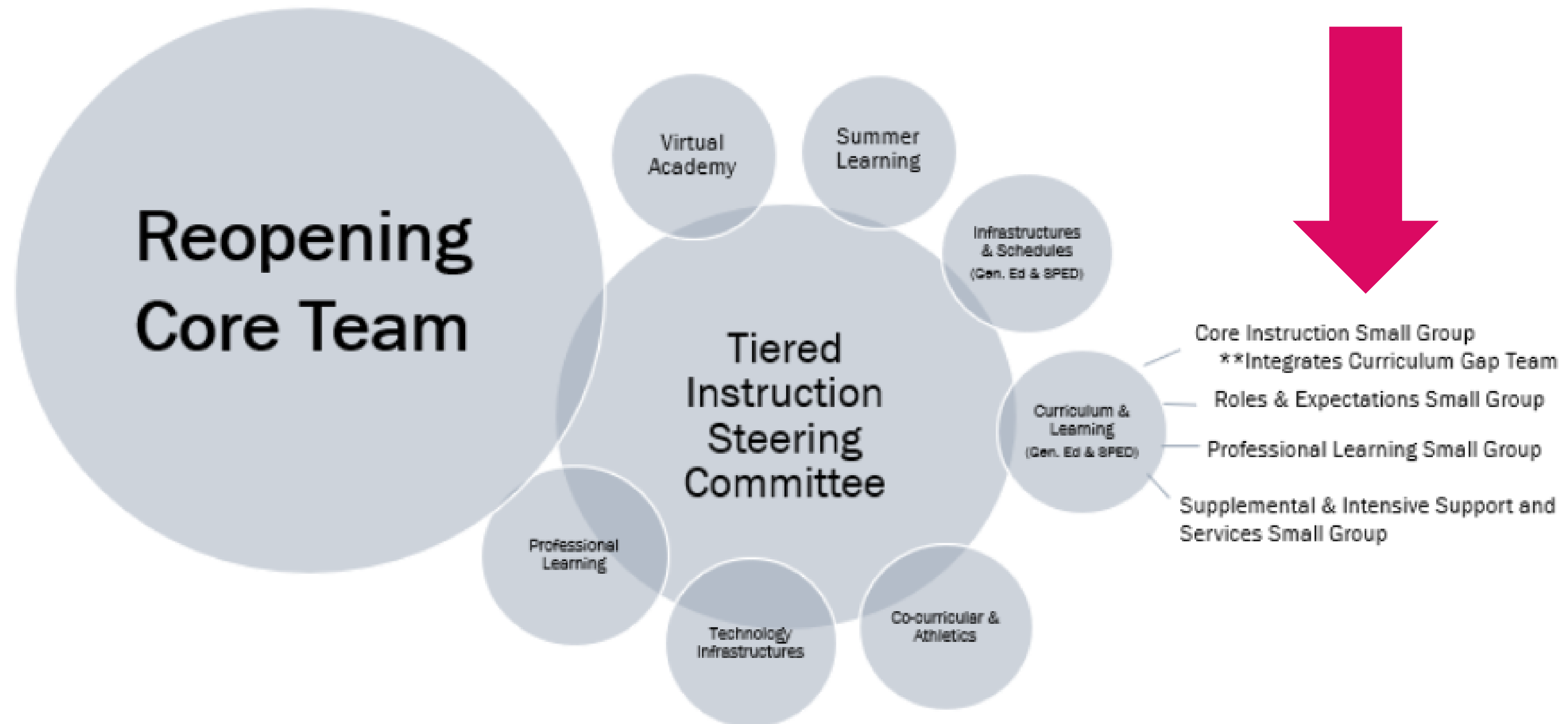




Curriculum and Instructional Supports for Schools - Special Education

Karen Hamilton, Assistant Superintendent, Special Education Services

Who is doing this work at the district level?



Pre-K and Regional Programs

The district provided a survey opportunity to parents of Pre-K students and students served in Regional Programs regarding returning to school and transportation.

DPI remains consistent in social distancing requirements.

While our goal is for Pre-K and Regional Program students to attend face to face daily, at this time, based on social distancing requirements and district data, students in Pre-K or Regional Programs will follow the Plan B rotation schedule when the district is in Plan B.

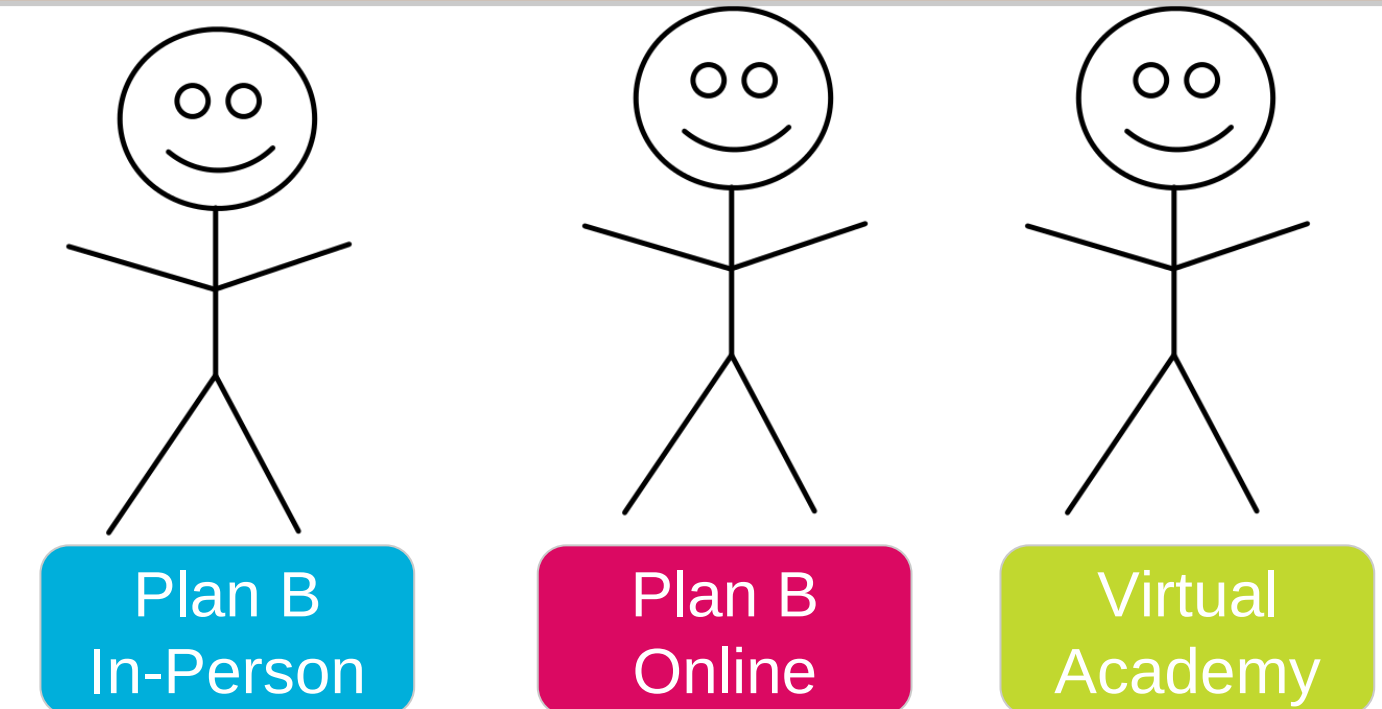
We will continue to review new information and data to determine if and when any changes can be implemented.

Supports for Students with IEPs

Considerations:

- Health and safety guidelines for vulnerable populations
- Implementation of IEP goals for In Person Instruction Plan B, Online Instruction for Plan B, Plan C and WCPSS Virtual Academy:
 - IEP goal instruction, accommodations and modifications for students in General Content and Regional Programs
 - Alignment of content consistent across Plan B, C and Virtual Academy for students served in General content and Regional Program classrooms (ULS for Extended Content)
- Documentation of Services
- Continuous challenge to implement IDEA in online settings (FAPE)

District Provided Curriculum



Supports for Students with IEPs

What is NEW or What will Change?

- Restart on Evaluations
- Combination of In-Person and Online Instruction: Service Delivery, Specially Designed Instruction and consistent Instructional Resources
- Related Services : In Person and Teletherapy
- Contingency Planning for Instructional Delivery
- Staff Scheduling (Teachers and IAs)



Supports for Students with IEPs

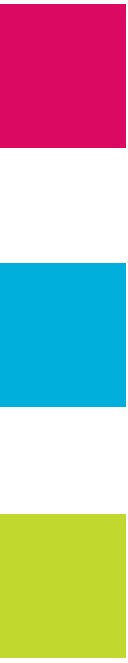
Requirements and Measures

- IEP Meetings
- Assessment of Gaps in IEP Goal Progression
- ESY and Compensatory Services
- Videos to assist to parents in accessing Online Instruction
- Parent Training to support parents in accessing Online Instruction



Special Education - Questions

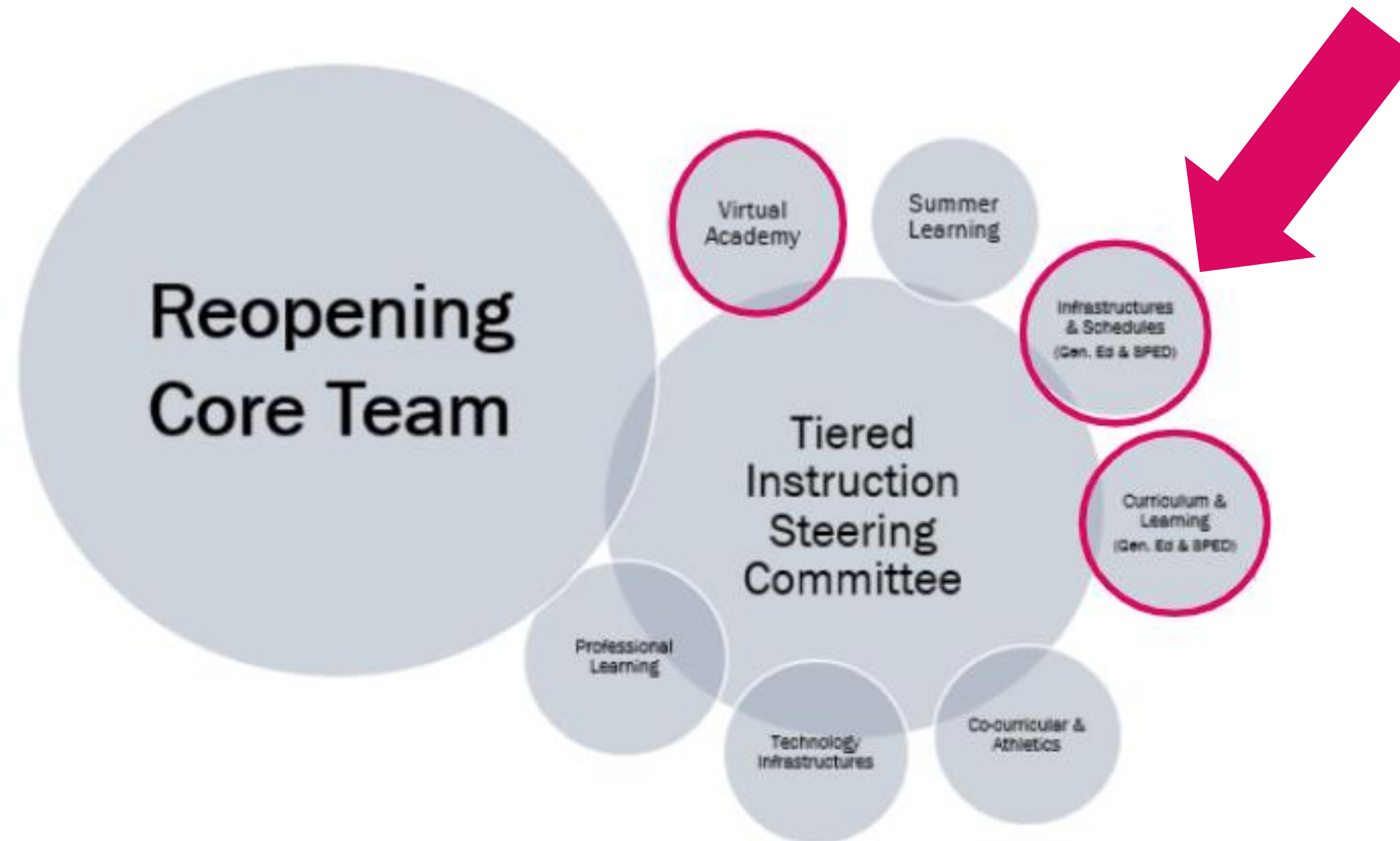




Instructional Scheduling Frameworks

Brian Pittman, Senior Director, High School Programs

Who is doing this work at the district level?



Instructional Scheduling Frameworks

Overview & Key Considerations

- Students / families should expect instruction to happen Monday - Friday.
- Students receive approximately 5-6 hours of instruction and/or instructional activities per day regardless of the learning environment.
- “Live instruction” will be provided in each environment at each level:
 - Plan A: Full Day of In Person Instruction
 - Plan B (In Person): Full Day of In Person Instruction
 - Plan B (Online Instruction): At least 5 hours of live instruction per week as a minimum baseline across all schools along with approximately four hours per day of non-live instructional activities.
 - Plan C: At least 2.5 hours of live instruction per day
 - Virtual Academy: At least 2.5 hours of live instruction per day

Overall, we anticipate approximately 30 hours of live instruction / activity in each 3 week rotation

Note: Times are a baseline and do not replace teacher decision making



Instructional Scheduling Frameworks

Overview & Key Considerations

- With regard to the instructional program:
 - The amount of time a student will spend in front of a device will depend on the age of the student and which courses they are taking. There will be ample time for independent learning activities and breaks, including lunch and time for physical and other activities, built into the schedule.
 - Schools will communicate their daily schedule for in person learning as well as a schedule for live instruction via remote learning and the Virtual Academy.
 - District provided curriculum and resources will be used across all learning environments.
- Explore avenues of providing greater feasibility of teachers being able to implement instruction on Plan B.

Instructional Scheduling Frameworks

Level Specific Details on Plan B (In Person & Online Instruction)

Elementary School

- Instructional structures will shift based on what is age appropriate for the student.
- Students will engage in literacy and mathematics instruction daily.
- Specials, such as music and arts, that sometimes take students out of the classroom, will be scheduled to minimize movement within the building and maintain health and safety of students and staff.

Instructional Scheduling Frameworks

Level Specific Details on Plan B (In Person & Online Instruction)

Middle School

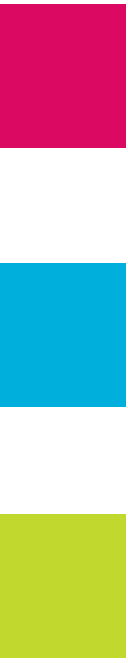
- Student schedules will include:
 - Electives
 - Continued access to high school credit courses in middle school

High School

- Opportunities to access honors and Advanced Placement courses will not be altered by the implementation of the Plan B rotation.
- We will continue to offer Arts, CTE and other specialized electives.

Instructional Scheduling Frameworks - Questions

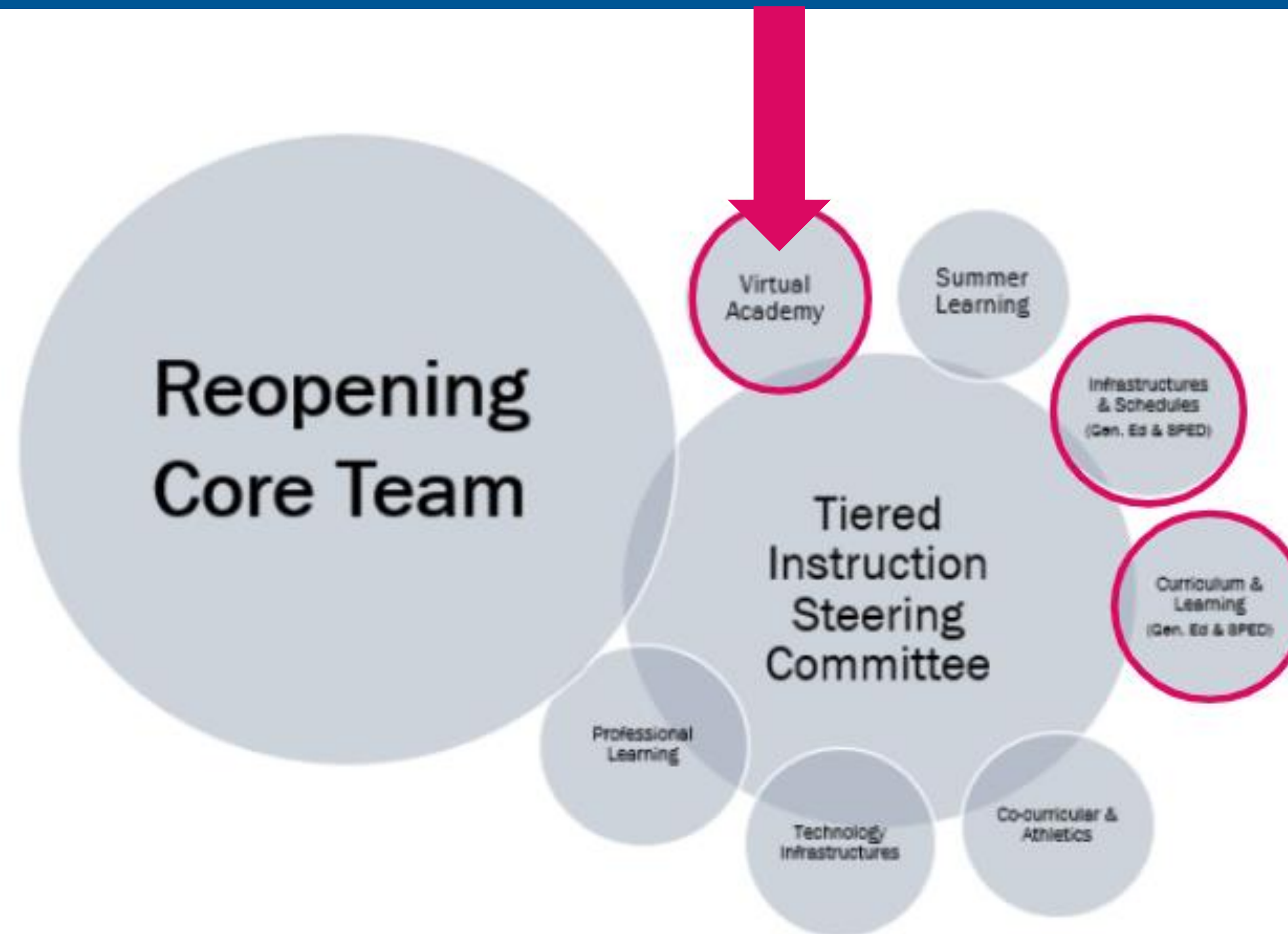




WCPSS Virtual Academy

Dr. Ashlie Thompson, Central Area Superintendent
Seydric Williams, Northwestern Area Superintendent

Who is doing this work at the district level?

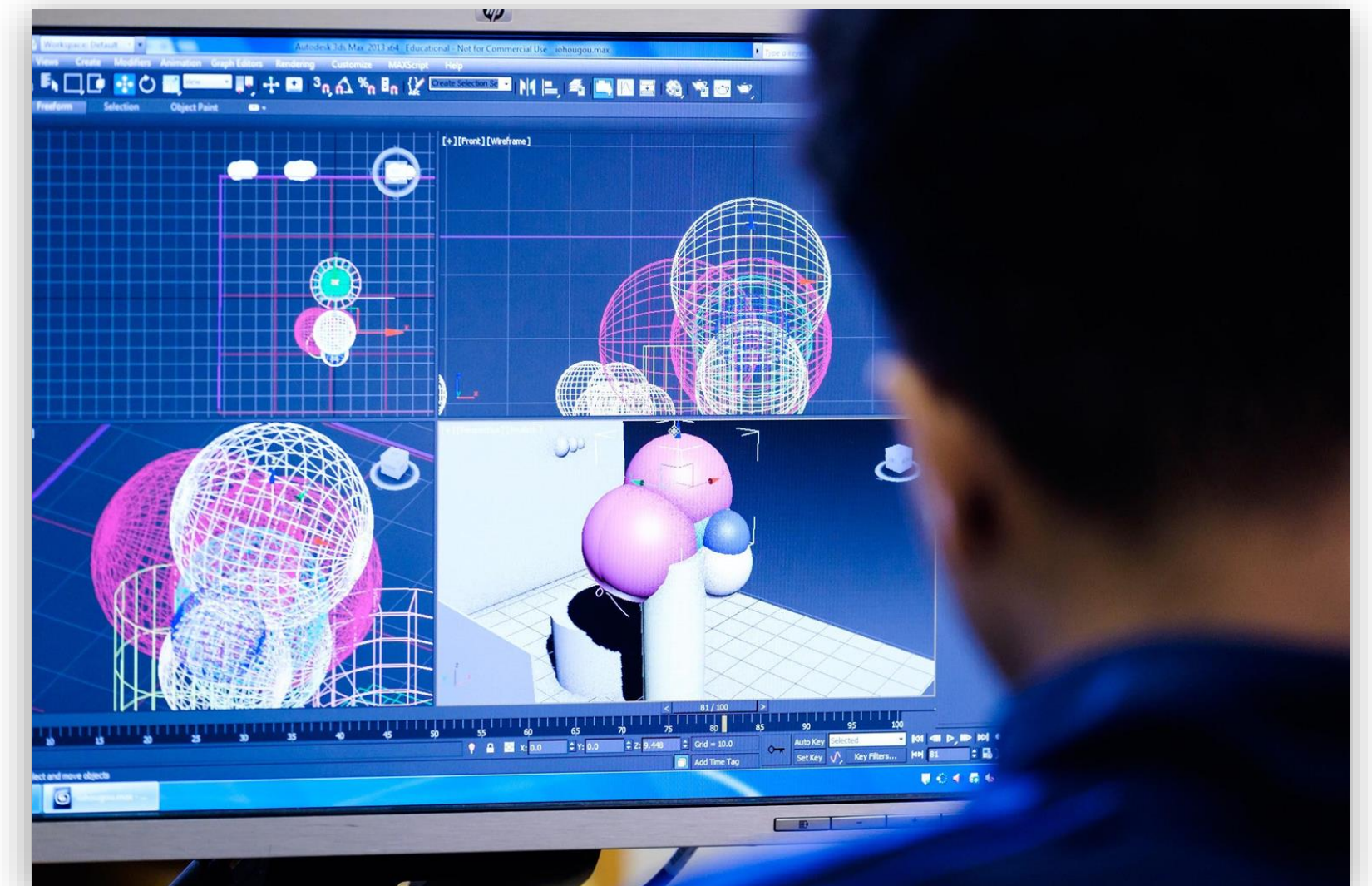


WCPSS Virtual Academy

Core Goals of the WCPSS Virtual Academy

By establishing this fully online option, WCPSS will:

- Provide access to an additional instructional option for students where health concerns exist with returning to the school building.
- Provide a personalized, flexible learning environment that provides students with rigorous, standards aligned learning opportunities in an online setting.
- Provide students with a certified teacher(s).



WCPSS Virtual Academy: Application & Enrollment

Application:

- Application Window: July 10-20
- Parents of students not currently enrolled in WCPSS will be directed to the Student Assignment website for enrollment procedures.
- Once the application window closes, schools will send a district provided confirmation letter to families.

Enrollment:

- Remain assigned to their current school.
- Commit to at least a full semester of learning in this program, with a recommendation of a one year commitment.
- K-12 students & families who participate in the Virtual Academy will be permitted to participate in co-curricular and extra-curricular activities including athletics through their current school.

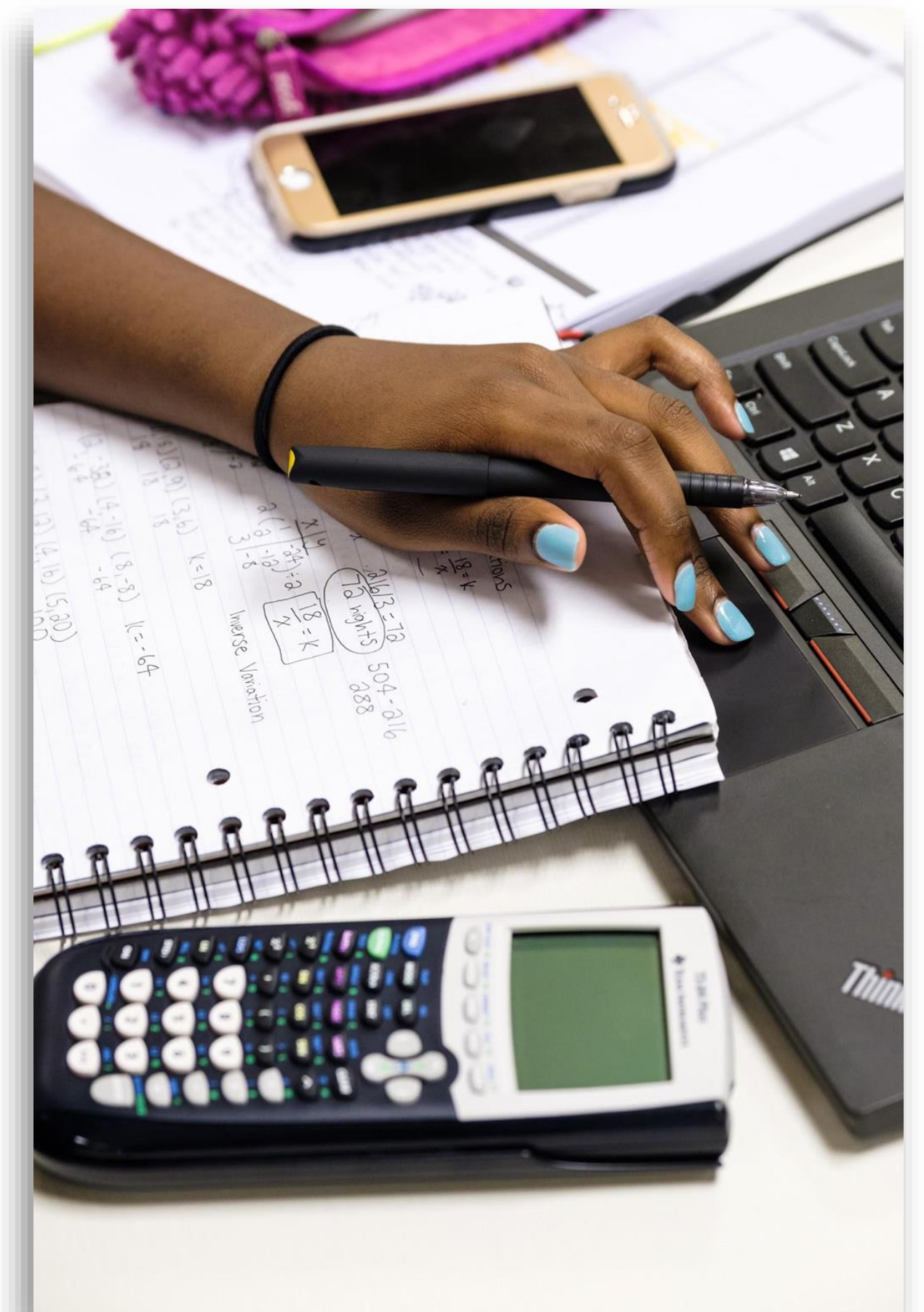
WCPSS Virtual Academy: Calendar

The WCPSS Virtual Academy calendar will align with each school's calendar:

- For traditional calendar schools, the WCPSS Virtual Academy program students will be on traditional calendar.
- For year round calendar schools, the WCPSS Virtual Academy program students will be on the Single Track 4 calendar.
- For modified calendar schools, the WCPSS Virtual Academy program students will be on the modified calendar.

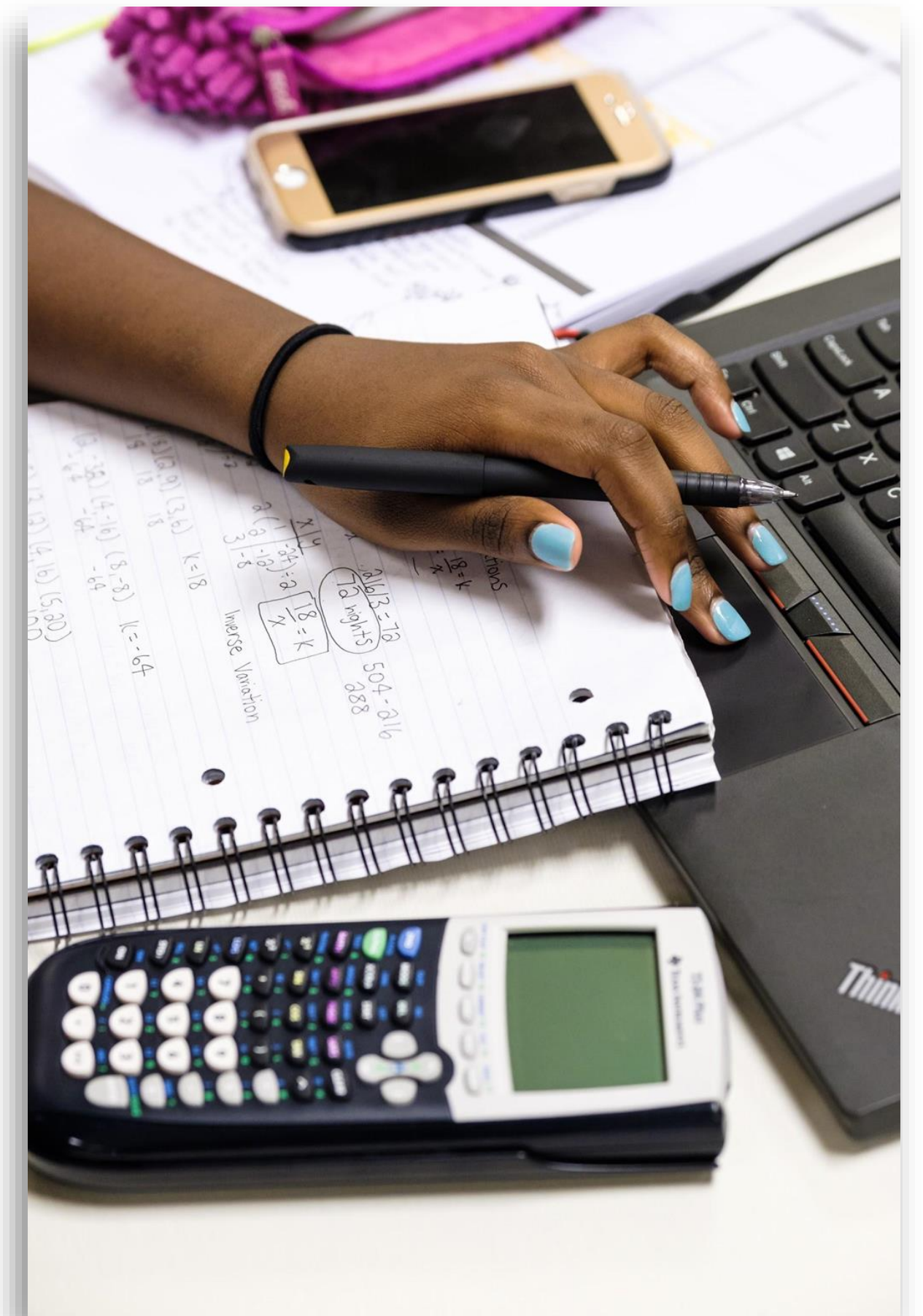
WCPSS Virtual Academy: Schedules

- To the degree possible, students will be assigned teachers from their current school. However, in some cases, students may be assigned to teachers from different schools within a region to form classes.
- Students / families should expect instruction to happen Monday - Friday.
- All K-8 core courses and all high school courses required for graduation will be offered. Because course offerings for the Virtual Academy will be built based on the course selections of students who enroll, it is difficult prior to the application window closing to identify what specific courses will be offered.
- The intent will be to make every effort to ensure that there is a baseline menu of both core and elective course offerings across multiple content areas.



WCPSS Virtual Academy: Schedules

- Students will receive approximately 5-6 hours of instruction and/or instructional activities per day regardless of the learning environment.
- Virtual Academy: At least 2.5 hours of live instruction per day
Note: Time may increase beyond the baseline based on teacher planning.
- Students will experience an intentional effort on the part of their school's staff to make meaningful connections and to create a true classroom community.



WCPSS Virtual Academy: Instruction

- Curriculum and instruction will be aligned to the same content standards as in-person and blended instruction environments.
- Grading structures consistent with in-person and blended instruction environments and [Board Policy 3400](#).
- Classes and course options in 2020-2021 will include standards aligned instructional content and social/emotional support across all K-12 grade levels.
- Supports from AIG, ESL, Intervention, 504 Plans, etc. will be provided by the student's assigned school.
- Supports for students with IEPs will be provided by the current school and determined by IEP goals.

WCPSS Virtual Academy Communication

- WCPSS Virtual Academy Website
- SchoolMessenger
- Social Media



WCPSS Virtual Academy: Technology

- Through the Virtual Academy application form, parents can indicate whether their students need devices and access. We will be working to help meet those needs as we receive notification.
- Virtual courses provided through a common online learning management system.



WCPSS Virtual Academy: Staffing

- Individuals teaching in the Virtual Academy will be staff members based at the school where they are employed.
- Teachers will serve students assigned to them from their school or within their school's region.
- Principals will assign teachers to the Virtual Academy.
- District staff will offer school principals guidance on key qualities to consider when assigning teachers to the program.



WCPSS Virtual Academy: School Contact

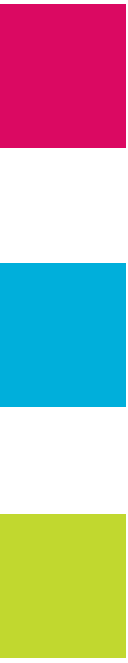
- Each school is asked to identify a school contact to maintain maximum support for teachers, students, and families.
- It is strongly **recommended** that an assistant principal is selected for this role and that classroom teachers are not designated to fulfill these responsibilities.
- Example Duties:
 - Respond to parent questions.
 - Support Virtual Academy teachers accessing resources to support curriculum and instruction.

Next Steps:

- District staff will communicate with schools regarding registration numbers.
- District staff will work with schools to support staffing and scheduling for the Virtual Academy classes.
- The District will continue to advertise to make sure all regions within Wake County are aware of the WCPSS Virtual Academy.
- The District will work with schools to create virtual classrooms that reflect the WCPSS Core Beliefs.

WCPSS Virtual Academy - Questions





Partnering for Childcare

Tim Simmons, Chief Communications Officer

Partnering for Childcare: Organizing

- YMCA of the Triangle continues to serve as the overall lead organization
- WCPSS will take responsibility for finding locations for school system staff
- Municipal providers have met twice
- Private providers and churches will meet Wednesday, July 15
- Contacts have been made with Wake County Smart Start, the county and organizations such as Marbles

Partnering for Childcare: Structure

- Daily programming will set aside time for academic work
- 10 students to a group
- The YMCA will train program workers and design activities outside of academic work
- Programs will adhere to state health guidelines

Partnering for Childcare: Employees

- Staff survey July 10 - July 17
- Currently about 1400 employees requesting 2200 slots
- Principals have identified more than 400 possible classrooms or similar locations in school facilities
- The intent is to offer employee childcare for free
- Corporate support is being requested

Partnering for Childcare: Families

- Multiple providers will be needed
- Planning for demand of 10,000 to 20,000 students per day
- Full enrollment at the beginning of the year is not expected
- Before/After School programs will still operate
- Corporate support will be necessary, especially to help underwrite costs to low-income families
- Planning to make family options available by late July

Partnering for Childcare - Questions

