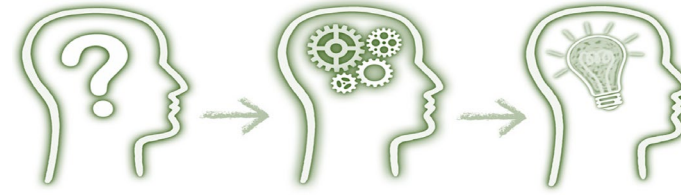
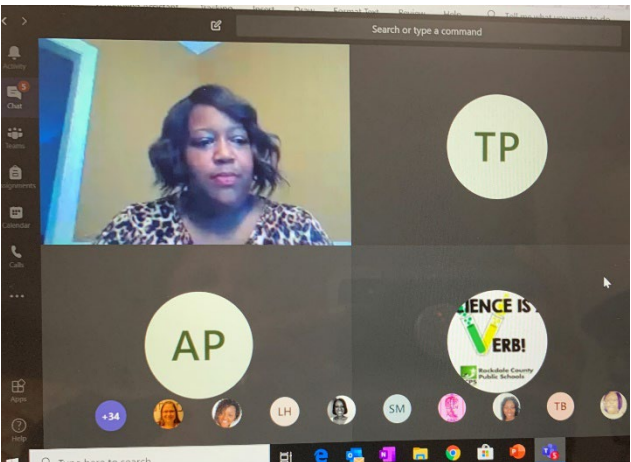
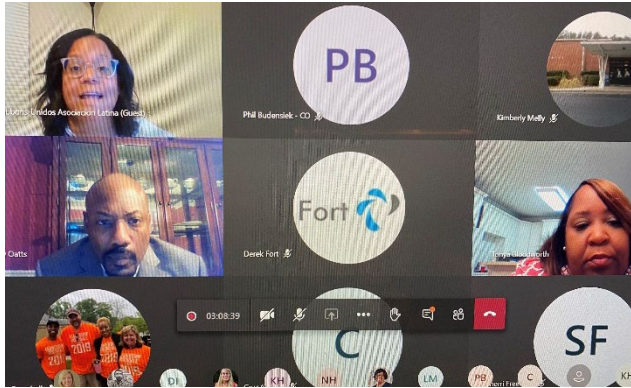


# **Defining Our New Normal**

## **August 20, 2020**

Division of Teaching and Learning  
Division of Technology



## LESSONS LEARNED

### Sources of Information

- Teaching and Learning Virtual Retreat
- Participation in Advisory Meetings and Forums
- PLC Meetings with Principals
- Informal Feedback from Stakeholders
- Student Forums
- CORE Meetings with Technology
- Meetings with RCPS Assistant Superintendents
- Metro RESA Meetings with Neighboring Districts
- Survey Results



# Areas of Focus



Sims Elementary School Photo

Teaching and Learning in a Virtual and/or Hybrid Model

Schedules, Expectations and Routines

PK-3 Devices and Professional Learning Rollout

Internet and Technology Resources

New Students

Communication

Social and Emotional Learning

Devices and Professional Learning for Paraprofessionals

# Consistent Student Schedules

## Elementary

- 50-minute Academic Blocks
- 50-minute Math and Reading Intervention/Enrichment Blocks
- 30-minute Specials Blocks
- Brain breaks between each class
- Scheduled lunch time
- Fridays include independent student activities, enrichment and remediation and social emotional learning (SEL) sessions

## Middle/High

- 70-minute Academic Blocks
- Brain breaks between each class
- Scheduled lunch time
- Time allocated for student check-ins, small groups, and office hours
- Fridays include independent student activities, enrichment and remediation, advisement and social emotional learning (SEL) sessions



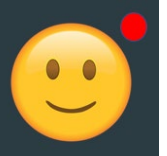
# Synchronous and Asynchronous Student Learning Opportunities

## Real-Time Learning (Synchronous)



- ▶ Happens in real-time
- ▶ Live online via Microsoft Teams
- ▶ High interaction with teacher and other learners
- ▶ Students are engaged in learning at the SAME time

## Independent Learning (Asynchronous)



- ▶ Learners move at their own pace
- ▶ Learning is available anytime and anywhere
- ▶ Utilizes pre-recorded lectures, narrated PowerPoints, videos, independent reading articles, etc.

# Common Teacher Expectations



Turn camera on and  
look professional



Be aware of  
surroundings and  
minimize distractions



Start and end class on  
time



Establish and review  
norms and routines

# Common Teacher Expectations



Utilize itsLearning and Microsoft Teams to engage students in learning



Take attendance daily and monitor student progress



Plan lessons that use a variety of engagement strategies



Provide frequent, timely and meaningful feedback on student work



Use allocated time for student check-ins, small groups, and office hours



Respond to parents within 24 hours



Grade students' work within 48 hours



# Common Student Expectations



Wear attire acceptable for school



Turn camera on



Be aware of surroundings and minimize distractions



Be present and start class on time



Attend and actively participate in class daily



Communicate with your teacher and examine feedback



Follow the Student Code of Conduct



Demonstrate online learning etiquette



Submit required assignments in a timely manner

# PBIS Remote Learning Student Matrix

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities
<b>Safe</b>	<ul style="list-style-type: none"> <li>Choose a distraction-free space</li> <li>Use equipment as intended</li> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Ask in chat if you need help</li> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>Use "stop-leave-talk" when you hear disrespect</li> <li>Encourage others to participate</li> <li>Use kind words and faces</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio off</li> <li>Use chat with classmates for first 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio off</li> <li>Answer questions in chat box on cue</li> <li>Answer polls promptly</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio on</li> <li>Listen attentively</li> <li>Answer questions out loud on cue</li> </ul>	<ul style="list-style-type: none"> <li>Video on at all times</li> <li>Audio on</li> <li>One speaker at a time: wait or use chat to respond when others are talking</li> <li>Respect others' cultures, opinions, and viewpoints</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Be on time and ready to learn</li> <li>Start class charged or plugged in</li> <li>Have materials ready</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions (voice or chat) when you have them</li> <li>Be present – avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions out loud when you have them</li> <li>Try your best</li> <li>Be present – avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>Encourage each other to stay on topic</li> <li>Complete the work together</li> <li>Use "Raise your hand" button if you have questions</li> <li>Be present – avoid multitasking</li> </ul>

# Common Parent Expectations



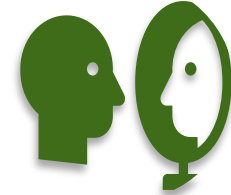
Provide a learning space



Help establish a daily routine



Communicate with the teacher



Establish times for quiet and reflection



Encourage child to take the scheduled brain breaks that includes physical activity



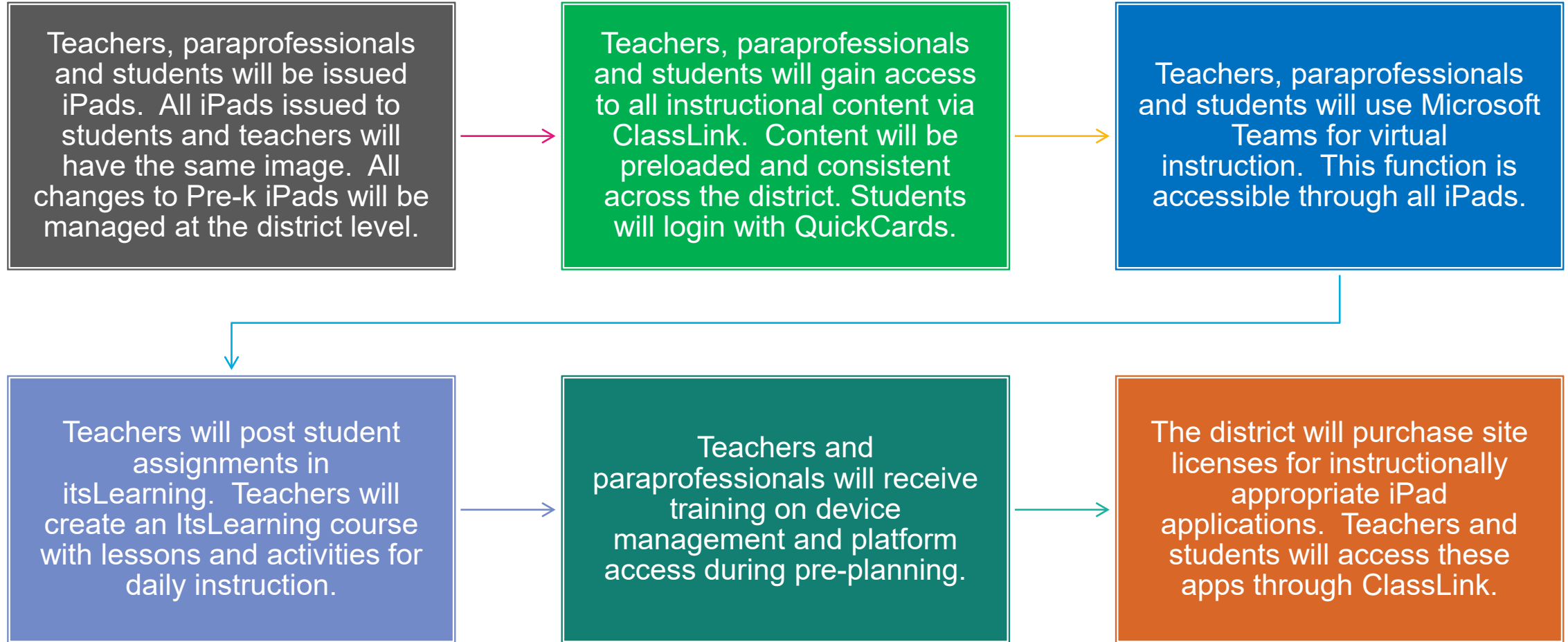
Review and adhere to attendance policy



Ensure child has the instructional tools they need



# Pre-K Staff Virtual Instructional Delivery



# Parent and Student Virtual Orientation



Teachers will review Infinite Campus to ensure students are registered appropriately. This will ensure parents are receiving appropriate messages and will allow for technology assignments.



Student learning supplies will be delivered to the school and distributed with student technology. Supply orders are managed at the district level.



Parent orientation videos and instructional handouts will assist with training needs. These trainings include device training, Wi-Fi connectivity and program access information. Additional trainings will be added as needed.



Videos and training materials will be shared via Remind, paper handouts, district website and email. Individual parent communication will address specific concerns. Early Learning will utilize Facebook, Twitter and Instagram.

# Student Devices



PreK – 1<sup>st</sup> graders are issued iPads



2<sup>nd</sup> – 12<sup>th</sup> graders are issued Windows laptops





# Student Device Distributions



Students new to RCPS and returning PreK – 3<sup>rd</sup> graders will make an appointment at their school to receive laptops/iPads.



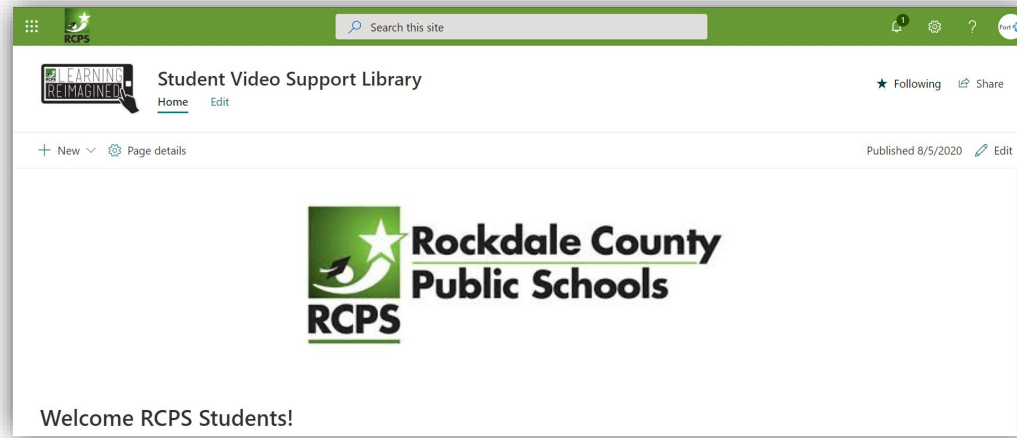
Each school will post their distribution plan on their website and provide the information to the district communication team.



ELC Photos

# Support for Students and Parents

- ▶ Video tutorial websites for students and parents



- ▶ Teachers offer support for digital learning
- ▶ Helpdesk phone number integrated with district's ticketing system for account and hardware issues (770-860-4259)

# Starting in a Virtual Environment

As teachers are conducting live lessons, they will embed practices to acclimate students to their devices. Teachers will work with students regarding:

- expectations,
- how to use their devices,
- digital citizenship,
- locating resources, and
- itsLearning, etc.



# Model Lesson Plan for Virtual Teaching

## Teacher Planning for Instruction

- Uniform lesson plan template
- Using three-part lesson format
  - Opening + Work Period + Closing
  - Plan for instruction using gradual release of responsibility or inquiry-based model
- Design for student engagement:
  - Direct Instruction
  - Collaboration
  - Discussions

Teacher Lesson 1 (Synchronous Lesson)  
Opening (20%):  
**Introduce Learning Target(s):**  
Today I am going to learn about...

Teacher Lesson 2 (Asynchronous Lesson)

**Introduce Learning Target(s):**

Today I am going to learn about...

- Black Cowboys of Texas
- Surplus
- Cattle Trails

**So that I can...**

- Understand the connection between Black Cowboys and cattle trails.
- Describe the purpose of cattle trails.
- Identify cattle trails on a physical map.

**Success Criteria:**

- I'll know that I've got it when I'm able to...
- Describe specific examples how the Black Cowboys worked on cattle trails.
- Describe why the cattle trails were created.
- Identify the Great Western Trail and the

**Over-Arching Question:**

How does location affect people?

Student Lesson 1 (Synchronous Lesson)

Student Lesson 2 (Asynchronous Lesson)

Opening:

**Introduce Learning Target(s):**

Today I'm going to learn about:

- Black Cowboys
- Surplus
- Cattle Trails

**So that I can...**

- Describe the role of Black Cowboys at the turn of the century.
- Describe what cattle trails were used for.
- Explain how surplus played a role with Black Cowboys and cattle trails.

**Success Criteria:**

**I'll know that I've got it when I'm able to...**

- Describe who the Black Cowboys were and their connection with the cattle trails.
- Locate cattle trails on a physical map including the Great Western Trail and the Chisholm Trail.
- Explain the purpose of the cattle trails.
- Define the term surplus and describe its connection to Black Cowboys and cattle trails.

**Task:**

Today's lesson will be different than yesterday's lesson because you will be working at your own pace. If you need any clarification with today's lesson and/or activities, please contact me



# Model Lesson Plan for Virtual Teaching

## Student View

### Activity & Assessment:

1. Read [Studies Weekly: Week 4: Meanwhile, Back at the Ranch...](#)
2. Create a caption for each paragraph as you read. You will have four captions when completed.
3. Using your captions, type a quick summary of what you read. This should be four-six (or more) sentences. This is to show that you read the paragraphs and understand what you read.
4. Submit your work to me in our class notebook.

**You will have 20 minutes to complete this task.**

### Extension activities:

1. Investigate the climate of Texas, Oklahoma, Kansas, and Nebraska. If you were a Black Cowboy at the turn of the century, what would you pack for long trips on cattle trails? For each item, be sure to justify your thinking.
2. Research then compare and contrast cowboy life at the turn of the century and present day. What commonalities do they share? What unique attributes do each possess?

### Closing:

#### Review Learning Targets & Assessment level of mastery:

**Today I am going to learn about...**

Black Cowboys of Texas

Surplus

**So that I can...**

Describe the role of Black Cowboys at the turn of the century.

Explain the connection between the term surplus and Black Cowboys.

As we end our social studies lesson today, think about hashtags. If you had to create a hashtag (#) and a quick 3-5 word statement about today's main idea, what would it be? Type it in our chat or raise your hand to be called on to share with our group.



# TEACHING IN A VIRTUAL MODEL



## Technology Competencies

- itsLearning
- ClassLink
- Microsoft TEAMS
- REMIND
- OneNote



## Positive Virtual Learning Environment

- Clear Expectations
- Digital Citizenship
- PBIS
- SEL
- Communication



## Feedback and Check for Understanding

- Criteria
- Written
- Annotated
- Video
- Audio



## Student Engagement

- Instructional Strategies
- Collaboration
- Progress Monitoring



## Assessment

- Formative
- Summative

- **Communicating Expectations for Teaching in a Virtual Model**
- **Modeling and Sharing of Best Practices**
- **Monitoring Classrooms and Providing Feedback**

# Guidance for Fine Arts

- ▶ Create individual student kits.
- ▶ Issue music and resources to students for learning at home.
- ▶ Homeroom teachers can work with elementary music teachers to identify songs, call and response lessons, etc. to use during brain breaks with students.
- ▶ Avoid sharing equipment unless equipment can be properly sanitized between use by multiple students.
- ▶ Use virtual performance models that rely on video conferencing applications for students to rehearse, produce, and perform.
- ▶ Live performances are postponed.



HCE and HTES Photos

# Guidance for Health and Physical Education

- ▶ The Prevention and Healthy Behaviors Parent letter will be provided to inform parents of the sensitive nature of the curriculum. Parent signature is required.
- ▶ Exploring options for adding form to Infinite Campus for parents to sign.
- ▶ Risk Avoidance Curriculum
  - ▶ Elementary teachers will not deliver curriculum first semester.
  - ▶ Middle and high school teachers will deliver first semester.
- ▶ For each, one SRO will teach:
  - ▶ **Grade 5 - Choosing Healthy Activities and Methods Promoting Safety (CHAMPS);** one lesson per week for 10 weeks
    - ▶ Semester 1- five schools and Semester 2 – six schools
  - ▶ **Middle School- Gang Resistance Education and Training G.R.E.A.T.**



# Additional Learning Resources

## English Language Arts

- Saxon Phonics (K-2)
- MyPerspectives (6-12)

## Math

- EnVision Math (K-5)
- Illustrative Mathematics (6-11)

## Science

- AP Science- Virtual Lab Kits (9-12)

## Social Studies

- ABC-CLIO (World History)

## Fine Arts

- Quaver Music

## Health/PE

- Online Physical Education Network (OPEN) (6-12)

## CTAE

- Digital resources and kits connected to Career Pathways

## Technology

- iPads Apps (K-2)
- LightSpeed Relay Classroom



# Virtual Learning for Special Education

## New Teacher Orientation for Special Education Teachers

- ▶ From August 4<sup>th</sup> through the 6<sup>th</sup>, 22 of our new SWD teachers attended a 3-day virtual jumpstart.
- ▶ Teachers started with an in-person device orientation, and then virtually attended eight training sessions proctored by RCPS Learning Support Coordinators and Behavioral Specialists.



### Sessions included training on:

- Case Manager Duties
- Infinite Campus, itsLearning, Microsoft Teams
- Eligibility Categories
- Classroom Management
- Processing Deficits
- Specially Designed Instruction
- The IEP process
- ABA (Applied Behavioral Analysis)
- High Leverage Practices for Special Education



# Virtual Learning for Special Education

## Creating a Distance Learning Contingency Plan:

- ▶ All SWD students will have a Distance Learning Contingency Plan (DLCP).
- ▶ Case Managers will contact parents before the first day of school to review the details of the DLCP and schedule meetings with parents who elect to attend an IEP meeting to discuss the DLCP.
- ▶ A letter describing the process to parents was uploaded to the RCPS Re-Opening Website on August 4<sup>th</sup>, and all parents of enrolled SWD students received the same letter via email the same day.
- ▶ The DLCP will remain in effect until students are able to physically return to school.

Rockdale County Public Schools / Reopening / Special Needs

## Special Needs

*(para traducir esta página al español, haga clic en "Traducir" en el parte superior de este página)*

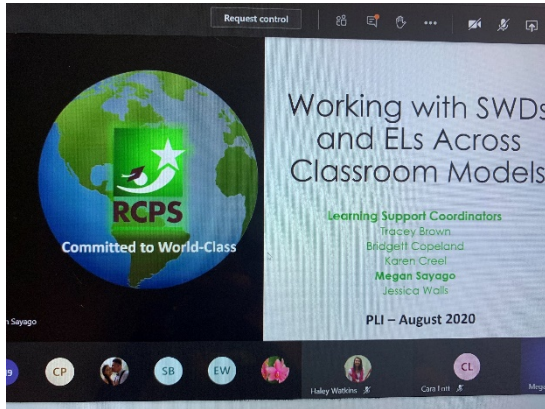
### Letter from Director of Learning Support

August 4, 2020

Dear Families and Parents of Students with Disabilities,

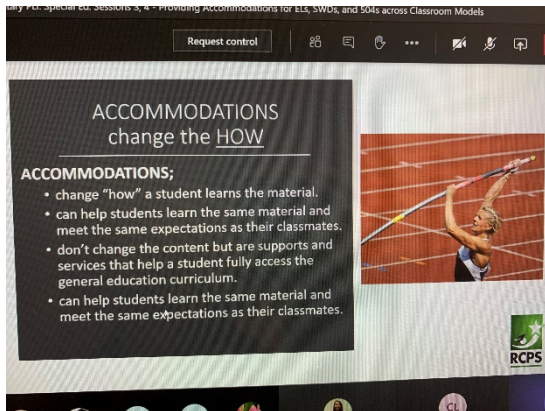
As you may be aware, Rockdale County Public Schools (RCPS) has made the decision that students will begin the 2020-2021 school year in a fully remote learning environment in order to prioritize the health and safety of students and staff based on data and information from the Department of Public Health. During this time in which all students are learning remotely, RCPS retains a strong commitment to providing the services, accommodations, modifications and supports that Special Education students need for learning. Although services may look different in a remote learning model, every effort will be made to provide ongoing individual support to our students with disabilities.

# Virtual Learning for Special Education



## Support in the General Education (Inclusion) Setting:

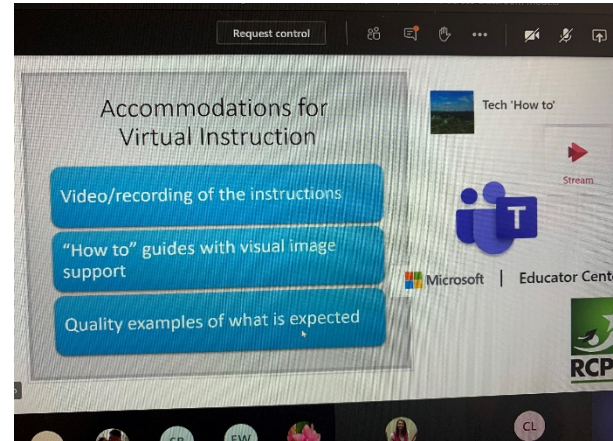
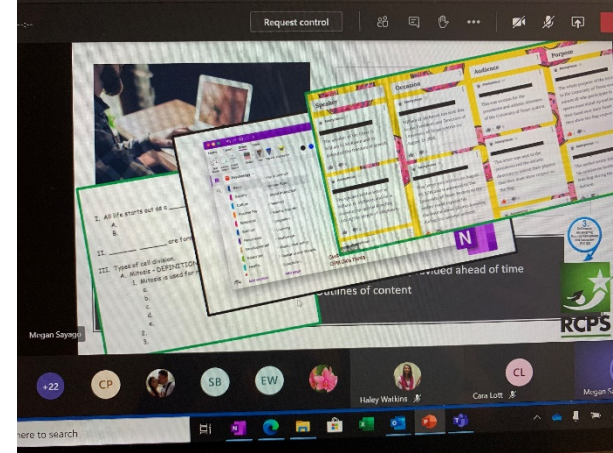
- ▶ All special education teachers will continue to keep contact logs with parents, as well as logs to document services provided to students with disabilities during digital learning.
- ▶ Co-teachers are coordinating assignments and lessons with their general education teacher, making sure that instruction is differentiated for students with disabilities.
  - In addition to co-planning for instruction, co-teachers will attend all synchronous instructional activities and work in small groups with students during those instructional blocks.
  - Additionally, they will provide support during individual student work time and asynchronous activities.
- ▶ Instructional support will also be provided by special education paraprofessionals virtually.
  - Inclusion paraprofessionals, who have traditionally provided supportive instruction in academic and/or elective classes, will be assigned to attend those synchronous instructional activities and then work with their students during individual student work time and asynchronous activities.



# Virtual Learning for Special Education

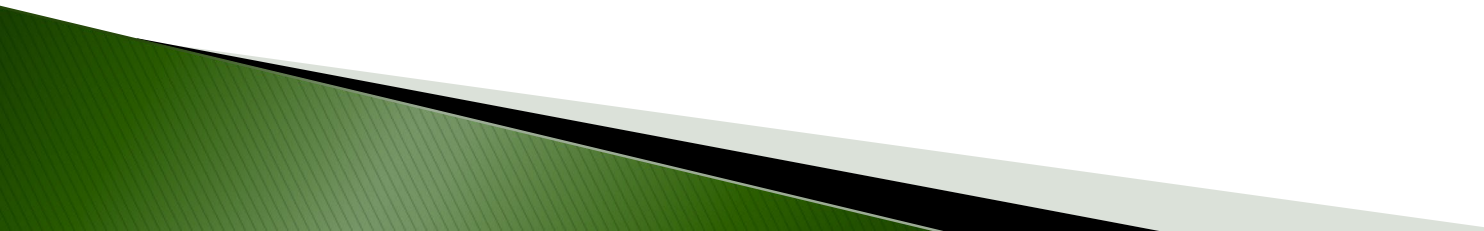
## Support in the Special Education Classroom (Self-Contained and Resource):

- ▶ Special education teachers in the self-contained setting are being provided with sample online schedules that recognize the need for a more specialized approach to virtual learning.
- ▶ Paraprofessionals who work in self-contained classrooms will attend all synchronous instruction and work with students both individual and within small groups during instructional blocks.
- ▶ Additional materials are being provided to parents by special education teachers at device pick-up to make sure that IEP goals and objectives are being monitored and data are reported.
- ▶ If during the first semester, additional materials are needed by parents, district transportation and meal delivery have offered to assist with delivering those materials to parents and students.



# Virtual Learning for Special Education

## **Behavioral support provided by RCPS behavioral specialists:**

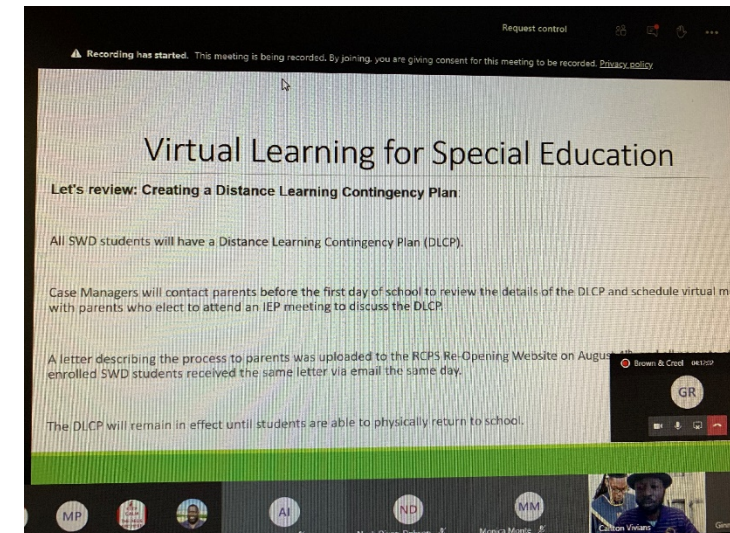
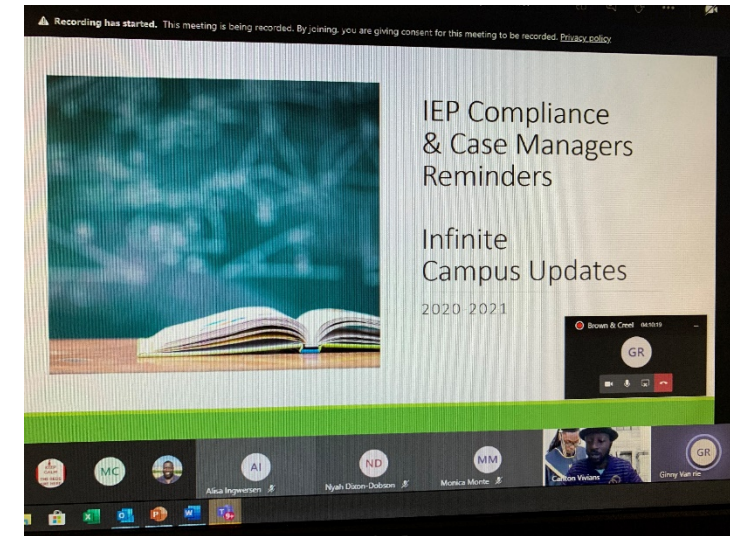
- ▶ Direct consultation with special education teachers, general education teachers, parents and students
  - ▶ Create/obtain unique digital resources for parents and teachers that support individual student needs
  - ▶ Assist parents and teachers with the implementation of virtual behavior plans and token economies
  - ▶ Develop data collection plans for behavioral progress monitoring in a virtual classroom
  - ▶ Observe, monitor and participate in virtual classes
  - ▶ Breakout side classroom counseling and weekly motivational meetings with students
  - ▶ Monitor BIPs and give suggestions on how to implement virtually
  - ▶ Prepare/deliver virtual training for staff: individual, specialty groups, and small groups such as MindSet
- 



# Virtual Learning for Special Education

## Therapy:

- ▶ All students who receive Speech, Occupational and Physical Therapy will continue to receive those services as prescribed in their IEP.
- ▶ Six of our contracted speech language pathologists already work as tele-therapists (Presence Learning).
- ▶ Our remaining therapists will use Microsoft TEAMS to provide virtual therapy to our students.





# Uniform District Communication

Remind



Rockdale County Public Schools has purchased Remind for the 2020-2021 school year. All teachers will have an account and it will be shared through ClassLink.

Microsoft Teams



Collaboration platform complete with document sharing, online meetings, and many more extremely useful features for online communications

School Messenger



School notification system that allows you to receive messages by sending school notifications via voice, text, email, social media, web, and push notifications

ItsLearning



Digital learning management system

Rockdale County Public  
Schools



Please check the district website for frequent updates.

# Community and Student Support



- ▶ Social and emotional learning
- ▶ Visibility
- ▶ Outreach, support, referral, advisement
- ▶ Specialized mandated reporter training
- ▶ Attendance
- ▶ Health
- ▶ School-based mental health
- ▶ Signs of Suicide (MS and HS)
- ▶ Videos

# Possible RCPS Student Traumas Prior to March 2020

- Homelessness/home instability
- Incarcerated parent
- Foster care
- Mental illness (also with caregiver)
- Divorce
- Death
- Threats
- Abuse
- Violence (witnessing or learning of)
- Food insecurity
- And more.....



# Traumas Since March 2020

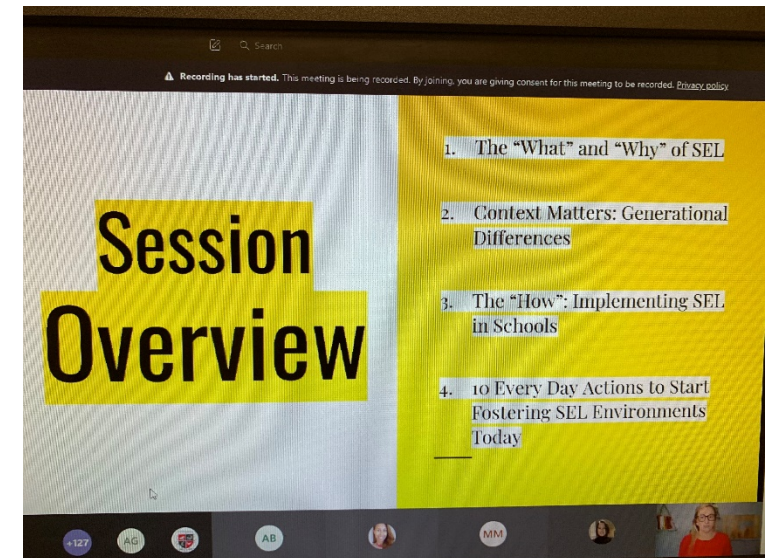
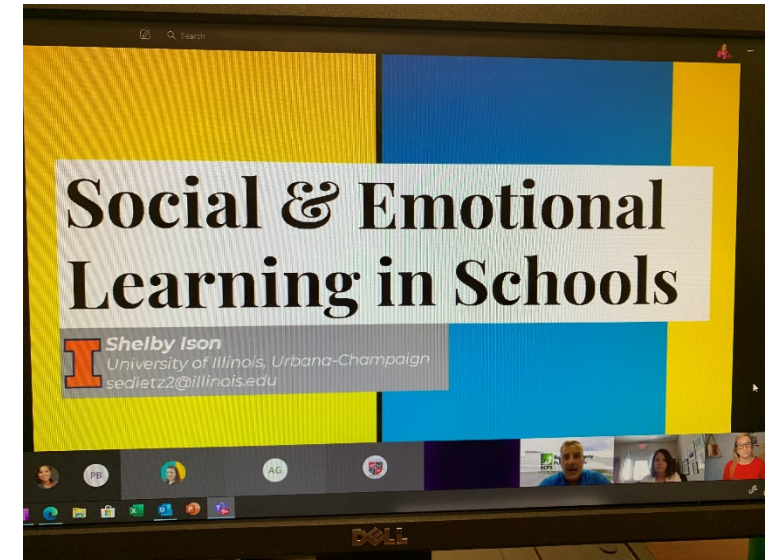
- ▶ Fear
- ▶ Isolation
- ▶ Loss\*
- ▶ Instability
- ▶ Exposure to news
- ▶ Lack of understanding
- ▶ Lack of identity





# Goals to Support Students

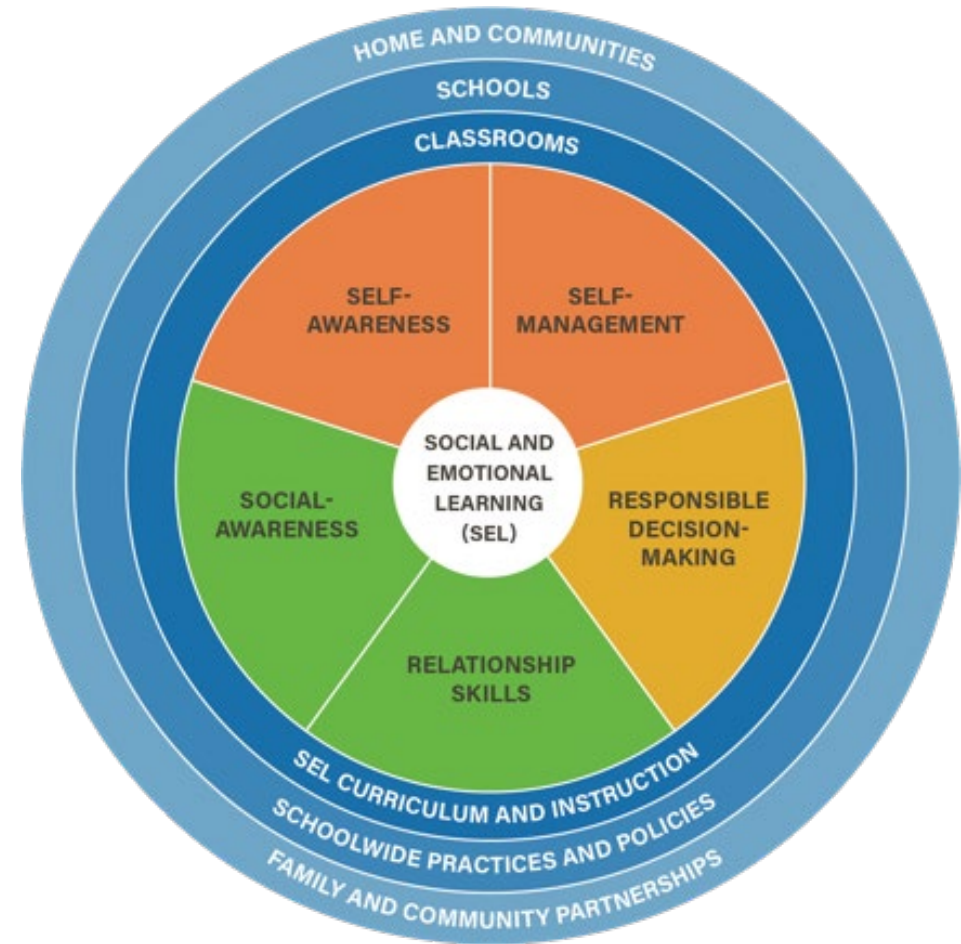
- ▶ What do we want to do when we return virtually this fall?
  - Model and teach skills that foster readjustment and wellbeing
  - Create authentic relationships with our students
  - Support them as needed
  - Refer to professionals as necessary





# SEL – CASEL 5 Competencies

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. - CASEL



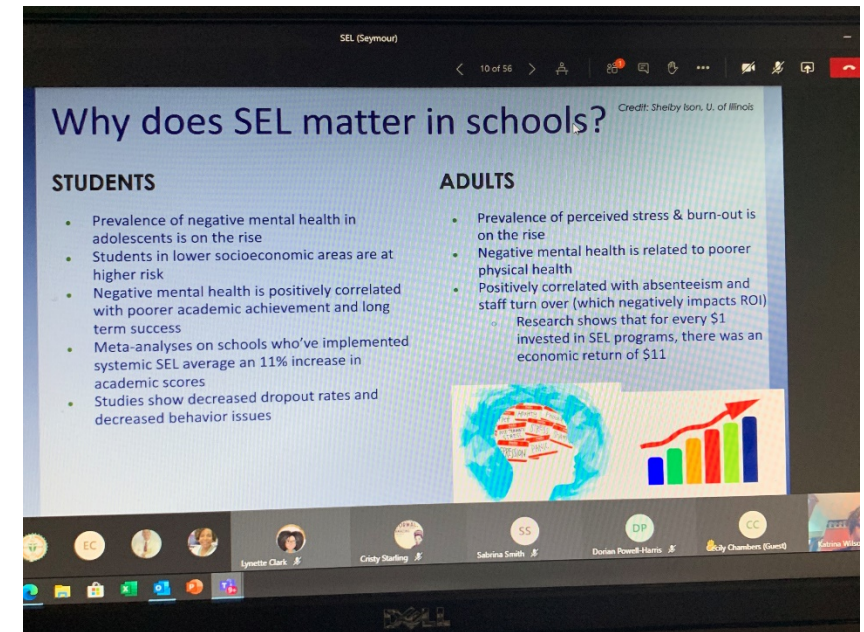
# Social and Emotional Learning Planning

- ▶ Support staff committee - summer
- ▶ Principal committee (by level) - summer
- ▶ Curriculum selection and purchase
- ▶ Partnership with Illinois University
- ▶ itsLearning teacher resources



# Social and Emotional Learning Trainings

- ▶ Teachers - two *Trauma Informed Classroom Practices* presentations in June
- ▶ Administrators and support staff August 11 (University of Illinois)
- ▶ Providing sessions during the Professional Learning Institute
- ▶ Paraprofessionals August 21
- ▶ Parent Liaisons August 21 & 26



# Social and Emotional Learning and Supports

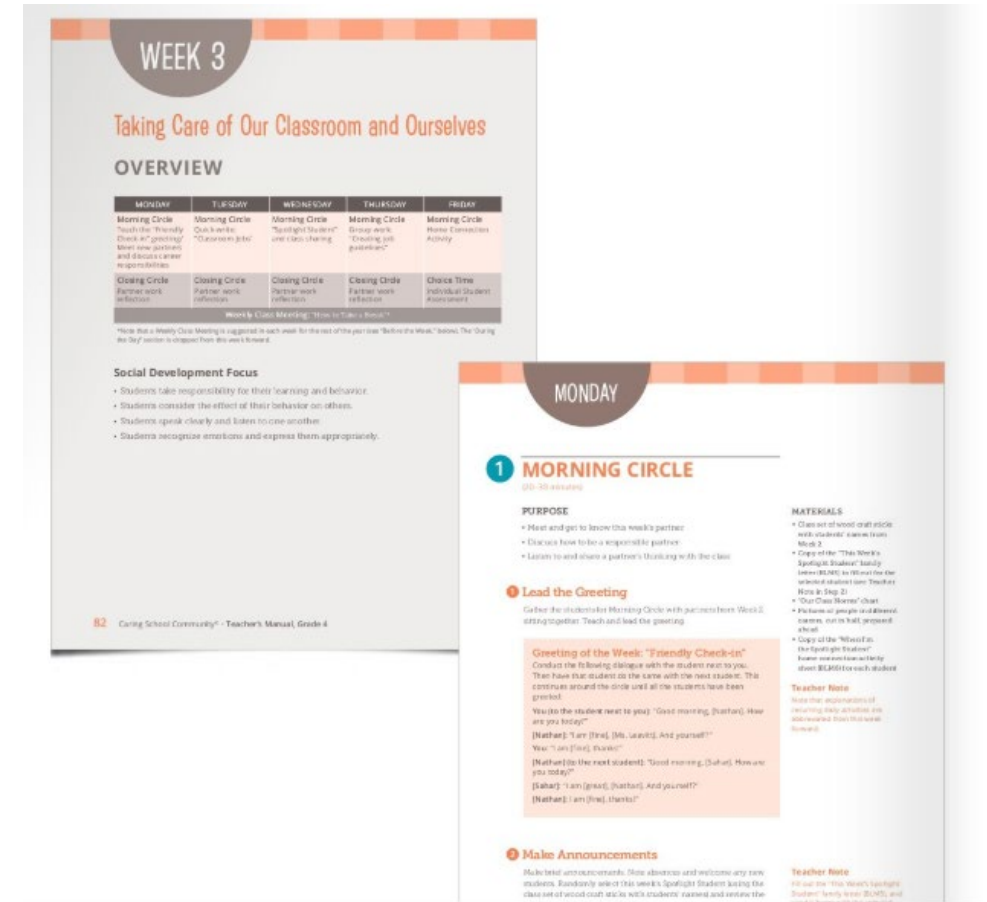
- ▶ SEL lessons delivered on Fridays and throughout the week
- ▶ Outreach
- ▶ Wraparound approach with collaboration from school counselors, school social workers, P&I specialists, school psychologists, PBIS staff
- ▶ CASEL 3 Signature Practices (teachers)
- ▶ Counseling support (individual and group)
- ▶ Virtual offices
- ▶ Website resources for students, parents and staff
- ▶ Parent Academy – September 26
- ▶ Youth Mental Health First Aid





# Elementary School – Caring School Community

- CASEL SElect program
- Promotes positive behavior through direct teaching of responsibility, empathy, and cooperation, creating settings where students feel heard, known, and cared for
- Focuses on three main areas: school life, character building, and social issues
- Provides suggestions on how to fit lessons/activities into content throughout the day



# Middle School – Second Step

## UNIT 1

### Mindsets & Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

## UNIT 2

### Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

## UNIT 3

### Thoughts, Emotions, & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress.

## UNIT 4

### Managing Relationships & Social Conflict

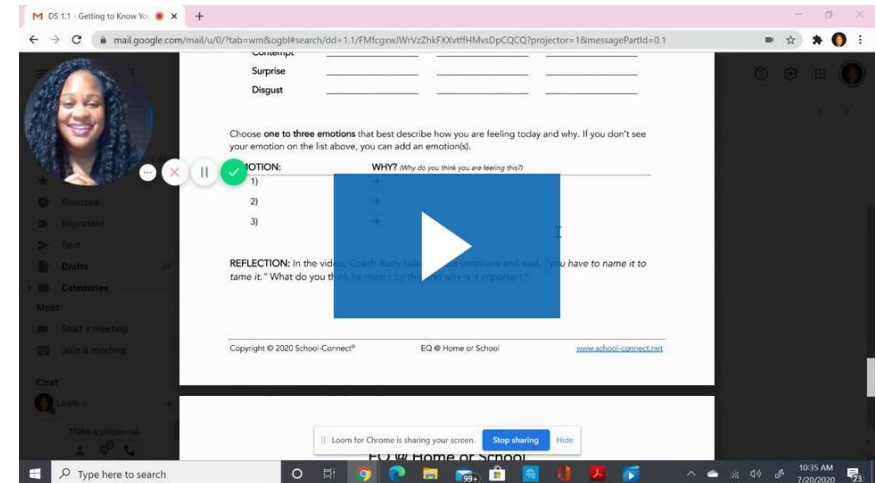
Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

- Digital resource
- Four units per grade level
- 6-7 lessons per unit
- 25-minute lessons
- All are aligned to CASEL competencies
- Academic standards alignment
- Learning targets

# High School – School Connect

School-Connect seeks to foster academic engagement, enhance social and emotional competencies, reduce risk behaviors, and facilitate supportive relationships within high school communities. The ultimate goal is to prepare adolescents for adulthood both personally and professionally.

1. Returning to Learning with Trauma-Informed Supports
2. Creating a Supportive Learning Environment
3. Studying Effectively Remotely or at School
4. Managing Stress Before It Manages You
5. Bouncing Back from Challenges
6. Building an Empathetic and Inclusive Community
7. Navigating Relationships in Tight Quarters
8. Making Plans for Your Future



# CASEL 3 Signature SEL Practices

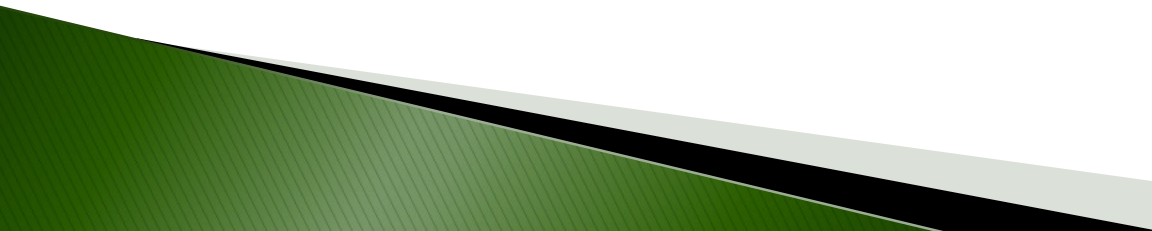


1. Welcoming inclusion activities
2. Engaging strategies
3. Optimistic closure





# When Students Need Support

- ▶ School counselor
  - ▶ School social worker
  - ▶ School psychologist
  - ▶ School-based mental health therapist
  - ▶ Prevention and intervention specialist
  - ▶ Response to Intervention
  - ▶ Community therapist
- 

# Rockdale Community Resources

Second Step provides free support resources for educators, students and families.

<https://www.secondstep.org/covid19support>

The link below provides information regarding health and well-being, food assistance, childcare, employment and emergency services.

<https://www.rockdaleschools.org/cms/One.aspx?portalId=136388&pageId=41474395>



# 2020 Administrator Start-Up

Day 1  
Monday, August 10, 2020

Virtual Sessions on the TEAMS Platform	
10:00 – 10:15	<b>Welcome / Introductions</b> <i>Cindy Ball - Chief of Strategy &amp; Innovation</i> <i>Mandy North - Board of Education Chair</i>
10:15 – 11:00	<b>Message from the Superintendent</b> <i>Dr. Terry Oatts - RCPS Superintendent</i>
11:00 – 11:30	<b>Legal Update</b> <i>Santana Flanigan – General Counsel</i>
11:30 – 12:30	<b>Lunch Break</b>
12:30 – 1:30	<b><u>Key Policies and Procedures</u></b> Office of Teaching and Learning - <i>Shirley Chesser</i> Office of Technology – <i>Derek Fort</i> Office of Strategy & Innovation – <i>Cindy Ball</i>
1:30 – 1:40	<b>Break</b>
1:40 – 2:40	<b><u>Key Policies and Procedures (continued)</u></b> Office of Human Resources – <i>Dr. Kim McDermion</i> Office of Operational Services – <i>Phil Budensiek</i> Office of Financial Services – <i>Keith Hull</i>
3:00 – 3:30	<b>REMIND – Principal Training</b> <i>Cindy Ball - Chief of Strategy &amp; Innovation</i> <i>Jess Lyons -Remind</i>

# 2020 Administrator Start-Up

Day 2  
Monday, August 11, 2020  
(All Certified Leaders)

Virtual Sessions on the TEAMS Platform	
8:30 – 8:45	<b>Welcome to Administrator Start-Up Day 2</b> <i>Mike Mauriello – Director of Professional Learning</i>
8:45 – 10:15	<b>Social Emotional Learning</b> <i>April Fallon &amp; Shelby Ison</i>
10:15 – 10:30	<b>Break</b>
10:30 – 11:30	<b>Technology Updates &amp; Important Information</b> <i>Derek Fort &amp; Michael Rotjan</i>
11:30 – 12:00	<b>Lunch Break</b>
12:00 – 1:00	<b>Teaching &amp; Instruction Updates</b> <b>Best Practices &amp; Expectations for Teaching in a Virtual Model</b>
1:00 – 1:40	<b>Federal Funds &amp; General Budgeting Guidelines</b> <i>Bryan Stephens, Mike Mauriello &amp; Laura Grimwade</i> <i>*** This training is required for principals --- assistant principals are encouraged to attend</i>
1:45 – 2:30	<b><u>CKES Training</u></b> <i>April Fallon - Director of Community and Student Support</i> <i>***This training is for all school administrators that will be evaluating a counselor during the 2020-21 school year.</i>



# New Teacher Orientation

August 10-13, 2020



Dr. Terry O. Oatts  
Superintendent  
Sandra Flaxton  
General Counsel  
Board of Education  
Walter F. Barksdale  
Pamela J. Brown  
Tony Dwyer  
Heather Duncan  
Sandra Jackson-Lewis  
Jim McEnroe  
Hester PL North

## NEW TEACHER ORIENTATION

Welcome to Rockdale County Public Schools!

New Teacher Orientation (NTO) is scheduled from **August 10 – 13, 2020 from 8:00 – 4:00 (lunch on your own)**. The expected attire is **BUSINESS CASUAL**. Please come ready to share and learn about your new responsibilities! Teachers will receive a stipend of \$125 per day for a full day attendance. **Attendance is based on the sign in and out sheets.** To adhere to **RCPS Social Distancing Guidelines**, we have selected ten locations as NTO host sites (see below). Additionally, all RCPS employees are expected to wash, or sanitize their hands upon entering any RCPS facility, maintain at least 6-foot separation from other individuals, and wear their own face coverings.

If you have any questions, please contact the **Office of Professional Learning** at 770-510-8974.

Host School	Host School Address	Schools Reporting to Host School
CJ Hicks Elementary School	1300 Pine Log Road Conyers, GA 30012 (770) 483-4410	<ul style="list-style-type: none"> <li>CJ Hicks Elementary School</li> <li>RCA Pre-K</li> </ul>
Hightower Trail Elementary School	2510 Highway 138, NE Conyers, GA 30013 (770) 388-0751	<ul style="list-style-type: none"> <li>Hightower Trail Elementary School</li> <li>JH House Elementary School</li> </ul>
Honey Creek Elementary School	700 Honey Creek Road Conyers, GA 30094 (770) 483-5706	<ul style="list-style-type: none"> <li>Honey Creek Elementary School</li> </ul>
Flat Shoals Elementary School	1455 Flat Shoals Road Conyers, GA 30013 (770) 483-5136	<ul style="list-style-type: none"> <li>Flat Shoals Elementary School</li> <li>Sims Elementary School</li> <li>Barksdale Elementary School</li> <li>Lorraine Elementary School</li> </ul>
Peek's Chapel Elementary School	2800 Avalon Parkway Conyers, GA 30013 (770) 761-1842	<ul style="list-style-type: none"> <li>Peek's Chapel Elementary School</li> <li>Pine Street Elementary School</li> </ul>
Shoal Creek Elementary School	1300 McWilliams Road Conyers, GA 30094 (770) 929-1430	<ul style="list-style-type: none"> <li>Shoal Creek Elementary School</li> </ul>
Edwards Middle School	2633 Stanton Road Conyers, GA 30094 (770) 483-3255	<ul style="list-style-type: none"> <li>Edwards Middle School</li> <li>Conyers Middle School</li> </ul>
Memorial Middle School	3205 Underwood Road Conyers, GA 30013 (770) 922-0139	<ul style="list-style-type: none"> <li>Memorial Middle School</li> <li>Davis Middle School</li> </ul>
Heritage High School	2400 Granite Road Conyers, GA 30094 (770) 483-5428	<ul style="list-style-type: none"> <li>Heritage High School</li> <li>Rockdale Career Academy</li> <li>Rockdale Open Campus</li> <li>Rockdale Virtual Campus</li> </ul>
Rockdale County High School	1174 Bulldog Circle Conyers, GA 30012 (770) 483-8754	<ul style="list-style-type: none"> <li>Rockdale County High School</li> <li>Rockdale Magnet School for Science and Technology</li> <li>Salem High School</li> <li>Alpha Academy</li> </ul>

### RCPS Office of Professional Learning

Mike Mauriello | Professional Learning Director | [mmauriello@rockdale.k12.ga.us](mailto:mmauriello@rockdale.k12.ga.us)  
 Ursula Maddox Davis | Teacher Effectiveness Coordinator | [umaddox@rockdale.k12.ga.us](mailto:umaddox@rockdale.k12.ga.us)  
 Jamica Hawk | Administrative Assistant | [jhawk@rockdale.k12.ga.us](mailto:jhawk@rockdale.k12.ga.us)

954 North Main Street | Conyers, Georgia 30012 | Phone: 770-483-4713 | Fax: 770-860-4266 | [Rockdaleschools.org](http://Rockdaleschools.org)

## Face-to-Face

Monday – Dr. Oatts' Message  
Technology Training

## Virtual

Tuesday – itsLearning training  
Amie Dean – positive learning environment

Wednesday – PLCs  
C&I / Assessment

Thursday – Tier I Instructional Strategies  
Best Practices for Teaching in an Online Environment  
**\*\*2<sup>nd</sup> half of day on Thursday is reserved for school-based PL**

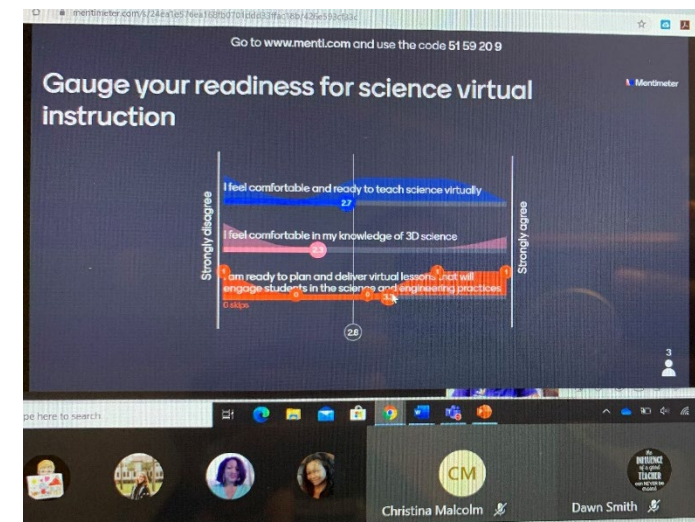
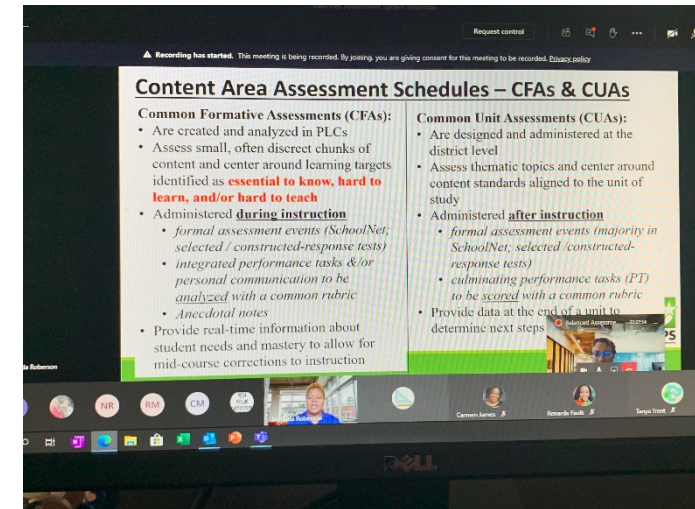
# District Professional Learning Days (Virtual Sessions)

Elementary PL Day – August 19, 2020

Secondary PL Day – August 20, 2020

- Content Specific Sessions
- Balanced Assessment in an Online Classroom
- Tier I Instructional Strategies & Expectations for Online Classrooms
- Social Emotional Learning
- Online Teaching with Microsoft Teams
- Maximizing Learning Opportunities Using itslearning
- Classroom Management in an Online Classroom

*Over 175 Sessions Offered!*



## 2020 PREPLANNING PARAPROFESSIONAL TRAINING

**Friday, August 21, 2020**

***Virtual Sessions on the TEAMS Platform***

Friday, August 21	Elementary School - Click on this link <a href="#">Join Microsoft Teams Meeting</a> Middle & High School - Click on this link <a href="#">Join Microsoft Teams Meeting</a>
8:40 – 10:40	Technology Training <i>Itslearning, Microsoft Office 365, Microsoft Teams, Digital Citizenship</i>
10:40 – 10:50	Break
10:50 – 11:35	Social Emotional Learning
11:35 – 12:00	Master Teacher Overview / Closing Thoughts

# 2020 PREPLANNING PARENT LIAISON TRAINING

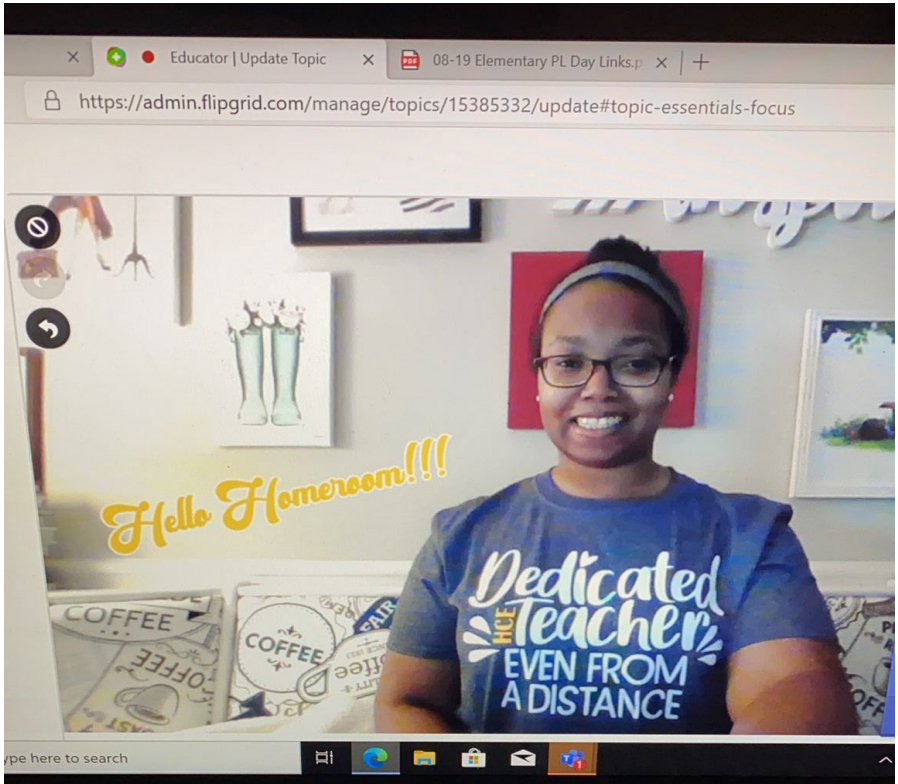
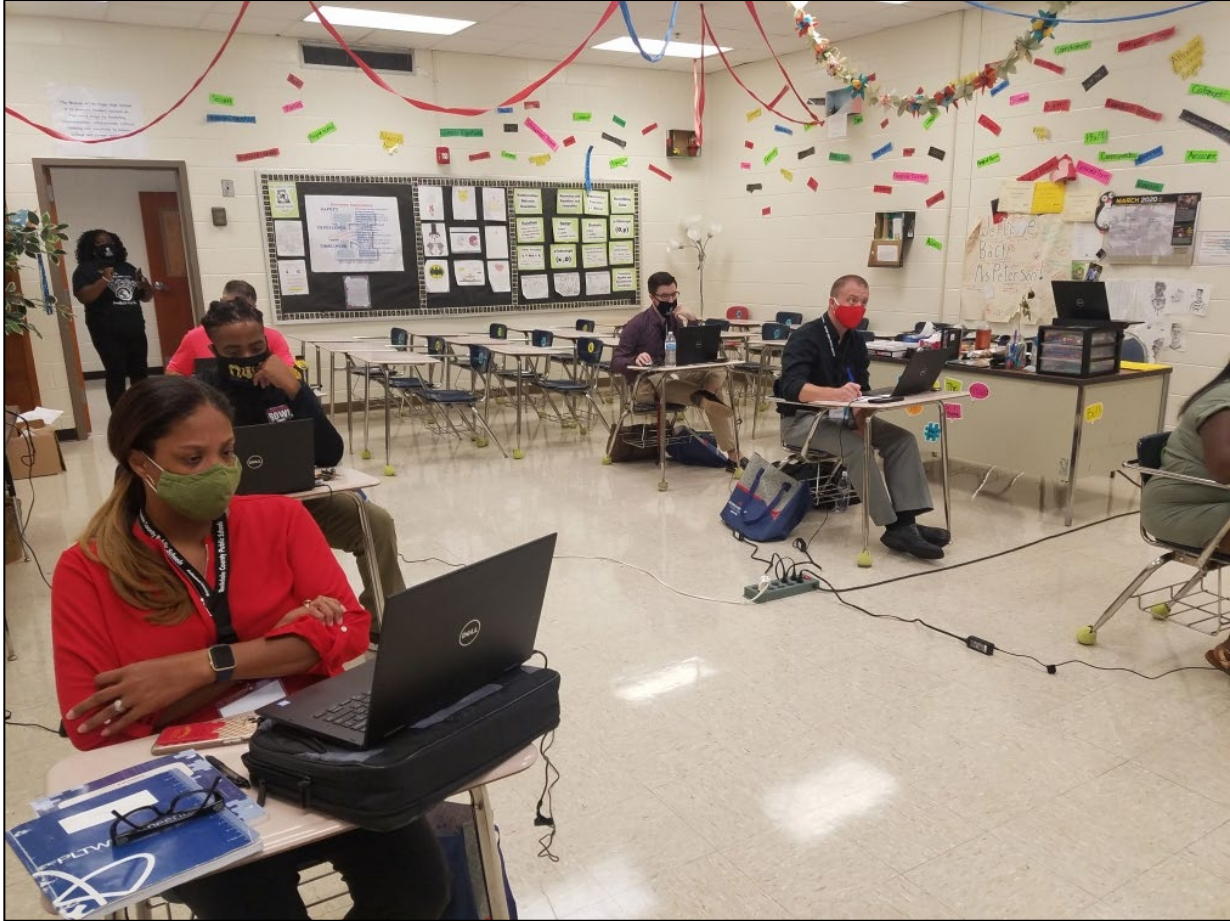
**Friday, August 21 & 26 2020**

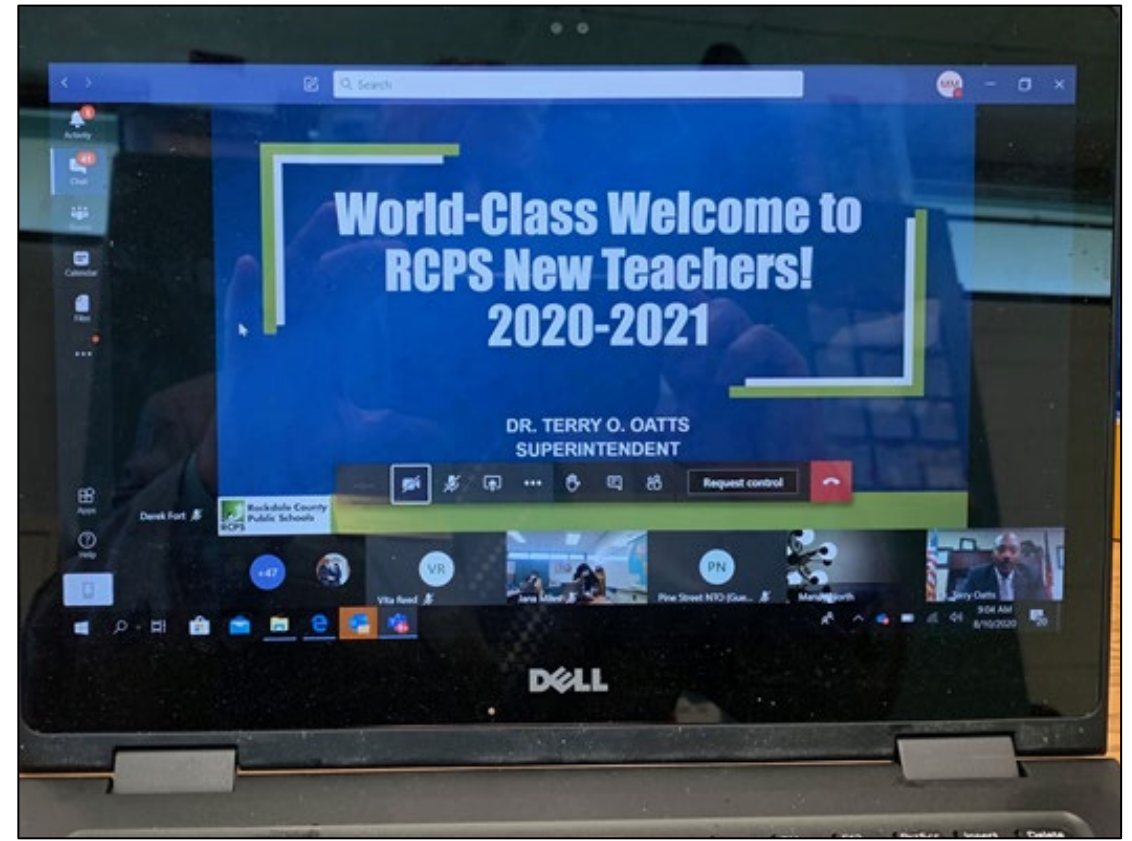
*Virtual Sessions on the TEAMS Platform*

FRIDAY, AUGUST 21	Click on this link to <a href="#">Join Microsoft Teams Meeting</a>
8:15 – 9:45	Technology Training <i>Itslearning, Microsoft Office 365, Microsoft Teams, Digital Citizenship</i>
9:45 – 10:00	Break
10:00 – 11:30	Parent Liaison Professional Development Mini Course: One
11:30 – 12:00	Lunch
12:00 – 1:30	Parent Liaison Professional Development Mini Course: Two

WEDNESDAY, AUGUST 26	Click on this link to <a href="#">Join Microsoft Teams Meeting</a>
8:15 – 9:45	Social Emotional Learning & Cultural Proficiency
9:45 – 10:00	Break
10:00 – 11:30	Parent Liaison Professional Development Mini Course: Three
11:30 – 12:00	Lunch
12:00 – 1:30	Parent Liaison Professional Development Mini Course: Four



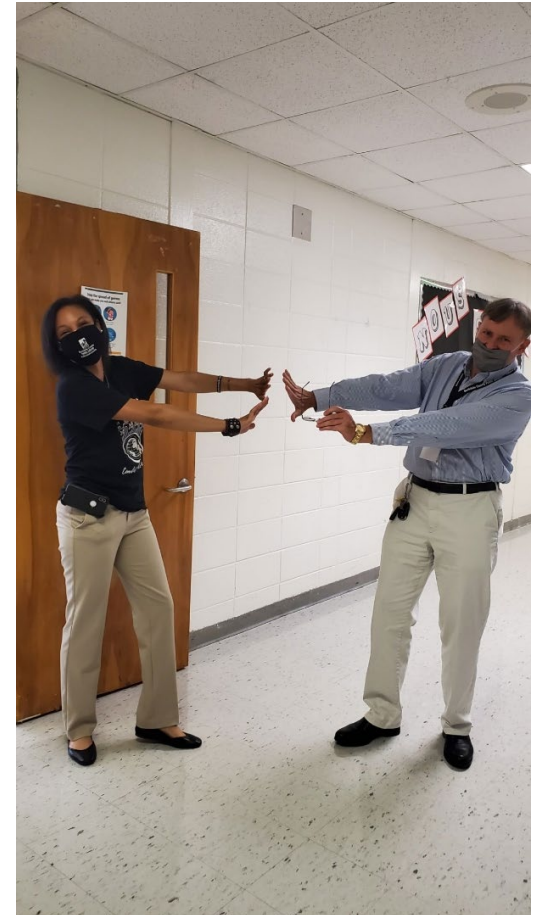
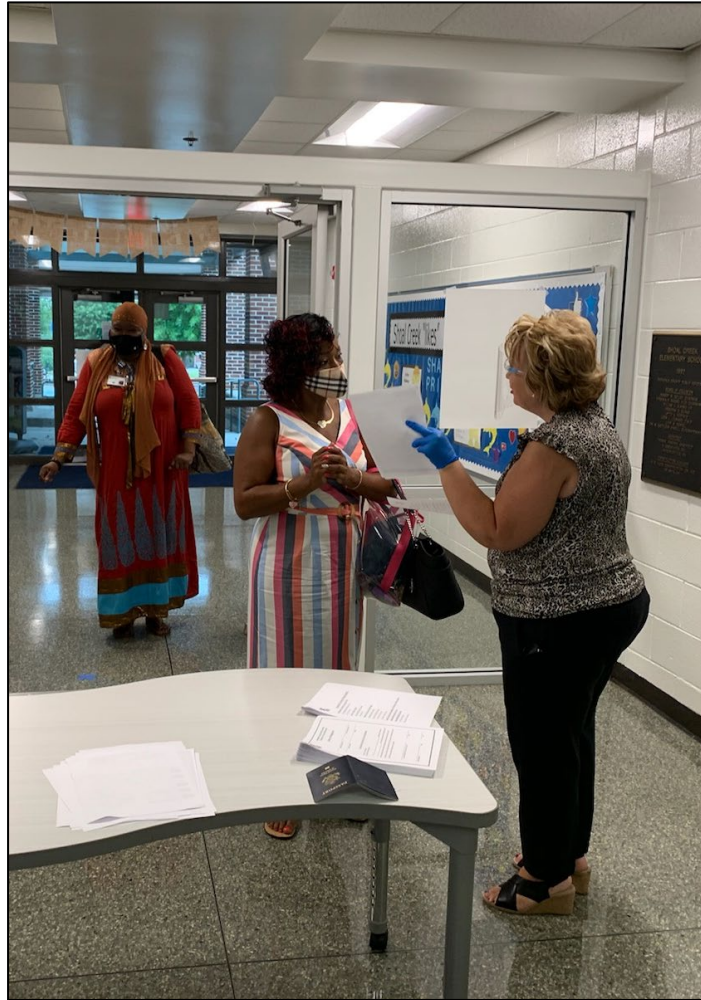
















# Questions?



*Tonya Bloodworth*



*Shauna Miller*



*Judd Hinton*



*Laura Grimwade*



*Shirley Chesser*



*April Fallon*



*Dionne Johnigan*



*Mike Mauriello*



*Andrea Pritchett*