Defining Our New Normal
August 20, 2020

Division of Teaching and Learning
Division of Technology
## LESSONS LEARNED

### Sources of Information

<table>
<thead>
<tr>
<th>Sources of Information</th>
<th>Sources of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching and Learning Virtual Retreat</td>
<td>• CORE Meetings with Technology</td>
</tr>
<tr>
<td>• Participation in Advisory Meetings and Forums</td>
<td>• Meetings with RCPS Assistant Superintendents</td>
</tr>
<tr>
<td>• PLC Meetings with Principals</td>
<td>• Metro RESA Meetings with Neighboring Districts</td>
</tr>
<tr>
<td>• Informal Feedback from Stakeholders</td>
<td>• Survey Results</td>
</tr>
<tr>
<td>• Student Forums</td>
<td></td>
</tr>
</tbody>
</table>
Areas of Focus

- 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

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle/High</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 50-minute Academic Blocks</td>
<td>• 70-minute Academic Blocks</td>
</tr>
<tr>
<td>• 50-minute Math and Reading Intervention/Enrichment Blocks</td>
<td>• Brain breaks between each class</td>
</tr>
<tr>
<td>• 30-minute Specials Blocks</td>
<td>• Scheduled lunch time</td>
</tr>
<tr>
<td>• Brain breaks between each class</td>
<td>• Time allocated for student check-ins, small groups, and office hours</td>
</tr>
<tr>
<td>• Scheduled lunch time</td>
<td>• Fridays include independent student activities, enrichment and</td>
</tr>
<tr>
<td>• Fridays include independent student activities, enrichment and</td>
<td>remediation, advisement and social emotional learning (SEL) sessions</td>
</tr>
<tr>
<td>remediation and social emotional learning (SEL) sessions</td>
<td></td>
</tr>
</tbody>
</table>
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
  ![Image](https://via.placeholder.com/150)

- Take attendance daily and monitor student progress
  ![Image](https://via.placeholder.com/150)

- Plan lessons that use a variety of engagement strategies
  ![Image](https://via.placeholder.com/150)

- Provide frequent, timely and meaningful feedback on student work
  ![Image](https://via.placeholder.com/150)

- Use allocated time for student check-ins, small groups, and office hours
  ![Image](https://via.placeholder.com/150)

- Respond to parents within 24 hours
  ![Image](https://via.placeholder.com/150)

- Grade students' work within 48 hours
  ![Image](https://via.placeholder.com/150)
Common Student Expectations

- Wear attire acceptable for school
- Be present and start class on time
- Follow the Student Code of Conduct
- Turn camera on
- Attend and actively participate in class daily
- Demonstrate online learning etiquette
- Be aware of surroundings and minimize distractions
- Communicate with your teacher and examine feedback
- Submit required assignments in a timely manner
<table>
<thead>
<tr>
<th>We are...</th>
<th>Entering Class</th>
<th>Teacher-led Whole Group Instruction</th>
<th>One-on-One Instruction</th>
<th>Small-Group Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>Choose a distraction-free space</td>
<td>Ask in chat if you need help</td>
<td>Use kind words and faces</td>
<td>Use “stop-leave-talk” when you hear disrespect</td>
</tr>
<tr>
<td></td>
<td>Use equipment as intended</td>
<td>Use kind words and faces</td>
<td></td>
<td>Encourage others to participate</td>
</tr>
<tr>
<td></td>
<td>Use kind words and faces</td>
<td></td>
<td></td>
<td>Use kind words and faces</td>
</tr>
<tr>
<td>Respectful</td>
<td>Video on at all times</td>
<td>Video on at all times</td>
<td>Video on at all times</td>
<td>Video on at all times</td>
</tr>
<tr>
<td></td>
<td>Audio off</td>
<td>Audio off</td>
<td>Audio on</td>
<td>Audio on</td>
</tr>
<tr>
<td></td>
<td>Use chat with classmates for first 5 minutes</td>
<td>Answer questions in chat box on cue</td>
<td>Listen attentively</td>
<td>One speaker at a time: wait or use chat to respond when others are talking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer polls promptly</td>
<td>Answer questions out loud on cue</td>
<td>Respect others’ cultures, opinions, and viewpoints</td>
</tr>
<tr>
<td>Responsible</td>
<td>Be on time and ready to learn</td>
<td>Ask questions (voice or chat) when you have them</td>
<td>Ask questions out loud when you have them</td>
<td>Encourage each other to stay on topic</td>
</tr>
<tr>
<td></td>
<td>Start class charged or plugged in</td>
<td>Be present – avoid multitasking</td>
<td>Try your best</td>
<td>Complete the work together</td>
</tr>
<tr>
<td></td>
<td>Have materials ready</td>
<td></td>
<td>Be present – avoid multitasking</td>
<td>Use “Raise your hand” button if you have questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Be present – avoid multitasking</td>
</tr>
</tbody>
</table>
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
Teachers, paraprofessionals and students will be issued iPads. All iPads issued to students and teachers will have the same image. All changes to Pre-k iPads will be managed at the district level.

Teachers, paraprofessionals and students will gain access to all instructional content via ClassLink. Content will be preloaded and consistent across the district. Students will login with QuickCards.

Teachers, paraprofessionals and students will use Microsoft Teams for virtual instruction. This function is accessible through all iPads.

Teachers will post student assignments in itsLearning. Teachers will create an ItsLearning course with lessons and activities for daily instruction.

Teachers and paraprofessionals will receive training on device management and platform access during pre-planning.

The district will purchase site licenses for instructionally appropriate iPad applications. Teachers and students will access these apps through ClassLink.
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.
PreK – 1st graders are issued iPads

2nd – 12th graders are issued Windows laptops
Students new to RCPS and returning PreK – 3rd 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.
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)
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.
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
Model Lesson Plan for Virtual Teaching

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.
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

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Saxon Phonics (K–2)</td>
<td>• EnVision Math (K–5)</td>
<td>• AP Science– Virtual Lab Kits (9–12)</td>
<td>• ABC–CLIO (World History)</td>
</tr>
<tr>
<td>• MyPerspectives (6–12)</td>
<td>• Illustrative Mathematics (6–11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Health/PE</td>
<td>CTAE</td>
<td>Technology</td>
</tr>
<tr>
<td>• Quaver Music</td>
<td>• Online Physical Education Network (OPEN) (6–12)</td>
<td>• Digital resources and kits connected to Career Pathways</td>
<td>• iPads Apps (K–2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• LightSpeed Relay Classroom</td>
</tr>
</tbody>
</table>
Virtual Learning for Special Education

New Teacher Orientation for Special Education Teachers

- From August 4th through the 6th, 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 4th, 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.
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.
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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind</td>
<td>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.</td>
</tr>
<tr>
<td>Microsoft Teams</td>
<td>Collaboration platform complete with document sharing, online meetings, and many more extremely useful features for online communications</td>
</tr>
<tr>
<td>School Messenger</td>
<td>School notification system that allows you to receive messages by sending school notifications via voice, text, email, social media, web, and push notifications</td>
</tr>
<tr>
<td>ItsLearning</td>
<td>Digital learning management system</td>
</tr>
<tr>
<td>Rockdale County Public Schools</td>
<td>Please check the district website for frequent updates.</td>
</tr>
</tbody>
</table>
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
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

Why does SEL matter in schools?

- Students who have implemented systemic SEL, on average an 11% increase in academic scores
- Students who have implemented systemic SEL, on average an 11% increase in academic scores
- Students who have implemented systemic SEL, on average an 11% increase in academic scores
- Students who have implemented systemic SEL, on average an 11% increase in academic scores
- Students who have implemented systemic SEL, on average an 11% increase in academic scores

ADULTS

- Adverse childhood experiences (ACEs) are common and can lead to negative health outcomes, including mental health issues, substance abuse, and chronic diseases.
- Chronic stress and trauma can lead to developmental issues and can affect cognitive function, memory, and decision-making.
- Trauma-informed care can help individuals manage their symptoms and improve their overall well-being.

PREVALENCE OF NEGATIVE MENTAL HEALTH IN ADOLESCENTS IS ON THE RISE

- Students in lower socioeconomic areas are at higher risk of mental health issues.
- School-based mental health services can improve access to care and prevent long-term negative outcomes.

RESEARCH SHOWS THAT FOR EVERY $1 INVESTED IN SEL PROGRAMS, THERE WAS AN ECONOMIC RETURN OF $15-25
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

- 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

**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.
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
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**

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 8:30 – 8:45| **Welcome to Administrator Start-Up Day 2**  
  *Mike Mauriello – Director of Professional Learning* |
| 8:45 – 10:15| **Social Emotional Learning**  
  *April Fallon & Shelby Ison* |
| 10:15 – 10:30| **Break**                                                                 |
| 10:30 – 11:30| **Technology Updates & Important Information**  
  *Derek Fort & Michael Rotjan* |
| 11:30 – 12:00| **Lunch Break**                                                           |
| 12:00 – 1:00| **Teaching & Instruction Updates**  
  **Best Practices & Expectations for Teaching in a Virtual Model** |
| 1:00 – 1:40| **Federal Funds & General Budgeting Guidelines**  
  *Bryan Stephens, Mike Mauriello & Laura Grimwade*  
  ***This training is required for principals — assistant principals are encouraged to attend*** |
| 1:45 – 2:30| **CKES Training**  
  *April Fallon – Director of Community and Student Support*  
  ***This training is for all school administrators that will be evaluating a counselor during the 2020-21 school year.*** |
New Teacher Orientation
August 10-13, 2020

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

**2nd 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*

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40 – 10:40</td>
<td>Technology Training&lt;br/&gt;Itslearning, Microsoft Office 365, Microsoft Teams, Digital Citizenship</td>
</tr>
<tr>
<td>10:40 – 10:50</td>
<td>Break</td>
</tr>
<tr>
<td>10:50 – 11:35</td>
<td>Social Emotional Learning</td>
</tr>
<tr>
<td>11:35 – 12:00</td>
<td>Master Teacher Overview / Closing Thoughts</td>
</tr>
</tbody>
</table>

Elementary School - Click on this link [Join Microsoft Teams Meeting](#).

Middle & High School - Click on this link [Join Microsoft Teams Meeting](#).
## 2020 Preplanning Parent Liaison Training

**Friday, August 21 & 26 2020**

*Virtual Sessions on the TEAMS Platform*

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

<table>
<thead>
<tr>
<th>WEDNESDAY, AUGUST 26</th>
<th>Click on this link to <a href="#">Join Microsoft Teams Meeting</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 – 9:45</td>
<td>Social Emotional Learning &amp; Cultural Proficiency</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>Parent Liaison Professional Development</td>
</tr>
<tr>
<td></td>
<td><em>Mini Course: Three</em></td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00 – 1:30</td>
<td>Parent Liaison Professional Development</td>
</tr>
<tr>
<td></td>
<td><em>Mini Course: Four</em></td>
</tr>
<tr>
<td>Tonya Bloodworth</td>
<td>Shauna Miller</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Laura Grimwade</td>
<td>Shirley Chesser</td>
</tr>
<tr>
<td>Dionne Johnigan</td>
<td>Mike Mauriello</td>
</tr>
</tbody>
</table>