



**INSTRUCTIONS:**

- 1) Make a copy of this Google Doc
- 2) Complete all cells highlighted in blue
- 3) Rename the Doc to match the title of your proposal
- 4) Submit your copy of the completed Doc to [superintendent@csdecatur.net](mailto:superintendent@csdecatur.net)

# Proposal to Return to In-Person Activity

<b>Submitted by:</b>	Maima Simmons & Julie McFaddin	<b>Date:</b>	10/26/2020
<b>Title:</b>	Small Group MTSS Assessment	<b>School:</b>	All K-12
<b>Brief title this proposal can be referred to as (try to keep to 5 words or less):</b>			
Small Group MTSS Assessment			
<b>Brief description of what is being proposed (try to keep to under 5 sentences):</b>			
<p>Our district-wide universal screeners were decreased to accommodate the challenges of remote learning. In accordance with our data-based decision making model as a MTSS grant district, students with risk scores or no scores on the remote assessments need additional screening/progress monitoring. Throughout grades K-8, various tools were used to universally screen remotely-STAR, IReady, STAR, IXL. For students in grades 9-12, there was not any universal screening, however students in grades 9-12 currently receiving Tier 2 and 3 interventions have been asked to participate in remotely administered STAR for progress monitoring.</p> <p>In order to make data informed decisions about program placements and interventions- we need valid and reliable data. We would like to bring in select students who scored in the high risk range (&lt;35%) and/or students not attending to remotely administered progress monitoring to take a socially-distanced in person screening/progress monitoring assessment for confirmation of valid data for decisions around program placement and interventions.</p>			
<b>When do you propose beginning this activity in person, why do you propose that date, and what will the impact be if in-person activity is delayed until after that date?</b>			
<p>We propose starting the small group testing the week of Nov. 2-6. This also allows us time to prepare testing materials, plan for safety procedures, disseminate consent forms, and communicate with affected families.</p> <p>If this process is delayed, students in grades 2-10 who are not yet identified as EIP/REP and are in need of intervention would continue to potentially go without the extra support they need to achieve grade-level success. Students in grades 9-12 will not have valid/reliable progress monitoring data for data based decisions around program placement and interventions.</p>			

The process to bring students in for additional screening will be the same for the winter and spring windows.

**Describe the population of people who will be returning to in-person activities (students, staff, age levels, grades, programs, teams, etc.):**

**Approximately how many people in each of those groups will be impacted by this proposal (students, staff, volunteers, etc.):**

Students in grades K-12 students with risk scores on their universal screeners or at risk of not meeting grade level goals.

District MTSS Lead Teachers, District Reading Coaches, District Literacy & MTSS Coordinator, District Math & MTSS Coordinator, Executive Director of Curriculum and Instruction, Intervention Teachers

Approximate Breakdown:

Students:

The number at each school varies:

Grades 2-5:  $\leq 30$  students per school

Grades 6-12:  $\leq 50$  students per school

We will bring in small groups of students for testing, following all of the guidance listed in the CSD COVID-19 manual which includes, but is not limited to mitigation strategies such as masks, social distancing, and health screening.

Staff:

School Based Staff:  $\leq 3$  per school

Wilson-Based Staff: 6 staff members

**Describe the benefits of returning to in-person for this activity and the risks of NOT returning to in-person:**

**Describe the risks of returning to in-person for this activity and the benefits of NOT returning to in-person:**

These students have already been identified as having a risk score as related to reading or math ability. Completing the screening process will help teachers to gather data to develop individualized supports for students with difficulties.

Risks include very minimal, socially distanced contact with adult proctor. Students will be adequately spaced apart.

There are no benefits to NOT returning in-person for individual screening, as we cannot adequately screen students with all screeners from home.

**Describe in detail the protocols, equipment, and other actions that will be implemented to protect the health and safety of the persons involved in this activity:**

Only students undergoing assessment will be allowed to enter the building. Parents will be

required to wait outside the building or to return when the students are finished. Proctors (District staff and/or Intervention Teachers) will wear mandatory masks at all times. Testing will occur in large spaces with ample air flow, such as cafeterias, gyms, multipurpose rooms, large classrooms with open windows, etc. Desks and tables will be spaced apart at least 6 feet or more for social distancing. Testing materials will be placed on desks/tables prior to students arriving to ensure that social distancing is maintained. Proctors will wear gloves to distribute testing materials and to retrieve them. Desks and tables will be wiped down before and after testing sessions. Hand sanitizer will be provided for all to use at entrance and exit.

**Describe in detail how the above protocols, equipment, and other actions will be monitored to ensure compliance and fidelity of implementation, including who will be responsible for each aspect of monitoring:**

District C & I staff and Intervention Teachers will complete and sign safety checklists before and after testing, submitted to Maima Simmons or Julie McFaddin.

Principals/MTSS Leads will be informed of the process and dates of testing at their schools so that they may visually check for compliance in person *if testing occurs in their buildings*. Screening may also occur at Wilson Center in the Board Room or PLC.

**Will this activity be voluntary, compulsory, or socially compulsory?** If the answers vary by participant (such as students vs. staff), answer separately for each category of people.

**What will happen for those normally involved in this activity if they choose not to participate when it returns to in-person?** (Answer separately for each category of people if applicable.)

Voluntary for students

Voluntary for staff

Students will have the option to be screened at a later date when schools have reopened and students have returned.

**Describe in detail any interactions this activity will have with others (such as other teams/clubs within the district, other teams/clubs outside the district, etc.), the risks such interactions would introduce, and how those risks will be mitigated.**

The only risk would be passing by any other staff on campus on the way from the entrance of the building to the testing location. Social distancing can easily be maintained, and everyone in the building should be masked, so risks should be minimal.

**What other information, not already provided above, needs to be shared with the team evaluating this proposal?**

In our effort to continue our district goal of accelerating student learning, it is important that we provide opportunity for students who are struggling to be screened further as needed to

qualify for program identification such as EIP or REP.

**Proposal Review**

**Reviewed by CSD COVID Response Team:**

K. Beam, C. Burnett, S. Brewton, M. Fehrman, L. Huddleston, E. Melton, S. Moore, S. Perez, R. Thomas

**Status:**

Approved

**Date:**

2020 Nov 5