

GATES COUNTY SCHOOLS

2020-2021



Reopening of Schools: Plan C



July 30, 2020
Dr. Barry Williams
Superintendent of Schools

A MESSAGE FROM DR. BARRY WILLIAMS, SUPERINTENDENT GATES COUNTY SCHOOLS

The Gates County Board of Education and the Gates County Public Health Department are fully committed to working together to prepare for the reopening of schools. The COVID-19 pandemic has forced us to take unimaginable steps to ensure that students are able to continue to learn despite the inability to be physically present in classrooms. My administrative team has been in ongoing contact with the Governor's Office, the North Carolina State Board of Education, and North Carolina Department of Public Instruction (DPI) in their development of the StrongSchoolsNC Public Health Toolkit (K-12) for families, students, and local education leaders.

As COVID-19 continues to change our collective landscape, our district will work together to leverage resources, share best practices, and advocate for regulatory flexibility, including state and federal waivers to enable us to provide the best possible programs for all our students. The Board of Education understands the need for schools to have a clear, detailed, and well-organized plan in place before reopening their doors to teachers, staff, and students. This document is a guide for the school district, parents, students and the community for the reopening and operation of schools in August, 2020 under Plan C for the first nine weeks.

There is no one-size-fits-all approach to reopening schools across our 115 school districts in North Carolina. Gates County Schools has created contingency plans for reopening the schools based on the guiding principles, current planning considerations, and assumptions set forth in this document. These plans are subject to change as public health guidelines are updated and as we continually evaluate the plan.

Please continue to reach out to our office with your questions, feedback, challenges, and success stories. We will continue to provide you with as much clear and timely support and guidance as possible. Together, we will get through this and make sure all our students and their families have what they need to succeed.

Sincerely,



Dr. Barry Williams, Gates County Superintendent of Schools

ACKNOWLEDGMENTS

The Gates County 2020-2021 School Year Planning Guide was created with guidance and input from the Gates County Schools Administrative Team.

We would like to thank the following leaders for their valuable input:

Mrs. Sallie Ryan, School Board Member
Dr. Barry Williams, Superintendent of Schools
Mrs. Tammy Boone, Assistant Superintendent
Mr. Jeremy Wright, Director of Student Services
Mrs. Chante Jordan, Director of Personnel/Exceptional Children
Mrs. Lola Rountree, Director of Accountability/Testing
Mr. John Smith, Director of Technology
Mr. Ron Ward, Director of Transportation
Mr. Johnny Greene, Director of Maintenance
Mrs. Sandy Pittman, Finance Officer
Dr. Paula Simpson, Director of Child Nutrition
Mrs. Cathy Riddick, Administrative Assistant to the Superintendent
Mrs. Donna Critcher, Director of New Beginnings Day Care
Mr. Jonathan Hayes, Principal Gates County High School
Mrs. Kelly Eure, Principal Central Middle School
Mrs. Gail Hawkins, Principal Buckland Elementary School
Mrs. Amber Buxton, Principal TS Cooper Elementary School
Dr. Shawn Wilson, Principal Gatesville Elementary School
Mrs. Lori Lories, Teacher/Instructional Coach
Mrs. Anita Winn, Teacher/Instructional Coach
Mrs. Lisa Wilkins, Teacher/Instructional Coach
Mrs. Kathryn Eure, Teacher/Instructional Coach
Mrs. Barbara Toti, Teacher/Instructional Coach
Surveyed Parents and Families

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Overview

On March 14, 2020, Governor Roy Cooper closed all schools in response to the COVID-19 pandemic. At that time, Gates County Schools changed to remote instruction for all students. With the pandemic increasing in cases throughout the second semester, schools remained closed and remote instruction became the new normal.

On July 14, 2020, Governor Cooper directed that all North Carolina Public Schools would reopen for the 2020-2021 school year under Plan B. Gates County Schools' administration and staff have worked diligently to establish our instructional, health, and safety plan for the reopening of school in August. The enclosed plan meets the requirements for reopening schools as directed by Governor Cooper with the collaboration of the NC Department of Health and Human Services (NCDHHS), the NC State Board of Education (NCSBE) and the NC Department of Public Instruction (NCDPI).

On July 22, 2020, Dr. Williams, Superintendent of Schools, presented a Plan B, a blended learning plan of face-to-face and remote instruction with a remote only option. The board was also given the option of a Plan C, remote learning for all students. The decision was made by the board in the interest of student and staff well-being during the COVID-19 pandemic, to open schools under Plan C- Remote Learning Only for the first nine weeks of schools. During the nine weeks, the status of the pandemic will be evaluated to determine the status of schools beyond the first nine weeks.

The main goal for Gates County Schools in reopening schools under Plan C is to provide the safest and healthiest environment for our students and staff. Key components of the reopening plan include:

- Synchronous and asynchronous remote instruction.
- We are planning for the reopening of school on August 17, 2020.
- Remote Learning will follow the approved school calendar for school year 2020-2021.
- New content will be taught through online platforms such as Google Classroom, Canvas, Zoom, etc.
- We will all be in constant vigilance to monitor our staff and to communicate immediately with the Gates County Health Department and our stakeholders about issues and COVID-19 cases.

Details of the Gates County Schools Reopening Plan are contained on the following pages.

North Carolina - Plan C

Originally the State Board of Education and DPI developed three plans in which public schools may reopen for the 2020-2021 school year. On July 14, 2020, Governor Cooper announced that schools will reopen under Plan B. School districts have the flexibility to change to Plan C if remote learning for all students is determined to be in the best interest of students and staff and/or if COVID-19 metrics significantly worsen in Gates County and surrounding areas. Gates County Schools will reopen schools for the 2020-2021 school year under Plan C, Remote Learning for All, for the first nine weeks.

COVID-19 REOPENING PLANS

COVID-19: Reopening Plans	School Facilities and Students	Health Precautions *
PLAN A Minimal Social Distancing	Open All students in school at same time	Enhanced health protocols <i>See DHHS requirements and recommendations</i>
PLAN B Moderate Social Distancing	Open Limit student density in facilities to meet 6 feet social distancing requirements.	Enhanced health protocols <i>See DHHS requirements and recommendations</i> Under Plan B only , schools are required to adhere to all requirements outlined above AND : <ul style="list-style-type: none"> • Ensure sufficient social distancing with at least 6 feet between people at all times in school facilities.
PLAN C Remote Learning	Closed No students in school facilities	N/A All at home

Reopening Design - GCS Plan C: Remote Learning Only

Remote Instruction will be provided four (4) days per week, Monday & Tuesday and Thursday & Friday.

Remote Learning Only



Public School Unit	Gates County Schools
Superintendent/Director	Dr. Barry Williams
Remote Instruction Plan Coordinator	Mrs. Tammy R. Boone Assistant Superintendent
Team Members Responsible for Remote Instruction Plan	Dr. Shawn Wilson, Principal Mrs. Lori Lolies, Teacher/Instructional Coach Mrs. Gail Hawkins, Principal Mrs. Anita Winn, Teacher/Instructional Coach Mrs. Amber Buxton, Principal Mrs. Lisa Wilkins, Teacher/Instructional Coach Ms. Kelly Eure, Principal Mrs. Kathryn Eure, Teacher/Instructional Coach Mr. Jonathan Hayes, Principal Mrs. Barbara Toti, Teacher/Instructional Coach Mrs. Chante' Jordan, Exceptional Children/Human Resource Director Mr. John Smith, Technology Director Mrs. Lola Rountree, Testing and Accountability Mrs. Tammy R. Boone, Assistant Superintendent Dr. Barry Williams, Superintendent
Date Submitted to NCDPI*	July 20, 2020

*This Remote Instruction Plan is submitted by the public school unit on behalf of the governing body of the public school unit in response to SBE policy [SPLN 006](#), based on SB704 (SL 2020-3).

Planning and Communication

District Level Leadership meetings
School Improvement Team meetings
Instructional Support Coach meetings
Email
School Reach Messages
Parent Newsletters
Parent and Community meetings
Newspaper Announcements
Facebook
Zoom Town Hall style meeting
Parent/Student/Staff Surveys
Parent and Community Engagement Meetings

Training for Faculty and Staff

Gates County Schools utilizes the Zoom platform and webex to provide training for teachers for the remote learning process. The teachers have already been trained on some of the resources. Those resources are indicated with an asterisk. All other trainings are being scheduled. We will offer face to face training with limited capacity (to maintain social distancing) as well as virtual training. Additionally, webinars may be available for some of these resources. Completed student work may be submitted via resource sites and via various platforms.

Trainings

- iReady/Ready Math and Reading *
- Zoom
- Loom Recordings
- Google Classroom *
- Canvas *
- Wonders (remote instruction) *
- Letterland (remote instruction) *
- In-house training on various platforms *

Systems/Platforms

- Zoom
- Loom
- Bit.ly
- Social Media
 - Facebook
 - Instagram
- Class Dojo

- Google
 - Google Classroom
 - Google Forms
 - Google Slides
 - Google Meet
 - Google Jamboard
 - Google Keep
 - Google Read/Write
- Remind
- Edmodo
- Screencast O Matic
- Coursesites
- Noodle Tools
- Weebly
- Bitmoji Classrooms
- Screencastify
- Email
- Kami
- Dualless
- Adobe Spark
- Mentimeter
- PDF writer
- Scan doc
- Padlet
- Flipgrid
- Hyperdocs
- Canvas
- BlackBoard

Online Instructional Resources

- K-5
 - iReady Reading and Math *
 - Kahoot
 - STEMScopes online
 - Social Studies Weekly online
 - Wonders online *
 - Mystery Science
 - Boom Cards
 - Learningfarm.com
 - Letterland Phonics Online *
 - YouTube

- Accelerated Reader *
- Epic Reading
- Mystery Doug
- IXL
- Quizalize
- Mobymax
- BrainPop
- SchoolNet
- Discovery Education
- Reading A-Z
- PBS Learning Media
- Scholastic News
- 6-8
 - Edpuzzle
 - Smart Music
 - Code.org *
 - Study.com
 - Youtube
 - Khan Academy
 - Nearpod
 - Get More Math
 - Newsela
 - IXL
 - Carnegie Learning-Mathia *
 - iReady-Reading and Math *
- 9-12
 - Smart Music
 - Quizlet
 - Flipgrid *
 - Discovery Education *
 - YouTube
 - Nearpod
 - Padlet*
 - Email
 - Screencasting tools
 - iMovie *
 - Garageband *
 - Kahoot *
 - IXL
 - Sora App *
 - Apex (Credit Recovery) *

- Schoolnet *
- Google Video
- Delta Math
- Desmos Graphing Calculator

Offline Instructional Resources

- Paper/Pencil Instructional Packets
 - Ready Math
 - Wonders
 - STEMScopes
 - Letterland
 - Social Studies Weekly
 - Carnegie Mathia
 - Anchor Charts
 - Tools 4 NC Teachers lessons, tasks, and resources
 - Teachers pay teachers-resources
 - Scholastic News
 - Short stories, novel and teacher created notes
 - Textbooks
 - Print resources
 - Class novels

Staff Roles and Expectations

Teachers, school leaders and support staff will prepare for remote learning by

- Providing instructional resources and materials through remote means such as Google Classroom
- Reviewing remote learning materials
- Setting office hours to connect with students and support their learning remotely
- Participating in group professional learning and attending virtual learning sessions intended to support remote learning
- Ensuring that staff are monitoring district communication for up to date information regarding school closures and remote learning plans
- Determining which remote learning options are best for them in collaboration with their leader

District level staff and Human Resources will share information regarding teacher workdays, teacher accessibility and non-certified staff work-days via:

- Attending staff meetings
- Sharing information through email
- Reviewing and helping to revise the school calendar
- Revising staff handbook to include expectations for remote learning days
- Scheduling one on one meetings
- Providing a Q and A document for staff

Student Connectivity

The school principals will be surveying parents regarding the following questions:

- 1) Do you have Internet access at home that is acceptable for handling remote learning?
- 2) Do you have a device at home that your student(s) may use for remote learning?

Once survey results have been compiled, hotspots and devices will be provided to those households in need (if available.) The technology department will be responsible for setup and inventory of these devices.

Students and teachers/staff with limited home connectivity will be able to download materials from school access points in advance and periodically. In addition, there are four bus hotspots in the district (one at each elementary school and one at the middle school) that students and staff can use to download remote learning materials. We will continue to monitor this process and update accordingly.

Engagement with Community Partners

- Utilizing local newspaper to make announcements regarding services available
- School Reach messages from the District office and schools
- Emails to student and parent accounts
- Surveys
- Parent and Community Engagement Team meetings
- Partnering with public library to provide the use of hotspots and devices to students who do not have devices and Internet service
- Soliciting local businesses for use of Internet to allow students connectivity
- Posting links to community services on the district and school websites
- Translating all district and school documents to Spanish for non-English speaking families
- Partnering with the local food bank to provide food to needy families
- Partnering with local homeless shelters to provide services to families in need
- Partnering with Department of Social Services to offer resources to families
- Partnering with the faith based community to provide resources
- Identifying and posting resources for EL families
- Engaging in conversation with the electric company to discuss the increasing or providing more broadband access or connectivity for remote instruction
- Identifying and providing a listing of all licensed child care providers
- Offering a Back to School Drive Thru Bash to provide school supplies and information on resources to families

PLCs and the Design and Delivery of Remote Instruction

Regular Meetings:

Required regular meetings will be held that discuss the following as they pertain to implementing lessons, communicating with families and building connections:

- Instructional Time
- Connection to Families and Students
- Student Engagement Aligned to Standards
- Equity, Choice, and Flexibility
- Feedback on Student Work
- Collaboration among Students
- Social and Emotional Learning
- Curriculum development (PLC)
- Instructional Coaching (PLC)
- Canvas Course development (PLC)
- Reflection on effectiveness of remote learning to guide revision of plans

PLC Delivery:

PLC delivery platforms, methods, resources, etc. for teachers and staff to engage in PLCs.

- Zoom
- Google Meet
- Collaboration through Google Drive
- Face to Face meetings would occur as needed to develop resources
- Scheduled vertical planning time between key transition grade levels or course sequence (Grade 2 to Grade 3, Math I to Math II)
- Engage in collaborative professional development (NCCAT online, NCEES)
- Canvas
- Google Classroom
- Padlet
- Using Twitter and other social media platforms that educators collaborate in

Virtual PLC Transition:

- Gates County Schools will email all staff to make them aware of the transition to virtual PLCs prior to moving forward. This email will request information such as:
 - Do you have a technology device at home?
 - Do you have Internet at home?
 - What is the best time of day for you to participate in PLCs?
 - Would you like to serve as a presenter?
 - What resources can we provide to assist you with the transition to virtual PLCs?

- Afterwards, staff members will receive an agenda with topics to be covered in the PLC and a request for questions. Then, staff will be informed of the transition to virtual PLCs and informed that PLCs will be led by their colleagues who are teacher leaders within the school district.
- Established norms for meetings will include the following:
 - Schedule for virtual PLCs
 - Utilize the MTSS problem-solving model as a guide to hold meetings
 - Establish a moderator for virtual PLC's
 - Develop a tool to assess the collaboration efforts of the virtual PLC

PLC Participation:

- Notes provided to administration (template provided, based on grade levels and course subject)
- Product (lessons created)
- Recordings of meetings
- Conversations with administrators and instructional coaches

Preparing Students for Remote Instruction

Grades K-5

- The following resources are available for remote instruction (See Component 2 for a complete list of available resources):
 - Offline paper/pencil instructional resources
 - Online instructional resources
 - Variety of learning platforms
- Elementary schools will use remote instruction platforms and methods that our K-5 students are familiar with and use during face-to-face instruction throughout the school year.
- We will share information about these platforms and methods with parents through written communication.
- We will communicate with our stakeholders through school Facebook pages, ConnectEd messages, Class Dojo, Remind, letters home, school websites, emails, newsletters and Google Classroom.
- Elementary schools will provide guidelines for teaching and learning at the beginning of the school year.
- We will offer both “at school” and “remote instructional hours” for all teachers.
- Teachers will be required to keep a log of days that they are working remotely, which will be turned in to their principal at the close of each school week.
- We will provide students with a daily remote learning schedule that includes 3 sections:
 - Time
 - Practice
 - Application

- Parents will be informed that the Application Section will be used to gauge student understanding.
- This will be communicated through all the above ways of communication already mentioned.
- We will balance remote instruction and face-to-face instruction by ensuring that students understand the daily schedule and expectations of the remote learning activities.
- The same NCSCS standards that are being taught during non-remote instruction days will be practiced and/or reviewed during remote instruction days so that learning is continuous.

Grades 6-8

- Training will be provided for parents on certain assigned days/evenings in order to help them understand the various platforms available.
- Students will practice on these platforms while at school and teachers will culminate these practices into their everyday classroom. This will help the students feel as if these resources are second nature and become accustomed to using them.
- The school will share with parents, the community and other outside stakeholders through their Facebook page, all calls, emails, and letters home when training and other decisions are made for remote instruction.
- Community stakeholders will be able to take part in or observe training that will be offered.
- The school will offer both at school working hours or remote instructional hours for all teachers.
- Teachers will be required to follow certain protocols when it comes to remote instructional hours and will be required to keep a log for days that they are working remotely which will be turned into their principal at the end of each week.
- Teachers will practice with students when they are at school showing them how to access all online instructional platforms. These platforms will be used in at least weekly lessons so that students can become accustomed to the layout and submission of assignments and work.
- The school will also offer paper-pencil submission options and due dates for students without devices or internet access.
- The school will communicate with its stakeholders through all calls, emails, Facebook, Remind messages, letters home, and possibly newspaper communications.
- Teachers will practice blended learning with students at school where teachers will give direct instruction and then offer various options for students to show their understanding of standards through online activities and assessments.
- The school will also offer a variety of hands-on learning in order to engage students in mastering their standards. Choice boards, project based learning and other differentiated activities will be embedded in their learning with face to face activities and then transition to online learning through the various online platforms.

Grades 9-12

- A variety of workshops will be provided for parents to sign up for, in order to help them understand the various platforms available and have practice accessing and using them.
- Teachers will incorporate their preferred platform into their coursework in face-to-face instruction as well to allow the students to become comfortable with the platforms and have practice using them.
- Teachers will incorporate lessons with the platforms when they are at school to show them how to access all online instructional platforms. This will help students become accustomed to the navigation of the assignments, resources and submission of assignments.
- Teachers will practice blended learning with students at school where teachers will give direct instruction and then offer various options for students to show their understanding of standards through online activities and assessments.
- The school will share with parents, the community and other outside stakeholders through their Facebook page, all calls, emails, newspaper articles and letters home when workshops will be held, as well as announcements and decisions that are made for remote instruction.
- Community stakeholders will be able to observe or participate in the workshops that will be offered.
- The school will offer both at school working hours or remote instructional hours for all teachers.
- Teachers will be required to follow certain protocols when it comes to remote instructional hours and will be required to keep a log for days that they are working remotely which will be turned into their principal at the end of each week.
- As well as on-line platforms, the school will also offer paper-pencil submission options and due dates for students without devices or internet access.
- The school will also offer a variety of hands-on learning in order to engage students in mastering their standards. Teachers will utilize technology, choice boards, project based learning and other differentiated activities in their learning during regular face to face instruction as well as online learning platforms in order to meet the needs of the students.

Learning Targets

- Grades K-5
 - NCSCS standards will be indicated for each subject area on the daily remote learning schedule.
 - Learning targets will be communicated through Essential Questions or “I can” statements listed on the daily remote learning schedule.

- Remote instruction will include a total of 3 hours of practice and application of skills (online and/or paper/pencil) within each day of remote learning.
 - Science/SS
 - ELA
 - Math
- Students will receive a daily schedule indicating which resources (online and/or paper/pencil) should be used to address each indicated learning target.
- We will have a Time Section, Practice Section, and Application Section on the lesson plan for parents and students to use.
- Teachers will use adopted curriculum resources and programs to ensure the quality of remote instruction materials.
 - Letterland
 - Wonders
 - Ready Math
 - STEMscopes
 - Social Studies Weekly
- Teachers will use online programs that allow them to assess the learning of their students during remote instruction:
 - iReady Math
 - iReady Reading
 - STEMscopes online
 - Social Studies Weekly online
 - Kahoot
 - Quizizz
- Teachers will use the Application Section from paper/pencil packets to help gauge student understanding.
- Grades 6-8
 - NCSCS standards will be indicated for each subject area on the daily remote learning schedule.
 - Learning targets will be communicated through Essential Questions or “I can” statements listed on the daily remote learning schedule.
 - Students will receive a schedule from their individual teachers to give a suggested daily time allotment for each subject and assignment.
 - Expectations will be in place for utilizing the most appropriate instructional delivery methods as well as high quality differentiated activities that support critical thinking and understanding.
 - Feedback will be given in a timely manner via online platforms or paper pencil, email or text communications.

- Grades 9-12
 - NCSCS standards will be indicated for each subject area on the daily remote learning schedule.
 - Learning targets will be communicated through Essential Questions or “I can” statements listed on the daily remote learning schedule.
 - A suggested schedule of using class time will be provided. Students will be provided with checklists of what is due when and how and where to upload or turn in.
 - Expectations will be in place for utilizing the most appropriate instructional delivery methods as well as high quality differentiated activities that support critical thinking and understanding.
 - Expectations will be in place for educators to assess student understanding and give feedback in a timely manner. Pre-assessments for student knowledge will be given. Training will be provided to help educators plan lessons with remote learning in mind. Assessment will be through online programs as well as assignments through Canvas and Google Classroom. Data will be analyzed to determine which standards will need reteaching, interventions or fine-tuning.

Guidelines: Student Work Time, Submissions, Assessments, and Grading

Guidelines for the suggested appropriate work time for each grade span.

- PK-K:
 - 30 minutes (at most) of seatwork
 - Discovery play - 1 hour
 - 30 minutes of listening to a story read aloud
 - 30 minutes of screen time
- Grades 1-2:
 - 1 hour of seat work
 - 20 minutes reading
 - 30 minutes of screen time
 - 30 minutes of active play
 - 30 minutes of application learning
- Grades 3-5:
 - 2 hours (30 minutes per subject: reading, math, science, social studies)
 - 30 minutes of active play
 - 20 minutes of reading their choice of book

- 30 minutes of screen time
- 30 minutes of application learning
- Grades 6-8:
 - 2 and one-half hours
- Grades 9-12:
 - 3 hours

Guidelines for submissions for each grade span

- PK-K:
 - paper and pencil (project based)/Online platforms
 - paper chart
- Grades 1-2:
 - project based
 - paper pencil/online platforms
 - log or chart
- Grades 3-5:
 - online platforms and paper/pencil packets
 - due dates will be set up for assignments and students will have a schedule of these due dates
- Grades 6-8:
 - online platforms
 - paper/pencil packets
 - exit tickets
 - warm ups.
 - due dates will be set up for assignments and students will have a schedule of these due dates
- Grades 9-12:
 - At the high school level, it could look differently for each course, however the work that is submitted should be in a timely manner (meeting teacher deadlines) and should receive feedback from teachers, also in a timely manner.
 - Submissions may be online through an LMS, email, an online application such as Flipgrid, or written and returned, depending on the subject.
 - Formative assessments through check-ins, online meetings and student/teacher conferences should be done frequently.

Guidelines for assessments of learning for each grade span

- **PK-K:**
 - online assessments such as iReady math
 - Learning strategies gold
 - online reading assessment such as iReady
 - grading of the paper pencil activities

- **Grades 1-2:**
 - online assessments such as iReady math
 - online reading assessment such as iReady
 - grading of the paper pencil activities

- **Grades 3-5:**
 - online assessments such as iReady math
 - online reading assessment such as iReady
 - grading of the paper pencil activities
 - grading of online participation and completion of assignments

- **Grades 6-8:**
 - online assessments
 - exit tickets
 - warm-ups
 - paper/pencil options for all
 - performance for the arts courses
 - project-based learning for some courses

- **Grades 9-12:**
 - online assessments
 - online activities or assignments will be graded
 - performance (Arts)
 - project-based learning products
 - paper/pencil options for all

Guidelines for grading remote work for each grade span

- **PK-K:**
 - Indicated assignments will be graded.
 - The expectation is that all students attempt all assignments.
 - Students will be provided the assignment through electronic versions as well as paper and pencil versions.

- Due dates may be adjusted based on the internet service or when the paper/pencil items have been picked up late or delivered late.
- Grades 1-2:
 - Indicated assignments will be graded.
 - The expectation is that all students attempt all assignments.
 - Students will be provided the assignment through electronic versions as well as paper and pencil versions.
 - Due dates may be adjusted based on the internet service or when the paper/pencil items have been picked up late or delivered late.
- Grades 3-5:
 - Indicated assignments will be graded.
 - The expectation is that all students attempt all assignments.
 - Students will be provided the assignment through electronic versions as well as paper and pencil versions.
 - Due dates may be adjusted based on the internet service or when the paper/pencil items have been picked up late or delivered late.
- Grades 6-8:
 - Indicated assignments will be graded. The expectation is that all students attempt all assignments.
 - Students will be provided the assignment through electronic versions as well as paper and pencil versions.
 - Due dates may be adjusted based on the internet service or when the paper/pencil items have been picked up late or delivered late.
- Grades 9-12:
 - Indicated assignments will be graded.
 - The expectation is that all students attempt all assignments.
 - Students will be provided the assignment through electronic versions as well as paper and pencil versions, if needed.
 - Due dates may be adjusted based on the internet service or when the paper/pencil items have been picked up late or delivered late.

Exceptional Students: Students with IEPs and 504 plans

Equal Access to remote instruction is given to students with disabilities.

K-5

- Students will be provided with online instruction or general education packets, with specific IEP goal supports/504 accommodations provided.

6-8

- Students will be provided with online instruction or general education packets, with specific IEP goal supports/504 accommodations provided.

9-12

- Students would be provided with online instruction or general education packets, with specific IEP goal supports/504 accommodations provided.

Remote Instruction is provided in a manner consistent with each student's IEP/504 Plan.

K-5

- The EC teacher and general education teacher will collaborate to make sure students are receiving differentiated general educational materials with assignments tailored to specific IEP goals and 504 accommodations.
- EC teachers will meet with the IEP team to determine if an addendum or contingency plan will be necessary.
- Reminder notes will be attached to assignments that expressly convey the accommodation needed.
- Resources will be needed for classroom accommodations such as read aloud and text to speech.
- EC teachers will make contact with parents to inform them of their contact hours and to create a schedule with the parent for at least bi-weekly contact.
- EC teachers will keep a log of remote learning provided and offered. This log will include the date, time (beginning and ending), mode of instruction, IEP goals addressed, and progress monitoring data.

Grades 6-8

- The EC teacher and general education teacher will collaborate to make sure students are receiving differentiated general educational materials with assignments tailored to specific IEP goals and 504 accommodations.
- EC teachers will meet with the IEP team to determine if an addendum or contingency plan will be necessary.
- Reminder notes will be attached to assignments that expressly convey the accommodation needed.
- Resources will be needed for classroom accommodations such as read aloud and text to speech.
- EC teachers will make contact with parents to inform them of their contact hours and to create a schedule with the parent for at least bi-weekly contact.

- EC teachers will keep a log of remote learning provided and offered. This log will include the date, time (beginning and ending), mode of instruction, IEP goals addressed, and progress monitoring data.

Grades 9-12

- The EC teacher and general education teacher will collaborate to make sure students are receiving differentiated general educational materials with assignments tailored to specific IEP goals and 504 accommodations.
- EC teachers will meet with the IEP team to determine if an addendum or contingency plan will be necessary.
- Reminder notes will be attached to assignments that expressly convey the accommodation needed.
- Resources will be needed for classroom accommodations such as read aloud and text to speech.
- EC Teacher will make contact with parents to inform them of their contact hours and to create a schedule with the parent for at least bi-weekly contact.
- EC teachers will keep a log of remote learning provided and offered. This log will include the date, time (beginning and ending), mode of instruction, IEP goals addressed, and progress monitoring data.

Remote Learning Day supports shall be considered and included when the IEP/504 Plan is initially developed or reviewed/revised.

Grades K-5

- Resources will be needed for classroom accommodations such as read aloud and text to speech.
- EC teachers will meet with the IEP team to determine if an addendum or contingency plan will be necessary.

Grades 6-8

- Resources will be needed for classroom accommodations such as read aloud and text to speech.
- EC teachers will meet with the IEP team to determine if an addendum or contingency plan will be necessary.

Grades 9-12

- Resources will be needed for classroom accommodations such as read aloud and text to speech.

- EC teachers will meet with the IEP team to determine if an addendum or contingency plan will be necessary.

Student Attendance

Attendance on remote instruction days will be updated in PowerSchool; however, it will vary depending upon virtual learning versus paper packets.

Online remote learning (All grade levels - Zoom, google classroom, etc.)

- Teachers will count students present if they sign in online and stay signed in for at least $\frac{3}{4}$ of the time during the session (Elementary Schools).
- Middle school (Daily Attendance) students will need to participate $\frac{3}{4}$ of the time in at least 4 of the 6 classes to be counted present for the day.
- High School (Period Attendance) students will need to participate $\frac{3}{4}$ of the time in each class to be counted present for that class.
- Homeroom teachers will record Present or Absent in PowerSchool (Elementary teachers will give attendance information to the homeroom teacher).
- Middle school team leader teachers will input attendance; subject teachers will communicate with the team leader via google forms.
- The attendance information will be due the day of remote learning.
- Student logins may be done on demand or from pre-recorded lessons.
- Teachers will assign some type of interactive lesson to ensure students are engaged versus signing in and leaving their work station.
- Interactive lessons can be an online form, short survey, chat participation, video chatting, etc.

Paper packets (K-8)

- Attendance will run behind, depending on when paper packets are due back to the schools.
 - For example: Remote Learning dates of August 25, 26, and 27 - Packets will be due on September 3. Teachers will check on September 8 to see which students turned in packets. Attendance will be taken according to whether or not the packet is returned with the appropriate amount of work completed.
- It will be important for principals to ensure that attendance information is given to the homeroom teachers and recorded in PowerSchool.
- Once packets are returned, if 75% - 100% of the work is completed on the specified due date, the student will be counted present for the days the work represents.
- Deadlines for due dates must be adhered to. Even if the work is completed after the deadline, students will still be counted absent if 75% or more was not completed on the specified date.
- If less than 75% of the packet work is returned on the due date, the student will be counted absent.

(High School)

- Period attendance will be taken and put into PowerSchool by the teacher of the specific subject.
- The same rules that apply to grades K-8 will apply to the high school; however, it will be by each individual class.

Information to parents about remote learning

- Messenger
- Individual School Webpages
- District Webpages
- Included in the school's handbook/online registration
- Give out information at Open Houses
- Teachers can also inform students virtually or send home letters with the packets
- Email parents the policy

General Information (All Grades)

If a student is sick and unable to engage in remote learning, the parent can call and report an excused absence.

Online and Offline Communication between Teachers and Students

Online Contact Options

- K-5
 - Email
 - Google Classroom
 - Edmodo
 - Remind
 - Class Dojo
 - Facebook
- 6-8
 - Zoom meetings during office hours
 - Google meet
 - Remind
 - Email
 - Google classroom
 - Teacher websites
 - Facebook
- 9-12
 - Remind
 - Email
 - Google Meet

- Zoom
- Google classroom
- Canvas Web Conferences

Offline Contact Options

- K-5
 - Phone Calls
 - Paper/Pencil Notes
 - Planners/communication notebooks
 - Newsletters
 - School messenger
- 6-8
 - Phone Calls
 - Notes to students/parents
 - School messenger
 - Remind-text
- 9-12
 - Phone Calls (with phone log)
 - School Messenger
 - Remind (text)
 - Letters home

Technology Support for Students, Parents, and Teachers

If students encounter technology difficulties and they call the data center, we will have to refer them to the technology department since students sign in under the cloud and data center personnel are not trained to help in that area.

In addition, the Technology Department is currently providing technical support to teachers, students, and parents for remote learning-related issues. Methods of support include email, telephone, and in-person, where they can bring devices in for the team to help them with. We will look at expanding this. We will also promote it on the school district web page, on Facebook, and by other means, as necessary.

ELL, Gifted, and McKinney-Vento Students

A. English learners

- Use tools to help provide communication in the language our ELL students and their families will understand. This is important during remote learning communication.
- If using packets, it will be important to provide instructions in the language our

ELL students and their families will understand.

- Use live or recorded video lessons as an opportunity to continue to develop and assess speaking and listening skills.

B. Academically and/or Intellectually Gifted Learners

- Continuing to post weekly enrichment materials and weekly challenges
- Create extended projects and/or independent studies to be completed through Google Classroom
- Work along with teachers to create higher level assignments to give students who are identified as AIG/Honors
- Use RenzilluLearning.com accounts to give individualized instruction and enrichment to students
- Assist teachers in the creation and implementation of learning contracts - consider adding AIG options to these contracts
- Assist teachers in the curriculum compacting and other remote strategies to use with higher level learners

C. Students served under the McKinney-Vento Act as homeless

- Ensuring identification of homeless students occurs
- Providing transportation support, if necessary, for students to access Internet services and complete assignments
- Making personal phone calls, if possible, to access needs
- Assisting with school supplies
- Making contact with homeless shelters, food banks, etc., to support student needs
- Making DSS referrals

Remote Instruction Limitations

- The school district lacks technological devices needed to provide an equitable learning environment
- There are many areas in the county that do not have Internet service
- Elementary school students do not have email addresses
- We do not have one unified online platform to use remotely; instead, there are many different platforms
- The school system lacks the funding to purchase sufficient technology devices for student use
- Many students do not have access to Internet services at home
- Many students do not have access to technology devices at home

Optional Remote Instruction Plan Responses

1. Providing students and parents/families with remote learning strategies and behaviors to support success.

- Reach out to disengaged students and parents via phone calls to see how we can support their learning
- Survey parents to determine who does not have devices or Internet services
- Offer students strategies for success while engaging in the Remote Learning environment
- Offer parent trainings that will enable them to help support their students in the Remote Learning environment
- Provide devices for all students

2. Impact on other existing programs, such as Transition to Kindergarten and Career and College Promise.

Transition to Kindergarten

- Preparing for and attending Kindergarten for the first time is a milestone for students and parents and usually leaves parents with a feeling of uncertainty as they are faced with separating from their children to send them into a new world of opportunity.
- COVID-19 has impacted the transition to Kindergarten for our students and parents in that our school system is not able to provide the traditional face to face meetings, tours, assemblies and other forms or parent gatherings that would normally occur outside of COVID-19. Additionally, maintaining social distancing is a priority for Gates County Schools in order to maintain safety for everyone; therefore, we will implement the following strategies to support the transition to Kindergarten for our students and parents.
 - Schools will advertise the Kindergarten registration link on their school website
 - Send School Reach message to parents about the importance of registering for Kindergarten
 - Send an email link to K-12 parents announcing Kindergarten registration
 - School staff will provide a smooth transition and develop positive relationships by hosting individual family meetings, both virtually and face to face, at the start of the school year
 - Teachers will explain remote learning and how it will work for the 2020-2021 school year
 - Families with limited or no Internet will be offered a technology device to use for teaching and learning process as well as engage in virtual meetings with teachers
 - Classroom tours will be provided to parents and students both virtually and face to face
 - Survey parents to determine what technology needs are present at home as well as what needs are present regarding educational programs
 - Survey to determine parent needs to support their Kindergarten students
 - Survey to determine preferred form of meeting preference (Zoom, email, phone calls, etc.)

College and Career Ready

- Students will develop a feeling of uncertainty about their future
- Students unprepared academically
- Without being in the school environment, some students may not have the resources at home to participate in remote learning
- More remediation may be needed for academically unprepared students
- Time out of the classroom makes it difficult for teachers to assess student learning

Gates County Schools will proceed with the plan as submitted, however, changes will be made based on the status of COVID-19 and the guidance received from Governor Roy Cooper's office. Student achievement is a number one priority for us and we are prepared to make the necessary changes and accommodations that will provide our students with an equitable academic experience that will support their future endeavors.



Exceptional Children Reopening Plan

The Exceptional Children's Department will follow these procedures to provide continuity of instruction for students with special needs for Plan C reopening.



Parent Contact

Case Managers will:

- Identify if a meeting is required to determine eligibility for compensatory education as appropriate for children who qualify for services due to impact of COVID-19.
- Develop contingency plan or addendum as needed.
- Schedule individualized evaluations and assessments required for service delivery and program planning.

Tiered Service Delivery Options

The following options will be considered for each child:

- A combination of remote and face-to-face options for access to related services.
- Virtual social-emotional support for all students in the Exceptional Children's program.
- Students participating in the inclusion and resource settings will follow the schedule or guidelines for Plan C.

The final service delivery option will be based on the individual need of the student.

Instructional Support

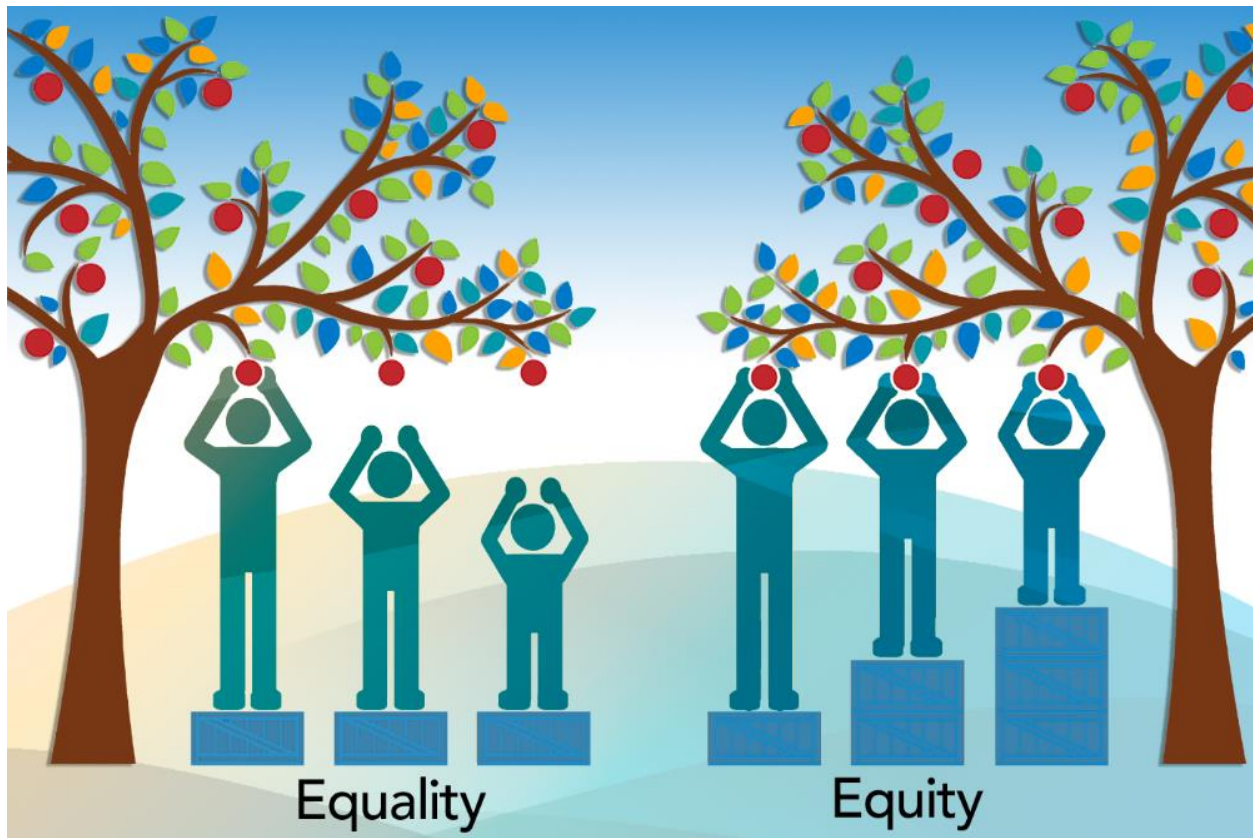
- 1:1 personnel will continue to support students.
- Teacher assistants will be available to aid instruction as required.

Ensuring Equity

Gates County Schools is committed to providing equitable educational opportunities to all students. We will continue to provide guidance and support to our schools to diminish the effects of COVID-19 on our students and staff to the greatest extent possible.

To ensure equity during reopening we will:

- Prioritize the physical and social-emotional needs of particularly vulnerable students. Ensure safety, belonging, and mental health as a foundation for learning.
- Continue to identify and supply internet access through hotspots to families and communities in need.
- Identify students experiencing learning gaps now and develop strategies to mitigate the longer-term impact of school closures on these students.

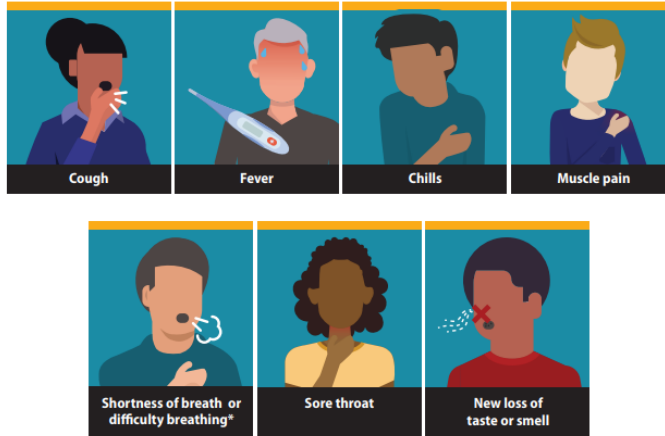


Monitoring for Symptoms

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. The virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection.

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

***Seek medical care immediately if someone has emergency warning signs of COVID-19.**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.



cdc.gov/coronavirus

Staff should stay home if they are experiencing any COVID-19 symptoms, have recently had close contact with a person with COVID-19, or have tested positive for COVID-19.

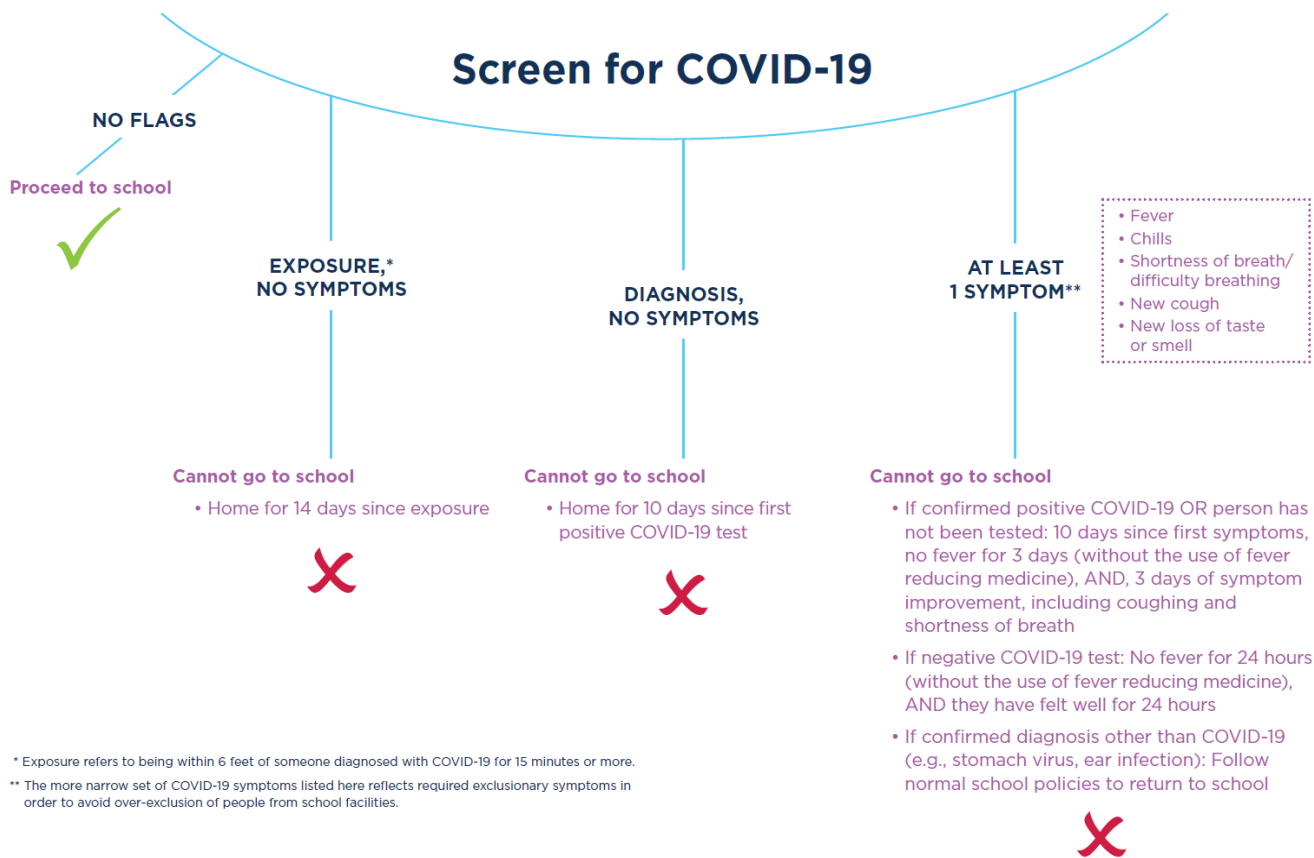
Symptom Screening will be conducted for any person entering the school building, including students, teachers, staff, and visitors. Screening will be provided at the school entrance or prior to boarding a school bus. Temperature screenings are a required component of symptom screening and will be performed with a touchless thermometer.

In the event that a staff member has a positive screening, the school district personnel will follow the Positive Screening Protocol Checklists in the Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 (K-12) published by the NC Department of Health and Human Services.

The screening flow chart is illustrated below:

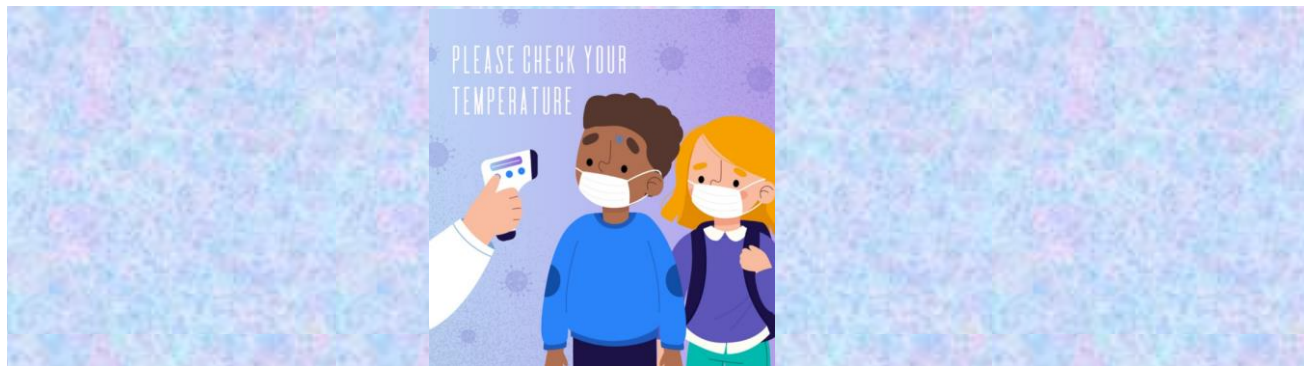


Screening Flow Chart



* Exposure refers to being within 6 feet of someone diagnosed with COVID-19 for 15 minutes or more.

** The more narrow set of COVID-19 symptoms listed here reflects required exclusionary symptoms in order to avoid over-exclusion of people from school facilities.



Cloth Face Coverings (Facemasks)

There is growing evidence that wearing face coverings help reduce the spread of COVID-19, especially for those who are sick but may not know it. Cloth face coverings are not surgical masks, respirators (“N-95s”), or other medical personal protective equipment (PPE).



Wear a cloth face cover

All staff members and visitors must wear a cloth face covering (facemask) in school buildings and on school buses.

Facemask Do's and Don'ts For Healthcare Personnel

When putting on a facemask

Clean your hands and put on your facemask so it fully covers your mouth and nose.



DO secure the elastic bands around your ears.



DO secure the ties at the middle of your head and the base of your head.

When wearing a facemask, don't do the following:



DON'T wear your facemask under your nose or mouth.



DON'T allow a strap to hang down. DON'T cross the straps.



DON'T touch or adjust your facemask without cleaning your hands before and after.



DON'T wear your facemask on your head.



DON'T wear your facemask around your neck.



DON'T wear your facemask around your arm.

When removing a facemask

Clean your hands and remove your facemask touching only the straps or ties.



DO leave the patient care area, then clean your hands with alcohol-based hand sanitizer or soap and water.



DO remove your facemask touching ONLY the straps or ties, throw it away*, and clean your hands again.

*If implementing limited-reuse: Facemasks should be carefully folded so that the outer surface is held inward and against itself to reduce contact with the outer surface during storage. Folded facemasks can be stored between uses in a clean, sealable paper bag or breathable container.

Additional information is available about how to safely put on and remove personal protective equipment, including facemasks:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>.



CS 316480A June 2, 2020 11:30 AM

cdc.gov/coronavirus

Each staff member will be provided with a cloth facemask at the beginning of the school year. If a staff member forgets his/her facemask, or a visitor does not have a facemask, a new cloth facemask or disposable facemask will be provided.

Cloth face coverings **should not** be placed on:

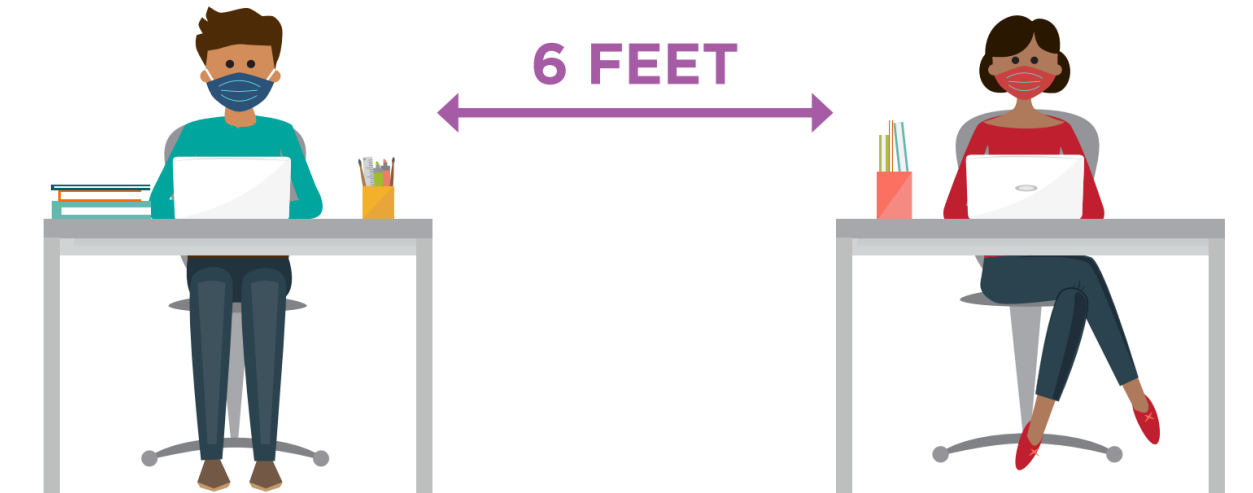
- Anyone who has trouble breathing or is unconscious.
- Anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
- Anyone who cannot tolerate a cloth face covering due to developmental, medical or behavioral health needs.

There are many types of facemasks that may be worn at school. Below is an illustration of examples of acceptable and unacceptable facemasks:

Examples of Acceptable Facemasks	Examples of Unacceptable Facemasks
 <p>The left column displays three examples of acceptable facemasks. At the top is a white surgical mask worn by a person. Below it is a green cloth mask worn by a person. At the bottom is a blue surgical mask worn by a person.</p>	 <p>The right column displays four examples of unacceptable facemasks. At the top left is a black balaclava. To its right is a white theatrical mask. Below the balaclava is a black crow mask. At the bottom right is a brown animal mask.</p>

Social Distancing & Minimizing Exposure

During the school day, staff are required to practice social distancing to minimize the risk of exposure to COVID-19. Social distancing is a key tool to decrease the spread of COVID-19. Social distancing means keeping space between yourself and other people.



StrongSchoolsNC: Public Health Toolkit (K-12) Interim Guidance • Published June 8, 2020; Updated July 14, 2020

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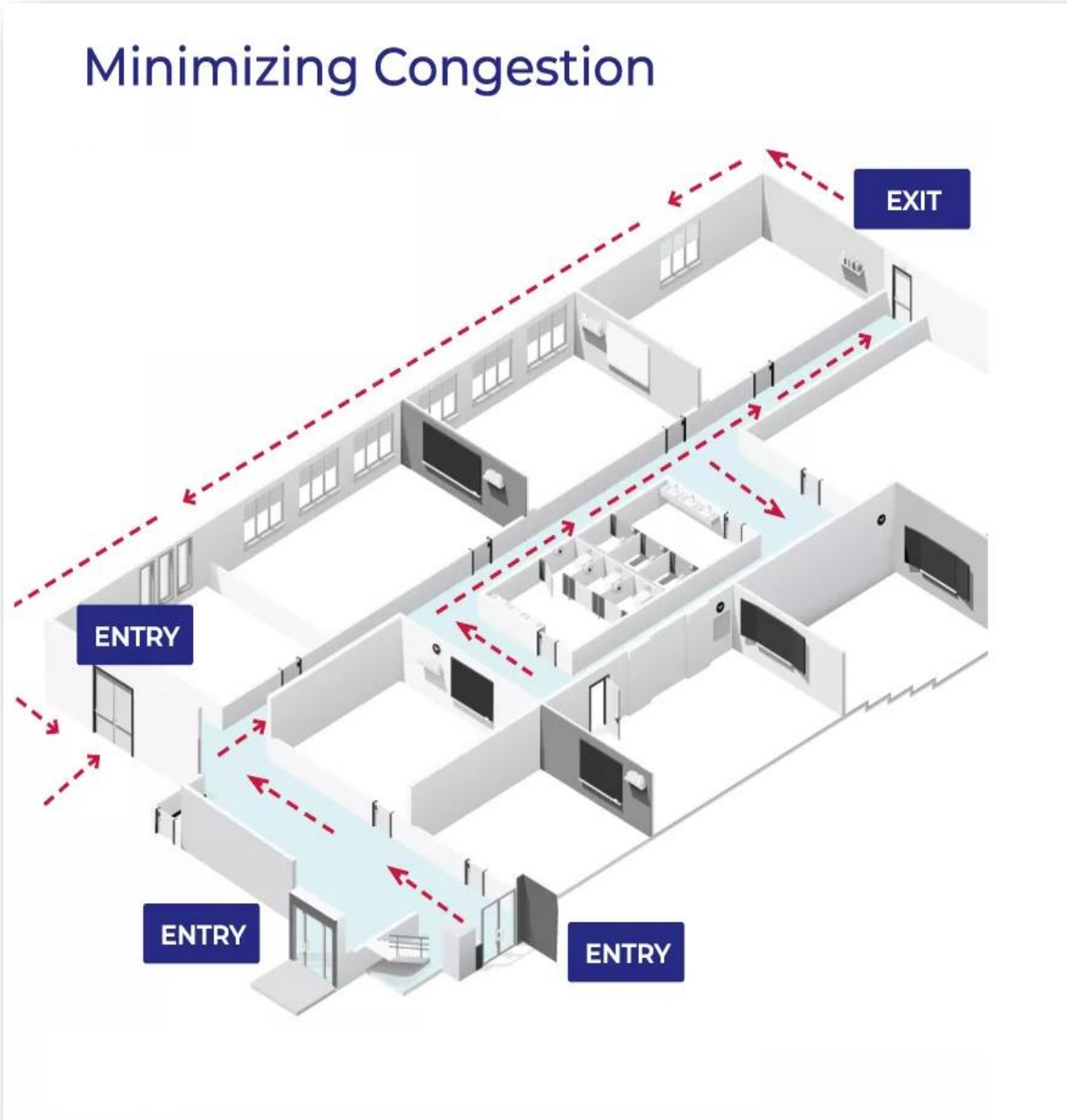
The schools will mark six (6) feet of spacing on floors, seats, and desks to remind staff to stay six (6) feet apart in waiting and reception areas, in lines and at other times when they may congregate such as lunch, recess, or class change. Specific designations established are:

- Plexiglass physical barriers have been added for extra protection at reception desks, library check-out stations, and similar areas.
- Furniture, such as desks or seating in classrooms, break rooms, and reception areas, have been arranged so that teachers, staff and visitors are separated from one another by at least 6 feet (see **Classroom Setup**).
- The sides of hallways will be designated as one-way, with directional reminders on the walls and/or floor.
- The designation of entrance and exit pathways for classrooms and restrooms with directional reminders on the walls and/or the floors has been done to reduce the chance that people meet face-to-face.

Through announcements and signage, teachers, staff, and visitors will be frequently reminded to stay at least 6 feet apart from one another.

School Buildings - Managing Transitions

Schools will establish transitioning pathways marked with signage to ensure social distancing as staff move throughout the building. Below is a diagram indicating the type of plans each school will include in their social distancing protocol:



Technology

Teachers use a variety of technology modalities to provide quality instruction for their students. For remote instruction, technology can bridge the gap from school to home.

Devices

While Gates County Schools is not a one-to-one school district, technology inventory is growing and a limited number of Chromebooks and iPads will soon be available for students who do not have their own device. Devices will be used to assist students with remote instruction. It is anticipated that these devices will be available for student use in September.



MiFi

Internet connectivity is an issue that can impede remote learning. In Gates County, there are areas that do not have internet availability and/or there are families who do not have internet service. As a solution to this issue, Gates County Schools has investigated several options, including MiFi units by Kajeet. Kajeet MiFi's are portable Internet hotspots that students can take home and use to connect to the Internet. Currently, we are in the process of determining how many devices we will need to deploy and we will purchase additional units as needed to support our remote learning initiative.



Bus Hotspots

In addition to individual MiFi's, we have purchased larger hotspots that are mounted on buses. These buses will be taken to a variety of communities at specified times for multiple households to connect to the internet for remote learning purposes.

Google Classroom, Canvas, and Zoom

Google Classroom, Canvas, and Zoom are three of the main methods for teachers to remotely connect with students. Through these online programs, teachers can interact with students in real time and they can provide assignments, lessons, and videos that students can access at any time.



See the **Remote Learning Only** section for more details.

School Nutrition

Gates County Schools will continue to deliver meals to all students free of charge through August 31, 2020. Students and parents may continue students to pick up meals at Central Middle School and Gates County High School through August 7, 2020. There will be no meal delivery service or meal pick up the week of August 10-14, 2020. Beginning August 17, 2020, meal distribution will be at Gatesville Elementary School and Gates County High School. Students and parents may pick up meals at these locations and meals will continue to be delivered through August 31, 2020. Principals at GES and GCHS will establish a pick up time and location.



At this time, the extension of the Summer Food Service Program (SFSP) provided by the United States Department of Agriculture (USDA), allowing all students to eat free of charge, has not been extended into the fall semester. If the USDA does not extend the SFSP, Gates County Schools will begin the National School Lunch Program (NSLP) on September 1, 2020. Under the NSLP, student meals will be provided based on the student eligibility (Free, Reduced, or Paid).

The 2020-2021 Free and Reduced Priced Meals Household Application is now available on the district website, at the central office, and at all schools. It is imperative that parents complete an application for students to qualify for free and reduced meals and to be eligible for other benefits provided as a result of the pandemic.



Cleaning and Hygiene, Sanitizing, and Disinfecting

Hand Washing

Due to the nature of school activities, staff need to be able to wash their hands or use hand sanitizer throughout the day to minimize the transmission of viruses, germs, and bacteria. Many classrooms do not have sinks where staff would be able to wash their hands. Schools will provide soap in all restrooms and at all sinks. Staff will utilize handwashing with soap and water for at least 20 seconds. Reinforcement of handwashing will also be done during key times such as: before and after eating food; after using the restroom; after blowing your nose, coughing, or sneezing; after touching objects with bare hands which have been handled by other individuals.

Handwashing
is critical to avoiding the spread of COVID-19



NCASA "Ensuring student success through visionary leadership"

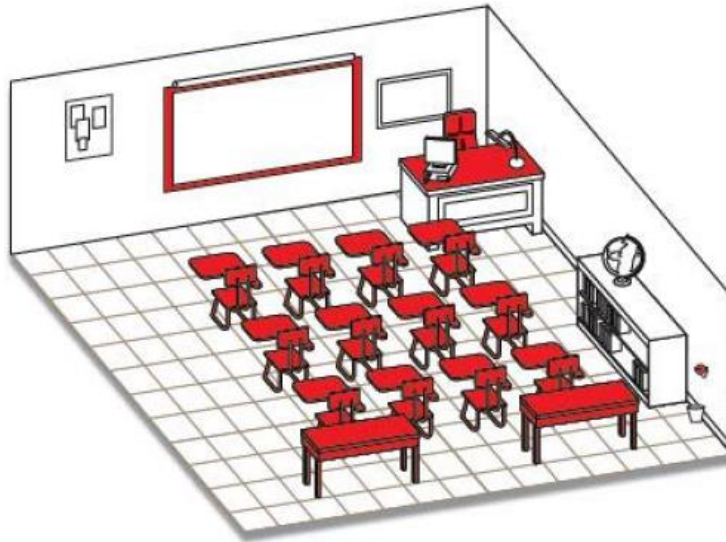
Hand Sanitizer

Hand sanitizer will be provided for use throughout the schools. Hand sanitizer stations are throughout the common areas of the buildings such as the main office area, hallways, cafeteria, and entryways. The sanitizer stations are touch-free to reduce the transmission of germs and viruses. In each of the classrooms, individual hand sanitizer dispensers are mounted to the wall and/or on the teachers' desk.

Cleaning and Sanitizing During the School Day

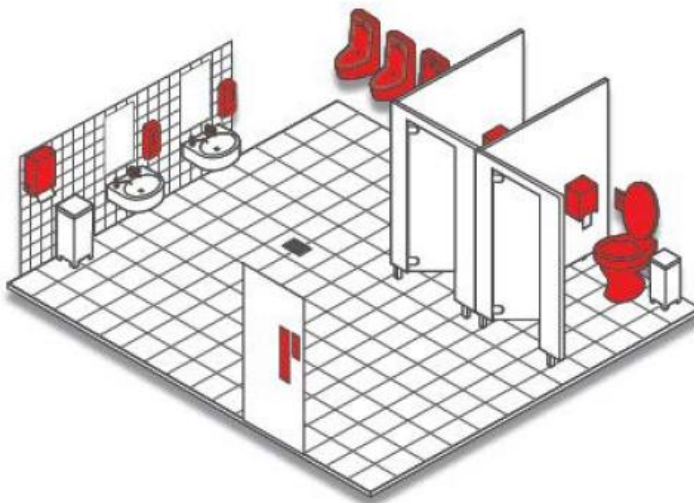
Before, during, and after the school day, custodians will perform ongoing and routine environmental cleaning and sanitizing of high-touch areas (e.g., door handles, faucet handles, toilet handles, light switches, desks, tables, chairs, cafeteria tables, kitchen counters, carts) with an EPA approved disinfectant for SARS-CoV-2 (the virus that causes COVID-19). School staff will clean and disinfect during the school day and during workdays.

On the following page is an illustration of key points for cleaning and disinfecting during the school day:



Classrooms:

-  telephones / computers / electronics
-  desks / tables
-  switches
-  door handles
-  chairs
-  pencil sharpener/ metal surfaces



Restrooms:

-  door handles
-  switches
-  dispensers, paper towel holders
-  bathroom handles, toilet flush, shower control, taps
-  toilet seats, splash walls

Cleaning and Disinfecting After the School Day

Classroom and cafeteria surfaces will be cleaned and disinfected at the conclusion of each school day. Touch points in common areas and bathrooms will be cleaned and disinfected throughout the day. An electrostatic sprayer with a nozzle that delivers a disinfecting solution to the front, back, and sides of surfaces will be used to clean group areas bi-weekly. This system provides superior coverage and is effective in use against SARS-CoV-2, the virus that causes COVID-19, as well as other viruses and bacteria. The system will be used in addition to normal cleaning procedures and will only be utilized when the school day is over.

Cleaning and Disinfecting School Buses

School buses may be used to transport meals to students during remote learning. While we clean buses on a regular basis, it is not a standard practice to disinfect and sanitize buses on a daily basis after each run. Because individuals touch multiple places on the bus such as the handrails getting on and off the bus, the seats, the seat backs, and the windows, those areas will be cleaned after each run.



To ensure CDC recommended guidelines for sanitizing are followed on the school buses, the most efficient and effective method is to use Portable Sanitizer Foggers. Similar to electrostatic sprayer, the Portable Sanitizer Fogger can cover multiple surfaces but it is portable as a backpack system that staff members can wear as a backpack and walk through the buses easily to sanitize each area of the bus. The Portable Sanitizer Fogger for each school will allow the transportation department to quickly and efficiently sanitize all areas of the school buses. This process will be done at the end of each route.

Personnel Policies and Regulations

As the school district moves to reopen schools for the 2020-2021 school year under Plan C-Remote Instruction Only, a few select policies and procedures of Gates County Schools are highlighted and defined for employees.

Technology

In regard to remote instruction, the following policies provide guidance for employees when working with students and parents through a remote environment: Policy 7320-Technology Responsible Use, 7323-Use of Personal Technology to Conduct School Business, and 7335-Employee Use of Social Media. These policies can be accessed online on the Gates County Schools website or through the following link:

<https://boardpolicyonline.com/?b=gates>.

Workday and Overtime

The work schedule for employees will be as follows during Plan C:

11 Month & 12 Month Full-Time Employees Monday - Friday: 8 a.m. to 4:30 p.m.		10 Month Full-Time Employees Monday - Friday: 8 a.m. to 3:30 p.m.
Directors	Secretaries	Teachers
Coordinators	Bookkeepers	Instructional Coaches
Supervisors	Finance	School Counselors
Specialists	Department	Librarians
Technology Staff	Maintenance	Teacher Assistants
Principals	Mechanics	School Nurses
Assistant Principals	Custodians	School Resource Officer
Athletic Director		Social Worker
School Bus Drivers		School Nutrition Staff
Regular bus route times.		Cafeteria staff will report as assigned by the Director of School Nutrition to effectively and efficiently provide meal pick-up by students & parents each day.
If meal transportation is not approved for the 2020-2021 school year, the Director of Transportation will determine alternate work schedules/assignments for bus drivers.		

All employees are expected to be present during all working hours. If an employee is not present, the appropriate leave must be taken. The board of education discourages overtime work by non-exempt employees. Any overtime work must be approved prior to working by the employee's direct supervisor. Please refer to Policy 7500 for further information. The policy can be found at <https://boardpolicyonline.com/?b=gates>.

Dress Code

Policy 7340 and Regulation 7340-R define the expectations for employee dress. Below are three excerpts from the policy and regulation on dress code. The entire policy and regulation can be accessed at <https://boardpolicyonline.com/?b=gates>.

The board believes that the appearance and the conduct of its faculty are of supreme importance in establishing a positive image for education in the community and for presenting a good example for students. Therefore, the board affirms its expectation that all personnel will be professionally, neatly and appropriately attired for the work to be done.

Administrative and supervisory personnel shall set a good example in personal appearance and good manners and shall encourage and expect employees to dress in accordance with the board's expectations.

All employees, while on duty or in attendance at school functions, should dress professionally and appropriately for their job duties and responsibilities.

Teleworking

During the COVID-19 pandemic while Gates County Public Schools is under Plan C- Remote Instruction Only, there may be situations where teleworking is an option for some employees. The Teleworking Policy-7503 is listed in its entirety below as this is a new policy adopted in May of 2020. The policy may also be found on the school district website at <https://boardpolicyonline.com/?b=gates>. After reviewing the policy, if an employee feels they may be qualified to request to telework, the employee should notify their principal or direct supervisor who will then contact the Director of Human Resources for further information and directions.

Policy Code: 7503 Teleworking

Although it is the board's desire for school employees' work to be performed at their regularly assigned place of work as a matter of course, the board recognizes that in certain limited circumstances it may be practical, efficient, or necessary to allow or require authorized employees of the school system to work from an alternative work location via electronic means ("teleworking"). This policy outlines the circumstances under which teleworking arrangements may be made.

A. Definitions

- 1. "Alternative Work Location" is defined as a worksite other than an employee's regularly assigned place of work.*
- 2. "Eligible employee" is defined as an employee of the school system who has demonstrated satisfactory job performance, is in good standing, and can perform all of the employee's essential job duties at an alternative work location. In addition, to be an eligible employee, the employee must have an available and suitable designated workspace at the alternative work location and access to any*

computer and telecommunications equipment necessary for the completion of tasks.

3. “Telework/Teleworking” is defined as the performance of the essential functions of an employee’s job description at an alternative work location, typically the employee’s residence, via electronic means in accordance with the employee’s usual expected standards of performance and other approved or agreed-upon terms.

4. “Teleworker” is defined as an employee engaged in teleworking on a temporary episodic or emergency basis.

5. “Teleworking agreement” is defined as a written agreement that details the terms and conditions by which an employee is allowed to engage in teleworking.

B. Teleworking in Emergency Situations

When the superintendent or board determines that any employees cannot or should not work at their regularly assigned place of work as a result of natural disaster, inclement weather, public health emergency, or other situation that threatens the health and safety of employees, students, or the community, the superintendent or board may, consistent with state and federal law, permit or require individual employees or classes of employees to telework. Otherwise applicable teleworking eligibility criteria will be deemed waived to the extent necessary for such employees. In the event the superintendent permits or orders any employee(s) to telework pursuant to this section, the superintendent shall notify the board of the decision and supporting rationale as soon as practical and before announcing the decision to any employees or the public. The board reserves discretion to overrule or modify the superintendent’s decision to permit or order any employee(s) to telework under this section.

If an employee’s supervisor determines that the employee is unable to perform his or her essential job duties while teleworking, the employee may be required to take any available accrued leave, whether paid or unpaid, in accordance with policy 7510, Leave.

C. Temporary Episodic Teleworking Arrangements

When deemed practical, efficient, or necessary, employees who are eligible under subsection A.1 may be approved to work via a teleworking arrangement for limited time periods in accordance with the criteria established in Section D of this policy and other criteria consistent with this policy to be developed by the superintendent. Such criteria shall address suitability of job duties; cause; length, frequency, and/or calendar limitations; and other factors as determined by the superintendent and consistent with law. Approval of episodic teleworking arrangements will be made on a non-precedential case-by-case basis and will be consistent with school system policies and procedures and state and federal law. Approval or denial of an episodic teleworking arrangement will not be made on a preferential or discriminatory basis.

Principals have initial authority to allow an episodic teleworking arrangement for eligible employees working at their schools. The superintendent or designee has

initial authority to allow a teleworking arrangement for any other eligible employee of the school system. A principal must inform the superintendent or designee any time the principal allows a teleworking arrangement of more than two workdays. Any teleworking arrangement for an employee that exceeds more than 20 workdays for a single episode or a cumulative total of 40 workdays in any 12 month period must be reported to the board. The superintendent or designee or board may terminate any teleworking arrangement.

Teachers are only eligible to telework on optional or required teacher workdays, and only when the superintendent or designee designates the day as an eligible teleworking day for teachers. Principals must still approve telework when a teacher workday has been designated as telework-eligible by the superintendent or designee.

D. General Conditions on Teleworking

1. Employees are prohibited from teleworking when they are identified as personnel whose physical presence at their regularly assigned place of work or at an alternate school system site is essential to the performance of their duties. In addition, no employee may telework on a full-time, permanent basis and no employee is entitled to telework as a replacement for leave to accommodate family care arrangements, sick leave, Family and Medical Leave, or Worker's Compensation leave.

2. Teleworking is not an entitlement and is offered to the employee at the sole discretion of the school system. No employee will be permitted to telework without first entering into a teleworking agreement. Teleworking arrangements are subject to termination at any time with reasonable notice given by the teleworker's supervisor.

3. Teleworkers should obtain permission from their supervisor before removing school system equipment or supplies from the employee's regularly assigned place of work to use at an alternative work location. Teleworkers are responsible for maintaining and protecting such school system equipment and returning it to the employee's regularly assigned place of work when the teleworking period ends. Use of school system technological resources is governed by policy 3225/4312/7320, Technology Responsible Use. The school system may condition an employee's authorization to telework on the employee providing his or her own equipment if school system resources are not available for the employee to use.

All costs incurred by an employee to arrange an alternative work location and to telework are the employee's responsibility and will not be reimbursed unless otherwise required by law. If approved by the superintendent or designee and the technology director, software owned by the school system may be installed on an employee-owned computer subject to license agreements. The software must be removed upon termination of the teleworking arrangement unless otherwise approved by the superintendent or designee.

4. A teleworker's alternative work location must be safe, secure, and free of undue distractions. Although school officials will not conduct routine inspections

of alternative work locations that are not owned or operated by the school system, the board reserves the right to inspect an employee's alternative work location when deemed necessary to ensure suitability and safety after giving the teleworker reasonable notice.

5. Work-related injuries that occur in the alternative work location must be reported to the teleworker's supervisor.

6. Teleworkers shall be accessible by phone and email during work hours. In addition, attendance at the employee's regularly assigned place of work for on-site meetings, conferences, training sessions, and other school business activities may be required on scheduled telework days. Transportation for such attendance is the teleworker's responsibility.

7. Teleworkers must adhere to the same policies and procedures established for all school system employees. A teleworker's performance will be monitored and assessed in the same manner as employees working from their regularly assigned place of work.

8. Teleworkers must not deviate from the work schedule that would be expected of them at their regularly assigned place of work (including working hours, lunch breaks, etc.) unless specifically authorized to do so by their supervisor. Non-exempt employees under the Fair Labor Standards Act are not permitted to work off-the-clock while teleworking and will not be permitted to work overtime absent authorization from the employee's supervisor.

E. Employees with Disabilities

This policy does not apply to teleworking as an Americans with Disabilities Act (ADA) accommodation. If teleworking is considered a reasonable accommodation pursuant to the ADA, the school system and employee will follow the school system's ADA process with respect to such accommodation. In addition, employees with disabilities who are required or permitted to telework by the superintendent or board will be provided reasonable accommodations as necessary to fulfill their job duties while teleworking.

This policy and any eligibility criteria or procedures developed by the superintendent to implement this policy are not intended to, and do not, confer any additional employment rights on any employee, including any right to telework or to be assigned to a job position that is suitable for teleworking.

Adopted: May 11, 2020

Vulnerable Populations

Individuals who are considered high-risk for severe illness due to COVID-19 include people who:

- Are 65 years of age or older
- Have a high-risk condition that includes:
 - chronic lung disease or moderate to severe asthma
 - heart disease with complications
 - compromised immune system
 - severe obesity - body mass index of 40 or higher
 - other underlying medical conditions, particularly if not well controlled, such as diabetes, renal failure or liver disease

As a school district, we are committed to providing extra securities for our vulnerable population. To do so, we will:

- ✓ Review all current plans such as Individual Healthcare Plans, Individualized Education Plans or 504 plans for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- ✓ Accommodate students and/or their families, teachers, and staff with documentation of being at high-risk from COVID-19 and provide alternative learning arrangements or work re-assignments if feasible.



Coping and Resilience

The outbreak of COVID-19 can be stressful for many. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. Schools can play an important role in helping students and staff cope and build resilience to support the well-being of the school community.

School counselors can provide teachers, staff, families, and students (if age-appropriate) with information on how to access resources for mental health and wellness, such as 211 and Hope4NC Helpline 1-855-587-3463, as well as other resources.

As a school district, we will focus on mental health as well as physical health by:

- Encouraging teachers, staff, students, and families to talk with people they trust about their concerns about COVID-19 and how they are feeling.
- Supporting teachers, staff, students and families eating healthy, exercising, getting sleep, and finding time to unwind.
- Encouraging teachers, staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media, if they are feeling overwhelmed or distressed.



Evaluation of the Instructional Plan

As we have all witnessed since the March 14, 2020 announcement that NC schools would be closed due to the COVID-19 Pandemic, the impact of the virus has been widespread. Additionally the virus impact has increased, flattened, and then increased again. The CDC, NCDHHS, the Governor's Office, and NCDPI constantly monitor the virus impact and provide guidance for our schools.



With that being said, we know that the situation is fluid and can change at any time. We will continually monitor our instructional plan along with the impact of the virus on Gates County and will adjust our plan as needed with appropriate notice time for parents, students, and staff.

Our goal is to provide a quality education for our students in a safe and healthy learning environment. As we work through the pandemic together, we value the input and feedback from all and encourage you to share any concerns, positives, or negatives that can be helpful in evaluating our plan.

Thank you for your support, patience, and grace as we move forward with educating our students in the 2020-2021 school year.

Resources

North Carolina Department of Health and Human Services

<https://covid19.ncdhhs.gov/guidance#schools>

*Please Note: NCDHHS requirements are updated daily.

StrongSchoolsNC Public Health Toolkit

<https://files.nc.gov/covid/documents/guidance/Strong-Schools-NC-Public-Health-Toolkit.pdf>

StrongSchoolsNC Infection Control and PPE Guidance (K-12)

<https://files.nc.gov/covid/documents/guidance/education/Strong-Schools-NC-Public-Health-Toolkit-PPE-Guidance.pdf>

Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 (K-12)

https://files.nc.gov/covid/PHT-ScreeningReferenceGuide_6.30.pdf

North Carolina Department of Public Instruction

<https://www.dpi.nc.gov/news/covid-19-response-resources>

CDC - Centers for Disease Control and Prevention

<https://www.cdc.gov/coronavirus/2019-nCoV/index.html>

Gates County Schools Policy Manual

<https://boardpolicyonline.com/?b=gates>

