GATES COUNTY SCHOOLS
2020-2021

Reopening of Schools: Plan C

REMOTE LEARNING

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 re-opening 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

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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** *See DHHS requirements and recommendations*
PLAN B Moderate Social Distancing	**Open** Limit student density in facilities to meet 6 feet social distancing requirements.	**Enhanced health protocols** *See DHHS requirements and recommendations* Under Plan B **only**, schools are **required** to adhere to all requirements outlined above **AND**: • 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 SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

REMOTE INSTRUCTION PLAN

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

- Grades3-5:
        - 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.

<u>6-8</u>
- Students will be provided with online instruction or general education packets, with specific IEP goal supports/504 accommodations provided.

<u>9-12</u>
- 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.

<u>K-5</u>
- 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.

<u>Grades 6-8</u>
- 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.

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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 ¾ of the time during the session (Elementary Schools).
- Middle school (Daily Attendance) students will need to participate ¾ 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 ¾ 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.
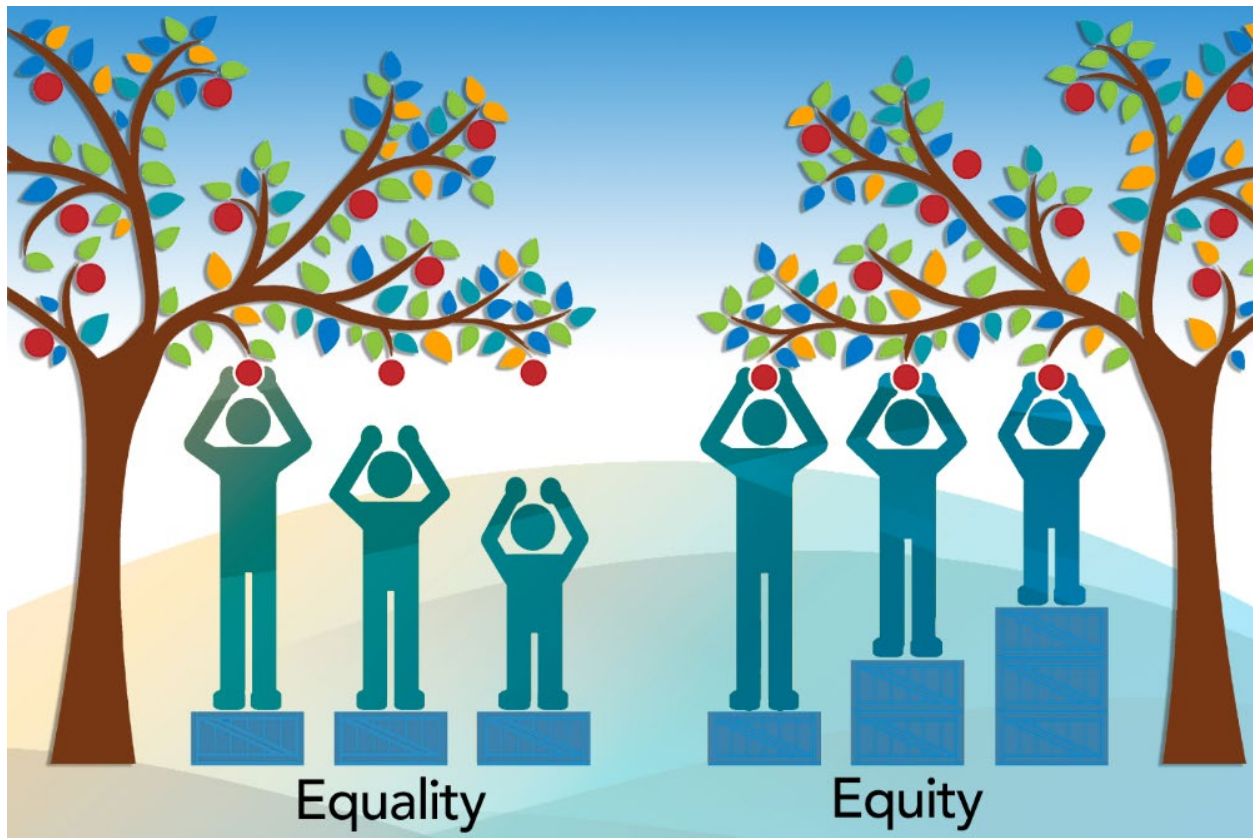
Monitoring for Symptoms

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:

- Cough
- Fever
- Chills
- Muscle pain
- Shortness of breath or difficulty breathing*
- Sore throat
- New loss of taste or smell
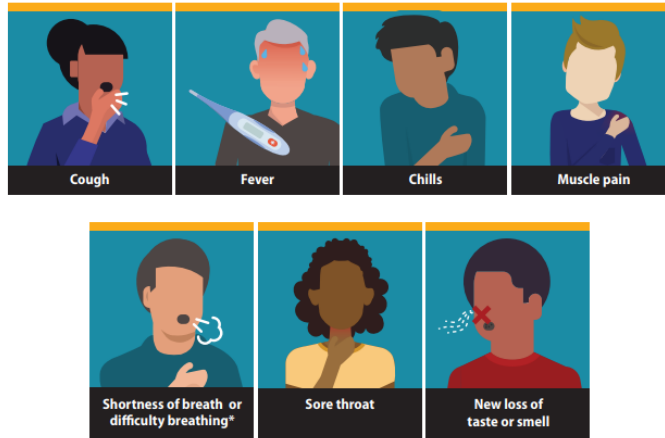
Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

*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

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. Individuals with a temperature of 100ºF or higher is considered a positive screening.

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

Screen for COVID-19

NO FLAGS

Proceed to school

✓

EXPOSURE,*
NO SYMPTOMS

Cannot go to school
• Home for 14 days since exposure

✗

DIAGNOSIS,
NO SYMPTOMS

Cannot go to school
• Home for 10 days since first positive COVID-19 test

✗

AT LEAST
1 SYMPTOM**

• Fever
• Chills
• Shortness of breath/ difficulty breathing
• New cough
• New loss of taste or smell

Cannot go to school
• If confirmed positive COVID-19 OR person has not been tested: 10 days since first symptoms, no fever for 3 days (without the use of fever reducing medicine), AND, 3 days of symptom improvement, including coughing and shortness of breath
• If negative COVID-19 test: No fever for 24 hours (without the use of fever reducing medicine), AND they have felt well for 24 hours
• If confirmed diagnosis other than COVID-19 (e.g., stomach virus, ear infection): Follow normal school policies to return to school

✗

* 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.

PLEASE CHECK YOUR TEMPERATURE
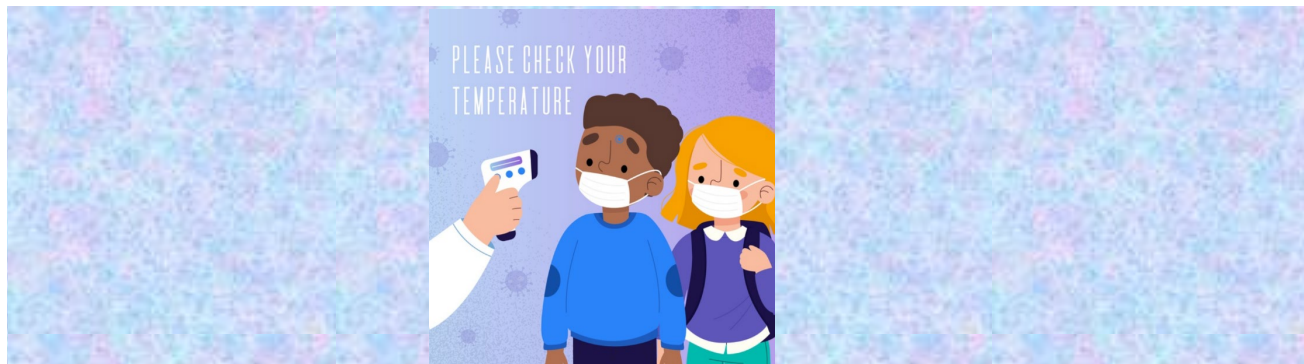
Cloth Face Coverings (Facemasks)

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).

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

Wear a cloth face cover

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.

CDC

cdc.gov/coronavirus

CS 316480A   June 2, 2020 11:30 AM

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.

- Any child under the age of 2 years old.

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

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.
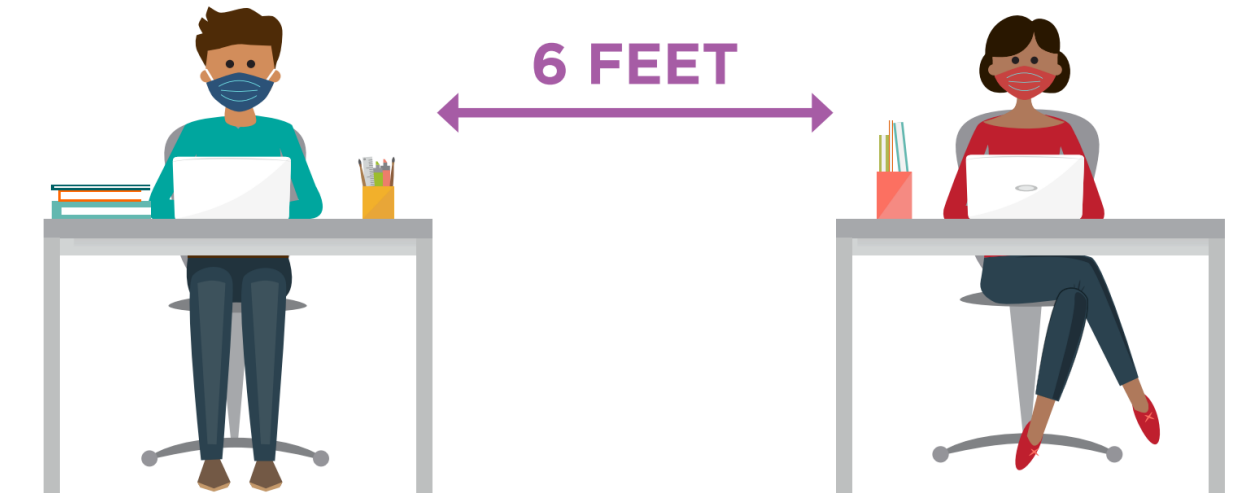
6 FEET

StrongSchoolsNC: Public Health Toolkit (K-12) Interim Guidance • Published June 8, 2020; Updated July 14, 2020   4

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:
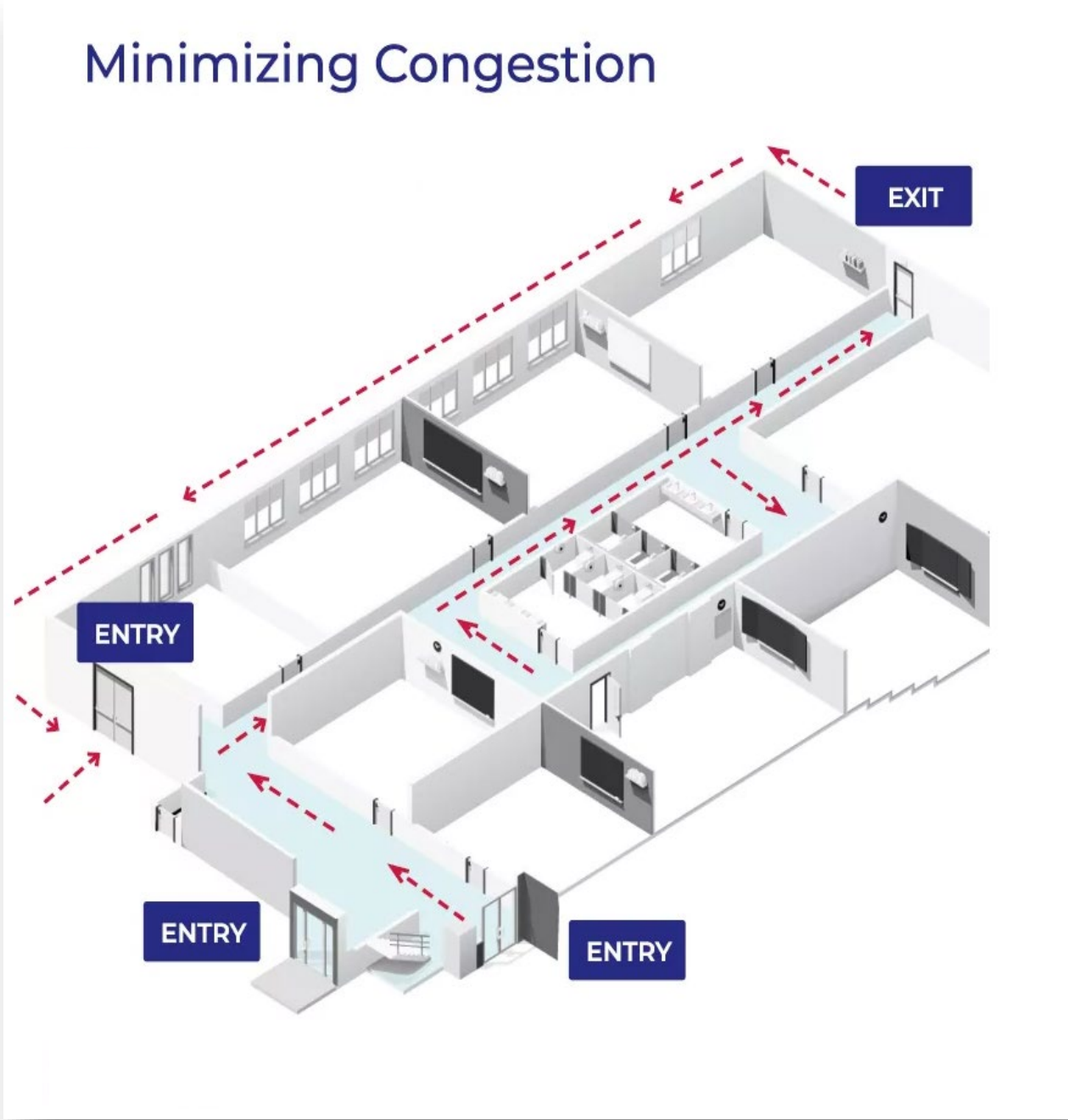
Technology

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:
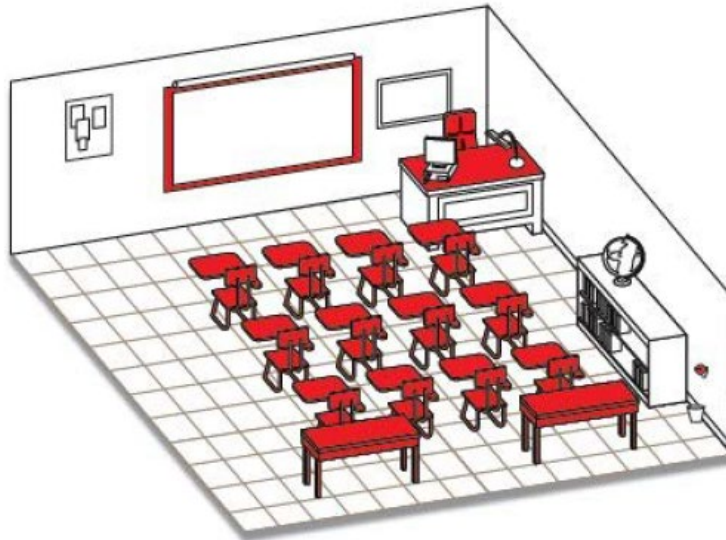
Classrooms:

telephones / computers / electronics

desks / tables

switches

door handles

chairs

pencil sharpener / metal surfaces
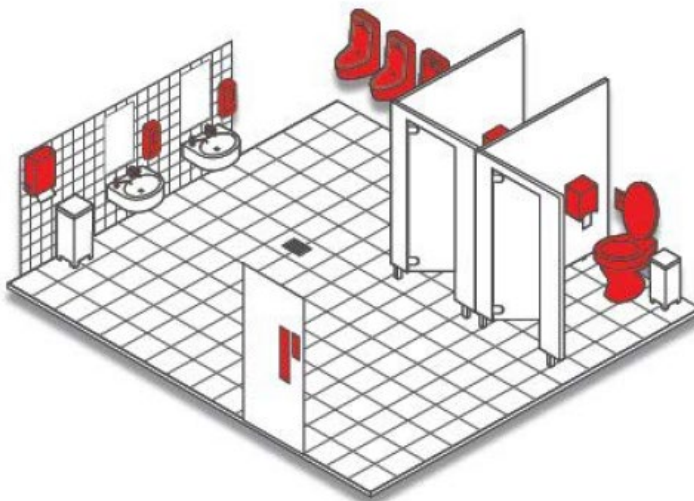
Restrooms:

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 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 Coordinators Supervisors Specialists Technology Staff Principals Assistant Principals Athletic Director	Secretaries Bookkeepers Finance Department Maintenance Mechanics Custodians	Teachers Instructional Coaches School Counselors Librarians Teacher Assistants School Nurses School Resource Officer Social Worker
School Bus Drivers		**School Nutrition Staff**
Regular bus route times. 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.		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.

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.

Here's What You Can do to Help Protect Yourself

Limit contact with other people as much as possible.

Wash your hands often.

Avoid close contact (6 feet, which is about two arm lengths) with people who are sick.

Clean and disinfect frequently touched surfaces.

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

Appendix A: Buckland Elementary School Remote Learning Handbook

Buckland Elementary School
Parent
Remote Learning Handbook
2020-2021

Preparing for Remote Learning

Dear Parents,

Thank you for your patience and understanding as we work to refine our remote learning. We are working to assist those of you who need access to the internet and devices as quickly as possible.

We are trying to go completely online with minimal paper and pencil. There will be live teaching as the information will be new as it is a new school year. We understand that you may not be able to have your child online from 9:00-12:00 during the day. We will be recording the lessons so that your child may view them at the time that works into your family schedule.

Teachers will also be meeting with small groups of children or individually at least once a week. This is a time we will schedule with you.

I have included some information that I believe will be helpful during this time.

Thank you,

Mrs. Gail Hawkins
Principal
Buckland Elementary School

Before School Starts

1. Designate a place for school in your home. This will help the students be prepared for learning.

2. Make sure that your child is up and dressed for class.

3. Please make sure he/she has eaten breakfast and gone to the bathroom before the first class starts.

4. Try to give your child space to be independent in class. Resist the urge to sit in or participate in the class.

5. Check in with your student to make sure assignments are complete.

6. Post the schedule.

7. Go over these rules with your child.

    a. Be ready to learn.

    b. Don't eat or drink near your computer.

    c. Create a quiet workspace.

    d. Keep other devices off during **class** time.

    e. Be respectful of others during live lessons.

    f. Check in daily and turn in assignments on time.

First two weeks: We will teach students how to login in to google classroom. We will teach them how to get the tools needed in google classroom. We will teach the protocol for participating in the online classroom. We will be working with our families that need the internet and devices to get them connected as soon as possible. Please be patient with the system as we try to get everyone connected. Communication is going to be more important than ever. Please call us with questions. Please make sure we have reliable contact information. Remember this is a new year and we will teach procedures in the beginning. We will also do "the fun get to know you things" still as well. We will provide those items to students who do not have access at this time with paper and pencil activities that will be the same as the online activities. All lessons will be recorded for review at a later date as well.

Class assignments: We are planning to be online as much as possible. We will be thinking about the quality of the work not the quantity. The online classes will be 30 minutes with a 5 minute break between them. You will have a reading class, math class, science and/or social studies class depending on the grade level and a specialty area class. We will ask that you spend 20 minutes reading each day something you enjoy. We also ask that you spend at least 30 to 45 minutes on i-Ready reading and math a week in addition to assignments given.

Small group and 1:1: Teachers will meet with students individually or in small groups at least once a week virtually. This is a time scheduled with your child separately. It can be 10- 30 minutes in length. This may be tutoring or skill assessments.

Communication: Communication is key to making this work. We need to communicate with each other. Please contact us if you have questions or concerns. It would be best to contact teachers between 8:00-9:00 in the morning or after 2:00. We will do our best to answer emails and return calls as soon as possible. Please let us know if you are having difficulty with technology. It is important that we have up to date phone numbers and email addresses so we can contact you. Many of our staff will use REMIND to send text messages or reminders about the class to the parents.

Attendance: Attendance in a remote instruction environment is designed to keep students engaged, ensure they are on pace, and to offer academic and emotional support. Daily attendance must be taken in PowerSchool on Remote Learning Days. A student is considered present for daily attendance during a remote learning day:

• If a student completes his/her daily assignments, either online or offline; and/or

• If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):

      ○ In grades K5, homeroom teacher

      ○ In all other grade levels, each course teacher as scheduled

Notes:
• *A student cannot be considered absent solely due to not logging into an online resource/lesson on a remote learning day. A student will be marked as "present-off-site" based on evidence of student engagement. A teacher who has a face to face interaction, e.g., virtual meeting or phone interaction, with a student on that current day can mark a student "present- off-site."*
• *A teacher may change a student's attendance based on evidence of student engagement that is collected after the current day due to completion of work that is turned in at a later date.*

First 10 days of school: It is important that we make daily contact with our students during the first ten days of school. This establishes our average daily membership. Please respond to your teachers when they contact you during the first ten days of school.

Meals: Meals will be prepared at Gatesville Elementary School and Gates County High School. They will be available for pick up. It is important that you complete a lunch application to gain your lunch status of free, reduced cost, or full price. This application can be beneficial for other COVID-19 benefits and assistance. It would be helpful for you to complete a form. This form must be completed every year. We will continue to run buses for food delivery until August 30, 2020. We will provide more information concerning meals after that date as time is closer.

Professional Development and PLC: Teachers will not be available on Wednesday afternoons as it is reserved for their professional development and updates.

Appendix B: T.S. Cooper Elementary School Remote Learning Handbook

T. S. Cooper Elementary School
Parent
Remote Learning Handbook
2020-2021

Preparing for Remote Learning

Dear Parents/Guardians,

Thank you for your patience and understanding as we work to refine our remote learning. We are working to assist those of you who need access to the internet and devices as quickly as possible.

We are trying to go completely online with minimal paper and pencil. There will be live teaching as the information will be new as it is a new school year. We understand that you may not be able to have your child online from 9:00 a.m.-12:00 p.m. during the day. We will be recording the lessons so that your child may view them at the time that works into your family schedule.

Teachers will also be meeting with small groups of children or individually at least once a week. This is a time we will schedule with you.

I have included some information that I believe will be helpful during this time.

Thank you,

Amber Buxton
Principal
T. S. Cooper Elementary School

Before School Starts

1. Designate a place for school in your home. This will help the students be prepared for learning.
2. Make sure that your child is up and dressed for class.
3. Please make sure they have eaten breakfast and gone to the bathroom before the first class starts.
4. Try to give your child space to be independent in class. Resist the urge to sit in or participate in the class.
5. Check in with your student to make sure assignments are complete.
6. Post the schedule.
7. Go over these rules with your child.
   a. Be ready to learn.
   b. Don't eat or drink near your computer.
   c. Create a quiet workspace.
   d. Keep other devices off during **class** time.
   e. Be respectful of others during live lessons.
   f. Check in daily and turn in assignments on time.
   g. Positive behavior is imperative while remote learning.

First two weeks: We plan to teach students how to login in and access the tools needed for Google Classroom. We will teach the protocol for participating in the online classroom. We will work with our families that need the internet and devices to get them connected. Please be patient with the system as we try to get everyone connected. We will be working on ordering, updating, and getting devices and hotspots ready for needed distribution. Remember this is a new year and we will teach procedures in the beginning. We will also do "the fun get to know you things" still as well. We will provide those items to students who do not have access at this time with paper and pencil activities that will be the same as the online activities. All lessons will be recorded for review at a later date as well.

Class assignments: We are planning to be online every day. We will be thinking about the quality of the work not the quantity. The online classes will be 30 minutes with a 5 minute break between them. You will have a reading class, math class, science and/or social studies class depending on the grade level, and a specialty area class. We ask that your child spends 20 minutes reading something he/she enjoys each day. We also ask that your child spends at least 30 to 45 minutes on i-Ready reading and math a week in addition to other assignments given.

Small group and 1:1: Teachers will meet with students individually or in small groups at least once a week virtually. This is a time scheduled with your child separately. It can be 10 to 30 minutes in length. This may be tutoring or skill assessments.

Communication: Communication is key to making this work. We need to communicate with each other. Please contact us if you have questions or concerns. It would be best to contact teachers between 8:00 a.m. to 9:00 a.m. or after 2:00 p.m. We will do our best to answer emails and return calls as soon as possible. Please let us know if you are having difficulty with technology. It is important that we have up to date phone numbers and email addresses so we can contact you. Many of our staff will use REMIND, Classroom DoJo, or Google Classroom to send text messages or reminders about the class to the parents.

Attendance: Attendance in a remote instruction environment is designed to keep students engaged, ensure they are on pace, and to offer academic and emotional support. Daily attendance must be taken in PowerSchool on Remote Learning Days. A student is considered present for daily attendance during a remote learning day:

• If a student completes their daily assignments, either online or offline; and/or

• If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):

    ○ In grades K-5, homeroom teacher

    ○ In all other grade levels, each course teacher as scheduled

Notes:

• *A student cannot be considered absent solely due to not logging into an online resource/lesson on a remote learning day. A student will be marked as "present-off-site" based on evidence of student engagement. A teacher who has a face to face interaction, (e.g., virtual meeting or phone interaction, with a student on that current day) can mark a student "present- off-site."*

• *A teacher may change a student's attendance based on evidence of student engagement that is collected after the current day due to completion of work that is turned in at a later date.*

First 10 days of school: It is important that we make daily contact with our students during the first ten days of school. This establishes our average daily membership. Please respond to your child's teacher(s) when they contact you during the first ten days of school.

Meals: Meals will be prepared at Gatesville Elementary School and Gates County High School. They will be available for pick up. It is important that you complete a lunch application to gain your lunch status of free, reduced cost, or full price. This application can be beneficial for other COVID-19 benefits and assistance. It would be helpful for you to complete a form. This form must be completed every year. Forms will be available for pick up at the school office.

Professional development and PLC: Teachers will not be available on Wednesday afternoons as it is reserved for their professional development and updates.

Appendix C: Gatesville Elementary School Remote Learning Handbook

IT'S GREAT TO BE A DRAGON!!!!!!!

Gatesville Elementary School
Parent
Remote Learning Handbook
2020-2021

Preparing for Remote Learning

Dear Parents,

Thank you for your patience and understanding as we work to refine our remote learning. We are working to assist those of you who need access to the internet and devices as quickly as possible.

We are trying to go completely online with minimal paper and pencil. There will be live teaching as the information will be new as it is a new school year. We understand that you may not be able to have your child online from 9:00-12:00 during the day. We will be recording the lessons so that your child may view them at the time that works into your family schedule.

Teachers will also be meeting with small groups of children or individually at least once a week. This is a time we will schedule with you.

I have included some information that I believe will be helpful during this time.

Thank you,

Dr. Shawn Wilson
Principal
Gatesville Elementary School

Before School Starts

1. Designate a place for school in your home. This will help the students be prepared for learning.
2. Make sure that your child is up and dressed for class.
3. Please make sure he/she has eaten breakfast and gone to the bathroom before the first class starts.
4. Try to give your child space to be independent in class. Resist the urge to sit in or participate in the class.
5. Check in with your student to make sure assignments are complete.
6. Post the schedule.
7. Go over these rules with your child.
   a. Be ready to learn.
   b. Don't eat or drink near your computer.
   c. Create a quiet workspace.
   d. Keep other devices off during **class** time.
   e. Be respectful of others during live lessons.
   f. Check in daily and turn in assignments on time.

First two weeks: We will teach students how to login in to google classroom. We will teach them how to get the tools needed in google classroom. We will teach the protocol for participating in the online classroom. We will be working with our families that need the internet and devices to get them connected as soon as possible. Please be patient with the system as we try to get everyone connected. Communication is going to be more important than ever. Please call us with questions. Please make sure we have reliable contact information. Remember this is a new year and we will teach procedures in the beginning. We will also do "the fun get to know you things" still as well. We will provide those items to students who do not have access at this time with paper and pencil activities that will be the same as the online activities. All lessons will be recorded for review at a later date as well.

Class assignments: We are planning to be online as much as possible. We will be thinking about the quality of the work not the quantity. The online classes will be 30 minutes with a 5 minute break between them. You will have a reading class, math class, science and/or social studies class depending on the grade level and a specialty area class. We will ask that you spend 20 minutes reading each day something you enjoy. We also ask that you spend at least 30 to 45 minutes on i-Ready reading and math a week in addition to assignments given.

Small group and 1:1: Teachers will meet with students individually or in small groups at least once a week virtually. This is a time scheduled with your child separately. It can be 10- 30 minutes in length. This may be tutoring or skill assessments.

Communication: Communication is key to making this work. We need to communicate with each other. Please contact us if you have questions or concerns. It would be best to contact teachers between 8:00-9:00 in the morning or after 2:00. We will do our best to answer emails and return calls as soon as possible. Please let us know if you are having difficulty with technology. It is important that we have up to date phone numbers and email addresses so we can contact you. Many of our staff will use REMIND to send text messages or reminders about the class to the parents.

Attendance: Attendance in a remote instruction environment is designed to keep students engaged, ensure they are on pace, and to offer academic and emotional support. Daily attendance must be taken in PowerSchool on Remote Learning Days. A student is considered present for daily attendance during a remote learning day:

• If a student completes his/her daily assignments, either online or offline; and/or

• If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):

   ○ In grades K-5, homeroom teacher

   ○ In all other grade levels, each course teacher as scheduled

Notes:
• *A student cannot be considered absent solely due to not logging into an online resource/lesson on a remote learning day. A student will be marked as "present-off-site" based on evidence of student engagement. A teacher who has a face to face interaction, e.g., virtual meeting or phone interaction, with a student on that current day can mark a student "present- off-site."*
• *A teacher may change a student's attendance based on evidence of student engagement that is collected after the current day due to completion of work that is turned in at a later date.*

First 10 days of school: It is important that we make daily contact with our students during the first ten days of school. This establishes our average daily membership. Please respond to your teachers when they contact you during the first ten days of school.

Meals: Meals will be prepared at Gatesville Elementary School and Gates County High School. They will be available for pick up. It is important that you complete a lunch application to gain your lunch status of free, reduced cost, or full price. This application can be beneficial for other COVID-19 benefits and assistance. It would be helpful for you to complete a form. This form must be completed every year. We will continue to run buses for food delivery until August 30, 2020. We will provide more information concerning meals after that date as time is closer.

Professional development and PLC: Teachers will not be available on Wednesday afternoons as it is reserved for their professional development and updates.

Appendix D: Central Middle School Remote Learning Handbook

Central Middle School
Parent
Remote Learning Handbook
2020-2021

"Home of the Vikings"

Preparing for Remote Learning

Dear Parents,

Thank you for your patience and understanding as we work to refine our remote learning. We are working to assist those of you who need access to the internet and devices as quickly as possible.

We are trying to go completely online with minimal paper and pencil. There will be live teaching as the information will be new as it is a new school year. We understand that you may not be able to have your child online from 9:00-1:30 during the day. We will be recording the lessons so that your child may view them at the time that works into your family schedule.

Teachers will also be meeting with small groups of students or individual students (virtually/one on one) at least once a week during office hours that the teacher will set up weekly. This is a time that students can ask questions, correct misunderstandings, be shown examples etc...

Please click the following link to view the 2020-2021 CMS Student Handbook: https://bit.ly/31HAghK

The pages that need to be signed and returned are attached to this document. Please sign and return to CMS by Aug. 31, 2020. You may drop them off at school, send them by bus or scan/take a photo and email them to your child's homeroom teacher.

Please also review the information below pertaining to the first nine weeks of online instruction.

Thank you,

Ms. Kelly L. Eure
Principal
Central Middle School

Before School Starts

1. Designate a place for school in your home. This will help the students be prepared for learning.
2. Make sure that your child is up and dressed for class.
3. Please make sure he/she has eaten breakfast and gone to the bathroom before the first class starts.
4. Try to give your child space to be independent in class. Resist the urge to sit in or participate in the class.
5. Check in with your student to make sure assignments are complete.
6. Post the schedule.
7. Go over these rules with your child.
    a. Be ready to learn.
    b. Don't eat or drink near your computer.
    c. Create a quiet workspace.
    d. Keep other devices off during **class** time.
    e. Be respectful of others during live lessons.
    f. Check in daily and turn in assignments on time.

First two weeks: We teach students how to login in to google classroom. We will teach them how to get the tools needed in google classroom. We need to teach the protocol for participating in the online classroom. We will be working with our families that need the internet and devices to get them connected and we ask for your patience with the system as we try to get everyone connected. Remember this is a new year and we will teach procedures in the beginning. We will also do "the fun get to know you things" still as well. We will provide those items to students who do not have access at this time with paper and pencil activities that will be the same as the online activities. All lessons will be recorded for review at a later date as well.

Class assignments: We are planning to be online as much as possible. We will be thinking about the quality of the work not the quantity. The online classes will be 30 minutes with a 10 minute break between them. There will be a 20 minute break after the 2nd class session. Students will have 6 classes or sessions. This will include all core courses (Math, Science, Social Studies, and Science) along with 2 elective courses (Art, Band, Agriculture, NCVPS, or Keyboarding/Coding). We also will ask that your student spend 20 minutes reading each day something that they enjoy. We also ask that you spend at least 30 to 45 minutes on i-Ready reading and math a week in addition to assignments given.

Assignments will be set in Google Classroom as well as paper/pencil packets that will go home for those students who do not have access to a device or internet. Assignments will run weekly (Monday to Monday). Example: Teacher assigns work on Monday August 17th, the following Monday August 24th the assignment will be due

back to teacher. **All students will need to complete 75%-100% of work online or paper/pencil in order to be given credit for assignments and attendance.**

Small group and 1:1: Teachers will meet with students individually or in small groups at least once a week virtually. This is a time scheduled with your child separately. It can be 10- 30 minutes in length. This may be tutoring or skill assessments.

Communication: Communication is key to making this work. We need to communicate with each other. Please contact us if you have questions or concerns. It would be best to contact teachers between 8:00-9:00 in the morning or after 2:00. We will do our best to answer emails and return calls as soon as possible. Please let us know if you are having difficulty with technology. It is important that we have up to date phone numbers and email addresses so we can contact you. Many of our staff will use REMIND to send text messages or reminders about the class to the parents.

Attendance: Attendance in a remote instruction environment is designed to keep students engaged, ensure they are on pace, and to offer academic and emotional support. Daily attendance must be taken in PowerSchool on Remote Learning Days. A student is considered present for daily attendance during a remote learning day:

• If a student completes his/her daily assignments, either online or offline; and/or
• If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):
  ○ In grades K-5, homeroom teacher
  ○ In all other grade levels, each course teacher as scheduled

Notes:
• *A student cannot be considered absent solely due to not logging into an online resource/lesson on a remote learning day. A student will be marked as "present-off-site" based on evidence of student engagement. A teacher who has a face to face interaction, e.g., virtual meeting or phone interaction, with a student on that current day can mark a student "present- off-site."*
• *A teacher may change a student's attendance based on evidence of student engagement that is collected after the current day due to completion of work that is turned in at a later date.*

**** All students will need to complete 75%-100% of work online or paper/pencil in order to be given credit for assignments and attendance.***

First 10 days of school: It is important that we make daily contact with our students during the first ten days of school. This establishes our average daily membership. Please respond to your teachers when they contact you during the first ten days of school.

Meals: Meals will be prepared at Gatesville Elementary School and Gates County High School. They will be available for pick up at these two sites only. It is important that you complete a lunch application to gain your lunch status of free, reduced cost, or full price. This application can be beneficial for other COVID-19 benefits and

assistance. It would be helpful for you to complete a form. This form must be completed every year.

Professional development and PLC: Teachers will not be available on Wednesday afternoons as it is reserved for their professional development and updates.

CMS Staff Directory
Phone Number 252-357-0470

Administration:
Kelly Eure-Principal
Scott Corrente-Assistant Principal

Administrative Intern:
Kristal Brooks

Front Office Staff:
Andrea Roach-Administrative Assistant
Erika Legg-Bookkeeper
Kristen Ward-Data Manager/PowerSchool

School Counselor:	**ISS:**	**Media Coordinator:**
Barbara Austin	Carolyn Eason	Stacy White

Nurses:	**Cafeteria:**	**Custodians:**
Kay Wiggins	Chinita Hayer	Paula Walker
Courtney Jones	Fred Harvey	Morris Eure
		Kendrick Harrison

6th Grade Team	7th Grade Team	8th Grade Team
Elaine Simpson	Deirdre House	Jennifer Dail
Kathryn Eure	Robert Lee	Crystal Owens
Kaila Ballard	Beverly Plyler	Stacy Unger
Gary Arline	Amber Harrell	Katelyn Collins
Joshua Childers	Crystal Evans	Shaunda Vaughan
Christina Hutchinson	Mary Riddick	Peter Malak
Jessica Jacobs-Hooks	Lori Harders	Marcus Barber
Hope Melton	Erica Manglona	Leigh Pardue
Renee Nowell	Stacey Bisignano	John Long
		Teresa White
AIG	**NCVPS**	Deborah Copeland
Amanda Hobbs	Cindy Barber	Nekia Williams-EC/Self-Contained Takita Lane-EC/Nurse/One to One
	Alisha Hawk	Benecia Spivey-EC TA
		Iris WigginsEC-TA/One to One

Central Middle School
Internet and Google Apps For Education Use and Agreement

The Internet and other forms of electronic information will be made available to students in order to enable access to educational resources unavailable through traditional means. This access dramatically expands the knowledge base that teachers and students can explore.

The Gates County Board of Education recognizes that the ability to use the information and communication resources provided by the Internet and other computer networks is an essential skill for students in preparation for higher education and the workplace.

Access to these resources will be provided to students and staff with the expectation that it will be used in a manner consistent with the educational objectives of the state of North Carolina. The Gates County School district will provide students with Google Apps for Education accounts. Google Apps includes free, web-based programs including email, document creation tools, shared calendars, and collaboration tools. This service is available through an agreement between Google and the state of North Carolina.

Google Apps runs on an Internet domain purchased and owned by the school and is intended for educational use. Teachers will also be using Google Apps for lessons, assignments, and communication. This program is also available at home, the library, or anywhere with Internet access. School staff will monitor student use of Google Apps when students are at school. Parents are responsible for monitoring their child's use of Google Apps when accessing programs from home. Students are responsible for their own behavior at all times.

Student safety is our highest priority.

Student Information

The Internet and Google Apps for Education are primarily for educational use. Students who use Google Apps for personal use are subject to the restrictions below and additional school rules and policies that may apply. **The use of the Internet and computer networks is a privilege and may be taken away for violations of board policy or regulations.**

Guidelines for Appropriate Internet Use:

Students are expected to act in a responsible, ethical, and legal manner.
- Each user agrees to use the computer and Internet only for curriculum-related instruction.
- The use of personal electronic mail is prohibited by students.
- Network storage areas will be treated like school lockers, i.e. they are subject to inspection at any time. Users should not expect that files stored on district servers would be private.

- Users who fail to immediately comply with staff's request or who must be asked to leave an inappropriate site will be subject to disciplinary action. Examples of inappropriate sites include but are not limited to social network sites, personal e-mail, instant messaging, chat rooms, and discussion groups.

Unacceptable uses include, but are not limited to the following:
- Making purchases, chat rooms, discussion groups, games, and personal e-mails.
- Using another person's password; trespassing in another person's folders, work or files.
- **Use of proxies to bypass the filter.**
- Accessing, uploading, downloading, transmitting, displaying or distributing obscene or sexually explicit material; transmitting obscene, abusive or sexually explicit language.
- Changing any setting, configurations or files, (i.e. changing desktop/screensaver to pictures not available on the system).
- Attempting to use software files or applications other than those provided by the school.
- Harassing, slandering, or libeling another person via the Internet or through the use of the network public folder.
- Unauthorized access, including hacking and other unlawful online activities.
- Any malicious attempt to harm or destroy computer hardware, software or data on school system computers and/or networks and on the Internet.

Students are expected to abide by generally accepted rules of network etiquette. These include, but are not limited to the following:
- Do not use another person's intellectual property without his or her prior approval or proper citation. Assume all communications and information accessed via the network is the private property of the individuals who generate them.
- Do not make unauthorized copies of copyrighted data or licensed software.
- Do not forward personal communications without the author's prior consent.
- Do not reveal your personal address or phone number or those of others.

Guidelines for Appropriate Google Apps for Education Use:

1) **Privacy**-School staff, administrators, and parents all have access to student email or monitoring purposes. Students have no expectation of privacy on the Apps system.

2) **Limited Personal use**-Students may not use Google Apps for the following:
- Unlawful activities
- Commercial purposes (running a business or trying to make money)
- Personal financial gain (running a web site to sell things)
- Inappropriate sexual or other offensive content
- Obscene, profane, threatening, or disrespectful language
- Threatening another person
- Cyber-bullying

- Misrepresentation of Gates County Public Schools, staff, or students. Apps, sites, email, and groups are not public forums. If you post something via email or on a school webpage that disturbs the learning environment in your school, your right to free speech may be limited because the apps are extensions of the classroom space.

3) **Safety**
- Students may not post personal contact information about themselves or other people. That includes last names, addresses, and phone numbers.
- Students agree not to meet with someone they have met online without their parent's approval and participation.
- Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable.
- Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.

Parent Information

These are the laws and policies that help to protect our students online:

1) **Child Internet Protection Act (CIPA)**
> The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. This means that student email is filtered. Mail containing harmful content from inappropriate sites will be blocked.
> CIPA-http://fcc.gov/cgb/consumerfacts/cipa.html

2) **Children's Online Privacy Protection Act (COPPA)**
> COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Google Apps users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.
> COPPA-http://www.ftc.gov/privacy/coppafaqs.shtm

3) **Family Educational Rights and Privacy Act (FERPA)**
> FERPA protects the privacy of student education records and gives parents rights to review student records. Under FERPA, schools may disclose directory information (name, phone, address, grade level, etc) but parents may request that the school not disclose this information.

- The school will not publish confidential education records for public viewing on the Internet

- The school may publish student work and photos for public viewing but will not publish student last names or other personally identifiable information.
- Parents may request that photos, names and general directory information about their children not be published.
- Parents have the right at any time to investigate the contents of their child's email and Google Apps for Education files.
  FERPA-http://www2.ed.gov/policy/gen/guid/fpco/ferpa

Homebase: _____

Internet and Google Apps for Education Permission Form

I have read the acceptable use policies. I understand if I break any of the rules of this agreement, I will be subject to disciplinary action resulting in loss of Internet privileges, suspended Google Apps account, and/or suspension from school.

_____I agree to follow the Internet and Google Apps Policies. I understand that if I don't, I am subject to disciplinary action.
Student Name Printed: _____
Student Signature: _____
Date: _____

☐ I give permission for my child to use Google Apps for Education, Edmodo, and/or Open Class to complete activities assigned by the teacher. By doing so, I agree to enforce acceptable use when my child is off District Property.

☐ I give permission for my child and the school to publish student work and photographs online, with the understanding that student last names and confidential personal information will not be published.
Parent Signature: _____
Date: _____

CONSENT TO OBSERVE/RECORD

I hereby consent to the videotaping/photographing/audio-recording of myself, _____. I understand that the material obtained (videotape, audiotape, photographs) will be used for educational purposes and/or for release to public information media. I also understand that said materials may be copyrighted and will be under the sole control of the Gates County Schools.
I understand that I will receive no compensation for my consent to participate in this project. I have read this form and have had the opportunity to ask questions. I hereby represent and warrant that I am of full age, and have every right to contract in my own name in the above regard.

IF CONSENT IS FOR: A MINOR (UNDER 18), OR A PERSON WHO CANNOT SIGN FOR SELF. COMPLETE THE FOLLOWING:

I hereby represent that I am the parent and/or guardian or next of kin of _____ and that I hereby consent to videotaping/photocopying/audio recording as noted above. I have read this consent form in its entirety.

Dated: _____

_____   _____
          Signature   Witness

_____
          Relationship

COVID-19 PARENT/STUDENT/COMPACT:
Dear Parents/Guardians:

We value your role in working to help your child achieve high academic standards. The purpose of the **School-Parent Compact** is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education. The following information will serve as an outline of various ways you and the school staff can build and maintain a partnership of shared responsibility for your child's learning.

School's Responsibility:
- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards. (This includes Remote Instruction during our current COVID-19 Pandemic).
- Assist all students in meeting the Curriculum Standards and Objectives as well as meeting long term goals.
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.

Provide opportunities for ongoing communication between you and *teachers* through:
- Parent/teacher conferences.
- Progress reports regarding your child's progress in each academic subject at least once prior to receiving Report Cards.
- Interact with parents and inform them of the student's progress (Email/Remind/Phone Call/Parent Letter).
- Provide the staff with appropriate professional development activities.
- Maintain highly qualified teachers.
- Provide a safe and secure learning environment. (This includes Social Distancing Practices/Wearing a face mask or covering as mandated by the State of NC/Practicing Good Hygiene/PPE as needed in our current circumstances of COVID-19 Pandemic).

Parent's Responsibility:
- Ensure that my child attends school daily and arrives at school on time.
- Encourage my child to follow the rules and regulations of the school, as well as follow all state mandates for COVID-19 Pandemic Guidelines and Restrictions..
- Monitor my child's homework.
- Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child.
- Volunteer in my child's school and classroom if time or schedule permits.
- Communicate positive information regarding teachers, principal, teacher assistants, support, office and other campus personnel when discussing school with my child.
- Seek information regarding my child's progress by conferencing with teachers, principals, and appropriate district personnel.

Student's Responsibility:

- Attend school regularly. (Under Pandemic: Days assigned by School Building Administrator).
- Complete and turn in all classwork and homework assignments on time.
- Accept responsibility for my own actions.
- Show respect for myself, other people, and property.
- Make the effort to do my best to learn.
- Follow school, classroom and bus rules.

School, Parents, and Student Responsibilities:
- High student expectations.
- Improve student academic achievement.
- Build and develop a partnership to assist the children of the community to achieve high academic standards.

Please review this **School-Parent Compact** with your child. The contents of the compact may be discussed with you during a parent/teacher conference as it relates to your child's school progress. Thank you for your support and involvement in your child's education. For more information please contact the school.

Sincerely,

Kelly L. Eure
Principal

-
I have read and discussed the contents of the document with my child as it relates to his/her education in Gates County School District.

_____   _____
       Student Name (Print)   Student Signature

_____   _____
       Parent Name (Print)   Parent Signature

       Central Middle School   Grade _____

Handbook and Policies Receipt

I have read the Central Middle School Student Handbook as well as the following policies: Acceptable Internet Use, Edmodo, and the Consent to Observe/Record Policy. I am acknowledging that I fully understand what is expected of me as a student. By signing this form I agree to comply with all rules and regulations presented in the Handbook and Policies.

Homebase: _____

_____
Student's name-printed   **Grade**

_____
Student's signature   **Date**

_____
Parent's signature   **Date**

PLEASE SIGN AND RETURN BY 8-31-2020

Appendix E: Gates County High School Remote Learning Handbook

Gates County High School
Parent and Student
Remote Learning Handbook
2020-2021

#gobarons

Preparing for Remote Learning

Dear Parents,

Thank you for your patience and understanding as we work to refine our remote learning. We are working to assist those of you who need access to the internet and devices as quickly as possible.

We are trying to go completely online with minimal paper and pencil. There will be live teaching as the information will be new in a new school year. We understand that you may not be able to have your student online every day from 11:30 am - 3:15 pm. We will be recording the lessons so that your student may view them at the time that works into your family schedule. In the event that you are unable to access any of our online resources, we will be providing you with alternate assignments.

Teachers will also be offering remediation and additional help in the mornings as needed. This assistance will occur during the 8:00- 10:45 am time frame.

I have included some information that I believe will be helpful during this time.

Thank you,

Jonathan Hayes
Principal

Before School Starts

1. Ensure that we have current contact information for your family. Please call the high school at 357-0720 if your phone numbers have changed or if you do not receive Sunday night calls. Follow us on Facebook, Instagram, and Twitter for updates as well.

2. Designate a place for school in your home to help the students prepare for learning.

3. Make sure that your student is up and dressed appropriately for class.

4. Try to give your student space to be independent in class. We ask that you do not sit in or participate in the class.

5. Check in with your student to make sure assignments are complete.

6. Go over these expectations with your students.

    a. Be ready to learn.

    b. Don't eat or drink near your computer.

    c. Create a quiet workspace.

    d. Keep other devices off during **class** time.

    e. Be respectful of others during live lessons.

    f. Check in daily with every teacher and turn in assignments on time.

First Two Weeks: During this time frame, faculty and staff will be making contacts to build relationships, establish expectations, and teach protocols for participating in the online classroom, particularly assignment submissions. We ask that you help your student be patient as we get everyone acclimated to a blended learning system. Please work to get your students used to communicating through their school emails.

We will be working with our families that need the internet and devices to get them connected. Please be patient as we work to get families the resources that they need.   We will provide items to students who do not have online access with paper and pencil activities that will be comparable to the online activities. All lessons will be recorded for review at a later date as well.

Virtual Daily Schedule: The daily schedule will be as follows.

8-10:45 am	Remediation/Collaboration Time/Office Hours for Faculty
10:45-11:30 am	Lunch for Faculty and Staff
11:30 am-12:15 pm	First Block Virtual Class
12:30-1:15 pm	Second Block Virtual Class
1:30-2:15 pm	Third Block Virtual Class
2:30-3:15 pm	Fourth Block Virtual Class
3:15-3:30 pm	Input Attendance & Sanitizing of Classroom

Class assignments: We are planning to be online as much as possible. We will work to provide quality work that focuses on the standards to be covered. The online classes will be 45 minutes with a 15 minute break between them. We also ask that your student spend 20 minutes reading something they enjoy each day. Students can utilize soraapp.com to access e-books and audio books. Students can also visit the library page on the GCHS website for assistance with checking out a book. Assignments should be submitted according to the guidelines provided by each course's teacher. Information, for those who need to submit assignments in person, will be communicated via SchoolReach.

For those students who will require paper packets, we will hold packet pickup times weekly. Information about the days and times will be communicated to students and parents through student emails, school calls, and social media posts. Assignments can be returned to teachers by scanning assignments, or taking photos, and sending via email or by dropping materials in the designated spot by the main entrance of the school.

Small group and 1:1: Teachers will meet with students individually or in small groups as needed, or when requested by parents and students, during the morning office hours block. The focus during this time will be on tutoring or skill assessments.

Communication: Communication is key to making this work. We need to communicate with each other. Please contact us if you have questions or concerns. It would be best to contact teachers between 8:00-10:45 am or after 3:15 pm. We will do our best to answer emails and return calls as soon as possible. Please let us know if you are having difficulty with technology. It is important that we have up-to-date phone numbers and email addresses so we can contact you. Many of our staff will use REMIND to send text messages or reminders about the class to students and parents.

All freshmen have been assigned a faculty and staff member as their mentor. Our faculty and staff members will conduct Flight Checks (contacts) with freshmen students every two weeks for the first nine weeks. Please encourage your student to reach out to their mentor, in addition to their teachers, if they need assistance. Additionally, we have support staff, including the administrators, guidance counselors, a social worker, and college counselor that are available to help students and parents during this time.

Attendance: Attendance in a remote instruction environment is designed to keep students engaged, ensure they are on pace, and to offer academic and emotional support. Daily attendance must be taken in PowerSchool on Remote Learning Days. A student is considered present for daily attendance during a remote learning day:

• If a student completes his/her daily assignments, either online or offline; and/or

• If a student has a daily check-in, a two-way communication, with the appropriate teacher(s):

 ○ In grades K-5, homeroom teacher

 ○ In all other grade levels, each course teacher as scheduled

Notes:

• A student cannot be considered absent solely due to not logging into an online resource/lesson on a remote learning day. A student will be marked as "present-off-site" based on evidence of student engagement. A teacher who has a face-to-face interaction, e.g., virtual meeting or phone interaction, with a student on that current day can mark a student "present- off-site."

• A teacher may change a student's attendance based on evidence of student engagement that is collected after the current day due to completion of work that is turned in at a later date.

First 10 days of school: It is important that we make daily contact with our students during the first ten days of school. This contact establishes our average daily membership. Please respond to your teachers when they contact you during the first ten days of school.

Meals: Meals will be prepared at Gatesville Elementary School and Gates County High School and available for pick up at those locations. It is important that you complete a lunch application, found on the GCS or GCHS website, to determine your lunch status of free or reduced cost. This form must be completed every year. This application can also be beneficial in establishing our county's needs for other COVID-19 benefits and assistance.

Only students, enrolled in Gates County Schools, will be eligible to receive lunches. If you wish to pay for lunch, payments must be made online through the K-12 Payment Center. The link to this payment center is found on the Gates County Schools website under the Child Nutrition Department tab.

Professional development and PLC: Teachers will not be available on Wednesday mornings as it is reserved for their professional development and updates.

Student Online Learning Expectations: The following outlines the school-wide learning expectations that all students are expected to adhere to during online learning.

Students will:

- Follow class schedule specified by GCHS
  - First Block: 11:30 am- 12:15 pm
  - Second Block: 12:30- 1:15 pm
  - Third Block: 1:30- 2:15 pm
  - Fourth Block: 2:30- 3:15 pm
- Be on time for virtual classes
- Not leave class until dismissed by your teacher
- Understand that attendance is expected
  - If for any reason you miss class, it is the student's responsibility to reach out to each teacher to determine what is missed
- Interact with your teacher throughout the class
- Notify school personnel of any technical issues immediately
- Use the online course learning management system specified by your teacher
  - Canvas or Google Classroom
- Demonstrate online learning etiquette, including proper dress acceptable for school

- Collaborate with peers using respectful language and behaviors
- Follow the policies of the Student Handbook as if you were on the GCHS campus
- Submit online assignments on time and as directed

All students, whether online or completing packet learning, will:

- Create a space and dedicated time for completing assignments
- Break up the day to be their productive best
- Seek help when needed (teachers, guidance counselors, social worker, support staff, principals)
- Use school email to communicate with your teachers regularly and submit work if directed
- Use Google Calendar or a paper calendar to organize assignments and due dates
- Reach out to your teachers if you are overwhelmed
  - All teachers will have office hours from 8-10:45 am daily
  - Make an appointment with your teacher during office hours
- Demonstrate learning with completion of assignments
- Submit assignments on time and as directed
- Examine teacher feedback and ask for clarification
- Check grades regularly in PowerSchool to make certain teachers have received your assignments
  - Contact an administrator or Mr. Renoldo Windham, Data Manager to gain access if needed
- Support each other, teachers and other students, in this new way of learning

Appendix F: StrongSchoolsNC FAQs

Superintendents, Local Health Departments Joint Webinar Q & A
July 29, 2020

As schools plan to open under 'Plan B' which was announced by Governor Cooper on July 14, 2020, NCDHHS wants to make sure you are equipped with the resources, information, and support you may need to work with educational leadership in your county. As a reminder, schools can choose to open under 'Plan C' if it is determined remote learning is best for students, parents, and teachers in the district, but a district may change to 'Plan B' at another time.

The questions outlined below are all questions entered into the chat function of the joint webinar that took place on July 29, 2020, which brought together superintendents and local health department leaders from across the state. 300 individuals were in attendance, and more have watched the recording of the webinar. NCDHHS epidemiologists and policy leads have responded to all questions below and encourage individuals to consult this document as needed.

If you have a question that you and your local partners haven't yet been able answer, please consult the regularly updated FAQ document for K – 12 schools reopening guidance, and/or reach out to StrongSchoolsNC@dhhs.nc.gov.

Questions & Answers from July 29, 2020 Webinar

Managing Suspected, Presumed, or Confirmed Cases of COVID-19

Protocols when presented with a case
- **What is the operational protocol if a student or staff member is COVID positive and has been in a classroom or other part of the school?**
- Would only the person who was in direct close contact with the covid positive person be required to quarantine or also all the close contacts of the exposed person?
  - o See the protocols for different scenarios outlined in detail in the Screening Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 (K-12).
  - o Any person who has had close contact (less than 6 feet of distance for more than 15 cumulative minutes) should quarantine for 14 days after the last close contact. If no symptoms develop nor do they have a positive COVID-19 test, they may return to school after the 14-day quarantine.

If they are exposed to COVID-19 they go home for 14 days, but if they test positive, they go home for 10 days? Is that accurate based on the slides?
  - o A person exposed to a case goes in quarantine for 14 days. (A negative test during that time does not shorten the duration of quarantine.) If during quarantine a person is diagnosed with COVID, a period of isolation begins. If they remain well enough to stay home, criteria to end isolation are: At least 10 days from onset of symptoms (or from positive test if no symptoms) AND at least 24 hours without fever in the absence of fever medication, and also at least 24 hours of improvement of symptoms.

Do siblings need to be excluded as well?
  - o Any person who has had close contact (less than 6 feet of distance for more than 15 cumulative minutes) should quarantine for 14 days after the last close contact. If no symptoms develop nor do they have a positive COVID-19 test, they may return to school after the 14 day quarantine. This does include siblings. Please see our Reference Guide for Suspected, Presumptive, or Confirmed cases of COVID-19 for more information.

Testing result time frame and communication with Local Health Departments

- **Our local health department said they knew nothing about how to get teachers tested if needed without appointments. Testing delays are up to 12 days. Any suggestions?**
- In the current environment, taking up to 6 days to get testing results for us, what would be your recommendation on school closure times?
  - Having a clear communication plan and protocol set up between a school district and a local health department is essential. Health departments and schools should be well-informed on where to find information on testing and should be ready to advise on a case-by-case basis when it comes to closures.
  - On the DHHS website, there is a find my testing place link https://covid19.ncdhhs.gov/about-covid- 19/testing, where you can identify testing sites near you.
  - Testing delays may be due to a variety of circumstances, including limited access to important components of testing materials – this is an issue at the national level, and unfortunately not unique to North Carolina.

Definitions of key terms
- **What defines a "cluster" at a school?**
- When we have a student or staff member test positive, how many students or what percentage of students will be used by local officials and DHHS in communicating an "outbreak"?
  - A cluster is defined as five or more laboratory confirmed cases at a school.
  - An outbreak is defined as two or more laboratory confirmed cases at a congregate living facility, such as a nursing home. We would not use the term "outbreak" when discussing a school.

Should a classroom be closed for 24 hours to clean if a student becomes symptomatic during the day? (While test results are pending.)
  - The recommendation from the CDC is to wait 24 hours until cleaning if feasible.

If testing is not required or available when a staff or student goes home symptomatic, how are we to communicate to families or other staff regarding their safety?
  - NCDHHS has a variety of different outreach materials publicly available. Click here to view.
  - School districts should coordinate with their Local Health Departments for support with specific circumstances.
  - Further questions about best practices for ongoing communication to students and families should be referred to DPI.

Is there a list of exactly who we contact in the local health departments to report cases?
  - Click here to find your local health department contact information
  - Ask to talk to the local health director or one of the nurses in charge of communicable disease.

Reporting requirements
- **Are principals required to report presumptive cases or only confirmed cases?**
- There is a difference between the words "Should" and "Shall" - is there a requirement for reporting in the statute?
  - NC General Statute 130A-136 requires school principals to report (to the local health department) when they have reasons to suspect a reportable communicable disease. A person being sent to be tested for COVID-19 could be considered a reason to suspect it.
  - "…who has reason to suspect that a person within the school or child care facility has a communicable disease or communicable condition declared by the Commission [for Public Health] to be reported, shall report information required by the Commission to the local health director of the county or district in which the school or facility is located." A statute using "shall" in its wording is a requirement.

Is there any required documentation for teachers/students that were exposed or tested positive to return to school?
  - We know how important it is for our students, especially our youngest students, to be in schools for their educational development. We are not requiring students and employees to provide documentation of a negative test prior to returning to school after having a positive diagnosis for

COVID-19 in order to remove barriers to children returning to school. This is especially important for our students whose families may have financial, logistical, or other barriers to being tested.

Could you provide a best practice for an isolation room that needs to be used more than once in a school day since it will not be able to be closed off for 24 hours?

- o NCDHHS recommends using this guidance from the CDC on cleaning and disinfection to inform these practices.
- o Waiting 24 hours before cleaning may not be practical in school settings for an isolation room, so we recommend increasing ventilation between sick students and providing disinfection of the areas once the student leaves—of course, following manufacturer's instructions for use and contact time. In addition, try to cut down on soft surfaces in the room that are difficult to clean/disinfect.

Cloth Face Coverings, Exemptions, Alternatives, and Public School Distribution

If a teacher is more than 6 feet away from students, inside a classroom, can they remove their mask while speaking?

- o Per page 5 of the StrongSchoolsNC Public Health Guidance, cloth face coverings must be worn while inside school buildings. Our statewide public health guidance requires cloth face coverings for our K-12 students and staff because it is important to mitigate the spread of the virus by providing this barrier for transmission, as well as requiring social distancing of 6 feet under Plan B. Individuals may unintentionally come closer together for periods of time throughout the day; with required cloth face coverings for all, our public schools are better protected from spread in those circumstances. The guidance is not intended to allow for the taking on and off of cloth face coverings when 6 feet apart in classrooms for extended periods of time.

Are staff that work in offices able to remove masks while in a closed office alone?

- o That would be permissible from a public health standpoint.

Face Shields:

- **Under what circumstances are face shields approved for use without a mask?**
- I thought teachers could wear face shields that wrap the face due to the fact that it constitutes a component of their jobs that students be able to "see" the teachers mouth?
- **Can face shields replace masks for the K-1 grades?**
  - o There is evidence that face shields can protect the wearer from respiratory droplets spread by others. Unlike with face coverings, it is not known if face shields provide any benefit in controlling the spread of respiratory droplets to others (source control). CDC does not currently recommend a face shield as a replacement for a cloth face covering. However, for certain individuals, the use of cloth face coverings by teachers or others may pose a challenge, such as students who are deaf or hard of hearing, students receiving speech/language services, infants and young students in early education programs, students with Autism Spectrum Disorder (ASD), and English-language learners. There are products such as transparent/clear masks or face coverings with a see-through panel in the front, but availability may vary depending on the setting and supply. If available, a transparent face mask may be a better option for protection that allows visibility. However, if a transparent face mask is unavailable, a face shield may be used as a substitute until or unless a transparent mask becomes available.
  - o In addition, per Governor Cooper's Executive Order No. 147 frequently asked questions, face shields are an allowed substitute for individuals who have difficulties wearing a cloth face covering. If face shields are used without also wearing a mask, they should wrap around the sides of the wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.

Exceptions for Mask Requirement:

- Do you just have to take a person's word on a medical exception?
  - o Please clarify this about face masks: "unless the person (or family member, for a student) states that an exception applies." Is all that is needed a statement that an exception applies?

- **Is there a list of potential medical condition exceptions? Can you please elaborate on exceptions to face masks? What would be a valid exception and is any documentation required?**
  - At present, NCDHHS has not stated a requirement for documentation of a medical exception.
  - Exceptions for individuals to not wear cloth face coverings include:
    - Has a medical or behavioral condition or disability and cannot wear a face covering (including, but not limited to, any person who has trouble breathing, or is unconscious or incapacitated, or is otherwise unable to put on or remove the face covering without assistance);
    - Is actively eating or drinking;
    - Is strenuously exercising or swimming;
    - Is seeking to communicate with someone with hearing loss in a way that requires the mouth to be visible;
    - Is giving a speech for a broadcast or to an audience;
    - Is working at home or alone in a vehicle;
    - Is temporarily removing his or her Face Covering to secure government or medical services or for identification purposes;
    - Would be at risk from wearing a Face Covering at work, as determined by local, state, or federal regulators or workplace safety guidelines;
    - Has found that his or her Face Covering is impeding visibility to operate equipment or a vehicle;
    - Is a child whose parent, guardian, or responsible person has been unable to place the Face Covering safely on the child's face.
    - Children under two (2) years of age should not wear a face covering.

Cloth Face Covering Distribution by the State

- **Governor stated we would have at least one mask for everyday per student. I have seen nothing arrive. When might they arrive?**
- Did these masks ship? FEDEX UPS regular mail?
- **Is there any warning information or guidance available about the masks we will receive? We have had several parents asking for this specific information as they decide if they will utilize the masks schools will provide or get their own cloth mask.**
  - North Carolina Emergency Management is purchasing the cloth face coverings for all public-school units. The three-layer, cotton, reusable face coverings, manufactured by Hanes, will be shipped directly by the vendor (Grainger) to public school units at the same address used for shipping the "starter packs" of PPE in June. Following the webinar last week, DHHS followed up with the vendor to check on the status of shipments. Several shipments were in transit via UPS freight. They shipped from CA originally and were routed through IL. If you do not receive the face coverings by August 7, please contact Geoff Coltrane at geoff.coltrane@nc.gov.
- Who can we contact if we were not sent enough masks for our student population?
- **Mask Distribution was based on the closing ADM, how will you be supplying for schools that have grown significantly from last year to this?**
  - DHHS and Emergency Management used ADM from the 2019-20 school year for purchasing face coverings for all district, charter, and private schools (for private schools, we are using reported enrollment with the Division of Non-Public Education). That was the most current and consistent data available for all schools. At this time, there is not a plan to make any additional orders for face coverings for additional enrollments for this coming school year. If that changes, we will let you know.
  - If you are interested in ordering more cloth face coverings of the same type, you can order directly from the vendor, Grainger. If your school already has an account with Grainger tied to the state contract, you can purchase directly from www.grainger.com (your school would need to be registered under their Grainger account number to receive state pricing) or by calling the dedicated NC Customer Service Team 877-202-2591 or ncgov@grainger.com. If your school does not have an account with Grainger, then you can reach out to Tiffany Jelovich, Senior Government Sales Manager for Grainger. Her office number is 919-790-0888 and her cell number is 919-830-5589.
  - You can see how many face coverings were ordered for each school and district at Memorandum Cloth Face Covering Distribution K-12.
  - If the shipment of cloth face coverings you received were less than what was ordered for your school or district, please contact Geoff Coltrane at geoff.coltrane@nc.gov.
- The masks we received are too big for most of our students. is there another size? / Are smaller masks available for K-2 students?
  - The cloth face coverings come in a "universal size" with a height of 5-1/4" and width of 7-1/4", which

falls within the Johns Hopkins recommended measurements for children.
- o If the face coverings are too large for very young children, schools are encouraged to tie the ear loops so that the face coverings will not hang off the side of the face and chin.

Types of Face Coverings
- **Are N95 masks considered the same as cloth face coverings?**
  - o N95 masks are to be reserved for frontline essential health care workers and are not recommended for community or school settings.
- Any issues with buffs as cloth face coverings?
  - o If this question is referring to the brand Buffs, as long as they are worn over mouth and nose, they should be acceptable.

Guidance has suggested that children should eat in their room for breakfast and lunch. What further guidance can you provide concerning face masks during this time and if they can't remove them during class and be more than 6 feet apart, why can they while eating in the classroom?
- o They can remove face coverings while eating because they have to in order to eat. However, face coverings should be removed for the minimum amount of time as possible.

Can a child under 11 go to a YMCA and do remote learning without a mask?
- o NCDHHS is currently evaluating guidance on school-aged child care options and health requirements for students whose schools are operating in remote learning but need a safe place to go during the day.

What do you recommend doing with the mask during a "mask break"?
- o From the CDC: Cloth face coverings should be stored in a space designated for each student that is separate from others when not being worn (e.g., in individually labeled containers or bags, personal lockers, or cubbies).

Screening for COVID-19 in Schools

Is there guidance on which team members should be doing the screening?
- o NCDHHS has not provided specific guidance on who should conduct symptom screenings. Page 3 of the Reference Guide for Presumptive, Suspected, and Confirmed Cases of COVID-19 notes in the flow chart that any school staff member could conduct screening.

With at least one symptom (like a fever) and NO COVID-19 test or other diagnosis, do we quarantine or follow regular school policy?

- o If an individual develops at least one of the following symptoms: fever, chills, shortness of breath/difficult breathing, new cough, new loss of taste or smell, and has not been tested, they should quarantine for 10 days since the first symptoms, have no fever for 24 hours (without the use of fever reducing medicine), AND symptom improvement, including coughing and shortness of breath. Please see page 21 of the StrongSchoolsNC Public Health Toolkit (K-12) for the full screening flow chart.

CDC Guidelines on Screening
- **To what extent, if any, will the new CDC guidelines impact the current state requirements around screening? CDC has released a recommendation to not do daily screenings for students in schools. Are you considering implementing this change?**
  - o NCDHHS is reviewing the new CDC guidance around screening requirements.
  - o NCDHHS continues to update and reevaluate school guidance in consultation with the CDC, the latest research, and ongoing evidence. The public health guidance has been updated regularly since its first release on June 8, 2020.

Transportation

We need clarification of how often the attestation form needs to be updated for bus riders.
- o For students boarding school transportation on the way to school, a school may institute a

parent/guardian attestation form that states their child does not have COVID-19 symptoms. However, this student must be screened for COVID-19 symptoms and have their temperature checked prior to entering the school building. Frequency and process is up to that school/district, such as paper versus an electronic form and if a school/district chooses to implement a parent/guardian attestation form.

Symptomatic students at bus stop:
- **What do we do if a student has a fever at the bus stop?**
- If a child has a mask on, then upon bus arrival the child has a fever and/or symptoms such as running nose and cough; Do you allow them on the bus?
    - Any student, staff member, or any other person entering a school facility, such as a school building or a transportation vehicle, must be screened for COVID-19 symptoms and have their temperature checked. For students boarding school transportation on the way to school, a school may institute a parent/guardian attestation form that states their child does not have COVID-19 symptoms. However, this student must be screened for COVID-19 symptoms and have their temperature checked prior to entering the school building. Frequency and process is up to that school/district, such as paper versus an electronic form and if a school/district chooses to implement a parent/guardian attestation form. Any additional considerations and/or questions regarding operationalizing these requirements should be directed to NCDPI and NCSBE.
    - Schools should have an operational procedure for this specific situation. Consult with DPI for further guidance.
    - However, in the case there is no other option, a symptomatic child could be placed in a seat on the bus with social distancing protocols in place, and ventilation on the bus can be increased by opening windows.

Circumstances for Re-Opening Schools
- What is the recommended positivity rate in a community to safely reopen schools? I have heard Dr. Redfield from CDC say 5% and the Surgeon General said 10%.
- **Is there any concern at the state level with percentage of positive tests being over the WHO suggestion of a 5% benchmark for reopen?**
- If we move to Phase 3 before schools start will this change our guidance significantly?
    - NCDHHS has not set a specific positivity rate. Governor Cooper announced a minimum floor for school operations at a Plan B, which would allow for students and staff to return to schools across the state as long as they adhere to strict social distancing protocols.
    - NCDHHS continues to update and reevaluate school guidance in consultation with the CDC, the latest research, and ongoing evidence.

PPE Guidance

Can you comment as to if gowns are required for general cleaning/disinfection of schools by staff/custodians?
    - For general cleaning/disinfection, staff should follow the manufacturer's directions and precautions for appropriate PPE and use. When cleaning and disinfecting areas when someone is sick, follow all CDC recommendations, including wearing disposable gloves and gowns for all tasks in the cleaning process, and when handling trash.

Children with Special Healthcare Needs

What guidance can you provide for a teacher aide working with a student who has to have a diaper changed and us to do training around that?
    - Guidance from the CDC:

- When diapering a child, wash your hands, and wash the child's hands before you begin, and wear gloves. Follow safe diaper changing procedures. Procedures should be posted in all diaper changing areas. Steps include:
  - Prepare (includes putting on gloves)
  - Clean the child
  - Remove trash (soiled diaper and wipes)
  - Replace diaper
  - Wash child's hands
  - Clean up diapering station
  - Wash hands
- After diapering, wash your hands (even if you were wearing gloves) and disinfect the diapering area with a fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution. If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA- registered. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection.
  - If reusable cloth diapers are used, they should not be rinsed or cleaned in the facility. The soiled cloth diaper and its contents (without emptying or rinsing) should be placed in a plastic bag or into a plastic- lined, hands-free covered diaper pail to give to parents/guardians or laundry service.
  - Refer to DPI Exceptional Children division for any further information on operational guidance and training.

Travel Policies

What are the recommendations for implementing travel policies and restrictions for coming to campus if they have been to a hot spot or out of state?
- NCDHHS has not issues recommendations or requirements regarding travel policies or restrictions for K – 12 guidance
- NCDHHS guidance for Institutes of Higher Education can be found here.

Sports and Physical Education

Is it even feasible/reasonable to have a discussion about athletics in schools who are on Plan C?
- NCDHHS guidance on sports can be found in our Interim Guidance for Administrators and Participants of Youth, College & Amateur Sports Programs

Evidence

Where can we find those statistics regarding the 6 feet of social distancing? Can we get the percentages for face- coverings, distancing, and washing hands in writing?
- Please see the slide deck provided after the webinar, as well as copied images of the slides below.

Physical Distancing
- 3 feet can decrease risk of spread from 12.8% to 2.6%
- 6 feet doubles the protection
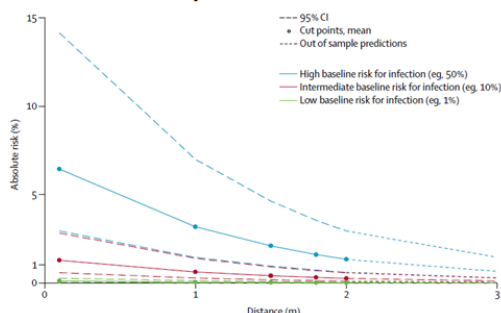
Chu et al. Physical distancing, face masks, and eye protection to prevent person-to-person transmission of SARS-CoV-2 and COVID-19: a systematic review and meta-analysis. Lancet, June 1, 2020: https://doi.org/10.1016/S0140-6736(20)31142-9

Face Coverings

May decrease risk of spread by 1/2 to 2/3

Two hair stylists with COVID-19 spent at least 15 minutes with 139 clients

EVERYONE WORE FACE COVERINGS → NO CLIENTS ARE KNOWN TO BE INFECTED*

WEAR CLOTH FACE COVERINGS CONSISTENTLY AND CORRECTLY TO SLOW THE SPREAD OF COVID-19

CDC.GOV　　bit.ly/MMWR71420　　MMWR

Chu et al. Lancet, June 2020; Mitze et al. Institute of Labor Economics June 2020; Leffler, et al MedRxiv June 15, 2020; Lyu and Wehby, Health Affairs, August 2020; Hendrix et al. CDC MMWR Morbidity and Mortality Weekly Report. July 14, 2020; https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#recent-studies

Handwashing

CDC Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People™

Handwashing: Clean Hands Save Lives

Can reduce spread of respiratory illnesses by 20%

CLEAN HANDS KEEP YOU HEALTHY.
Wash your hands with soap and water for at least 20 SECONDS.

LIFE IS BETTER WITH CLEAN HANDS
www.cdc.gov/handwashing

https://www.cdc.gov/handwashing/why-handwashing.html#three

Social Distancing

Clarification regarding 6ft requirement in the classroom - students (physically) need to be seated 6ft apart, but that does not necessarily mean that desks will be six ft apart, correct? Due to width of desks, it is possible that desks are less than 6ft apart, but the students still are. What about if students are inside and 8 feet apart?

- o The goal of the social distancing requirements of 6 feet at all times is to keep students' and adults' heads at least 6 feet apart.

I need clarification about the close contact guidance about 15 minutes. Is that 15 consecutive minutes, 15 minutes per hour, 15 minutes per day, etc.?

- o Close contact is defined as being within 6 feet of another person for 15 minutes cumulatively. Currently, there is no specific time interval defined, but 15 minutes or more within one day could be considered.
- o Any person who has had close contact to someone who has tested positive for COVID-19 should quarantine for 14 days after the last close contact. If no symptoms develop nor do they have a positive COVID-19 test, they may return to school after the 14-day quarantine. Please see our Reference Guide for Suspected, Presumptive, or Confirmed cases of COVID-19 for more information.

Is exposure considered possible with or without mask?

- o Any person who has had close contact (less than 6 feet of distance for more than 15 cumulative minutes with or without a cloth face covering) should quarantine for 14 days after the last close contact. If no symptoms develop nor do they have a positive COVID-19 test, they may return to school after the 14-day quarantine. Please see our Reference Guide for Suspected, Presumptive, or Confirmed cases of COVID- 19 for more information.

Sanitation

Do you feel there is an increase in contamination of hands then surfaces due to the touching of the face masks due to the uncomfortableness and hindrance in breathing for smaller children?

- o Hand washing and cleaning of surfaces is important for children of all ages. Hands should be washed before donning a mask and masks must be removed correctly—avoid touching your eyes, nose, and mouth and wash hands immediately after removing. In addition, to help prevent contaminating hands, perform frequent and routine environmental cleaning and disinfection of high-touch areas with an EPA- approved disinfectant for SARS-CoV-2 (the virus that causes COVID-19).

If a classroom has to be cleared and wait 24 hours to clean, does that mean a bus should not be used for 24 hours if a positive student rides it?

- o CDC guidance recommends ventilating and waiting 24 hours if possible before cleaning and disinfecting areas used by individuals with COVID-19. Ventilation in a bus is likely to be higher than in a room, but if possible, wait 24 hours before cleaning and disinfecting the bus

Where do you recommend schools get disinfecting and cleaning supplies? Stores are out of stock. We need tons of cleaning solution and disinfectant sprays.

- o Please see pages 10 and 11 of the Infection Control and PPE Guidance (K-12) for a list of PPE vendors with statewide term contracts.

Private Schools

How does the virus distinguish between a private school and public school? Do these requirements apply to both?

- o While the requirements in the StrongSchoolsNC Public Health Toolkit (K-12) apply only to public schools across North Carolina, we hope they serve as a set of guidelines for nonpublic schools to help minimize the risk of COVID-19 exposure and spread. Many private schools are utilizing them to set their own requirements and protocols.

Appendix G: Albemarle Regional Health Services COVID-19 Info & Scenarios

- Please state your name, title, and school system or agency

NC Department of Health and Human Services

Coronavirus Disease (COVID-19)

COVID-19 Case Counts

Nearly 21 million cases globally (over 760,000 deaths) (8/14)

5,176,018 cases in the United States (165,148 deaths) (8/12)

142,170 cases in North Carolina with 2,313 deaths (104,838 cases in Virginia with 2,370 deaths) (8/14)

1567 cases in ARHS Region (247 active, 1273 recovered, 47 deaths) (8/7)

Pandemic Declared March 11, 2020
(Global Case Count at that time was 118,319)

Additional Case Count Breakdown (8/14)

	Lab Confirmed Case Count	Active (Lab Confirmed)	Recovered (Lab Confirmed)	Deaths
United States	5,176,018	---	---	165,148
Virginia	104,838	---	---	2,370
North Carolina	142,170	---	---	2,313
-----------------------	--------- -- ---	- - - - - -	--------- -	--------- -
Bertie	299	31	263	5
Camden	76	27	47	2
Chowan	162	16	144	2
Currituck	78	10	68	0
Gates	49	0	47	2
Hertford	375	72	291	12
Pasquotank	436	72	342	22
Perquimans	92	19	71	2
ARHS – Region Total	1567	247	1273	47
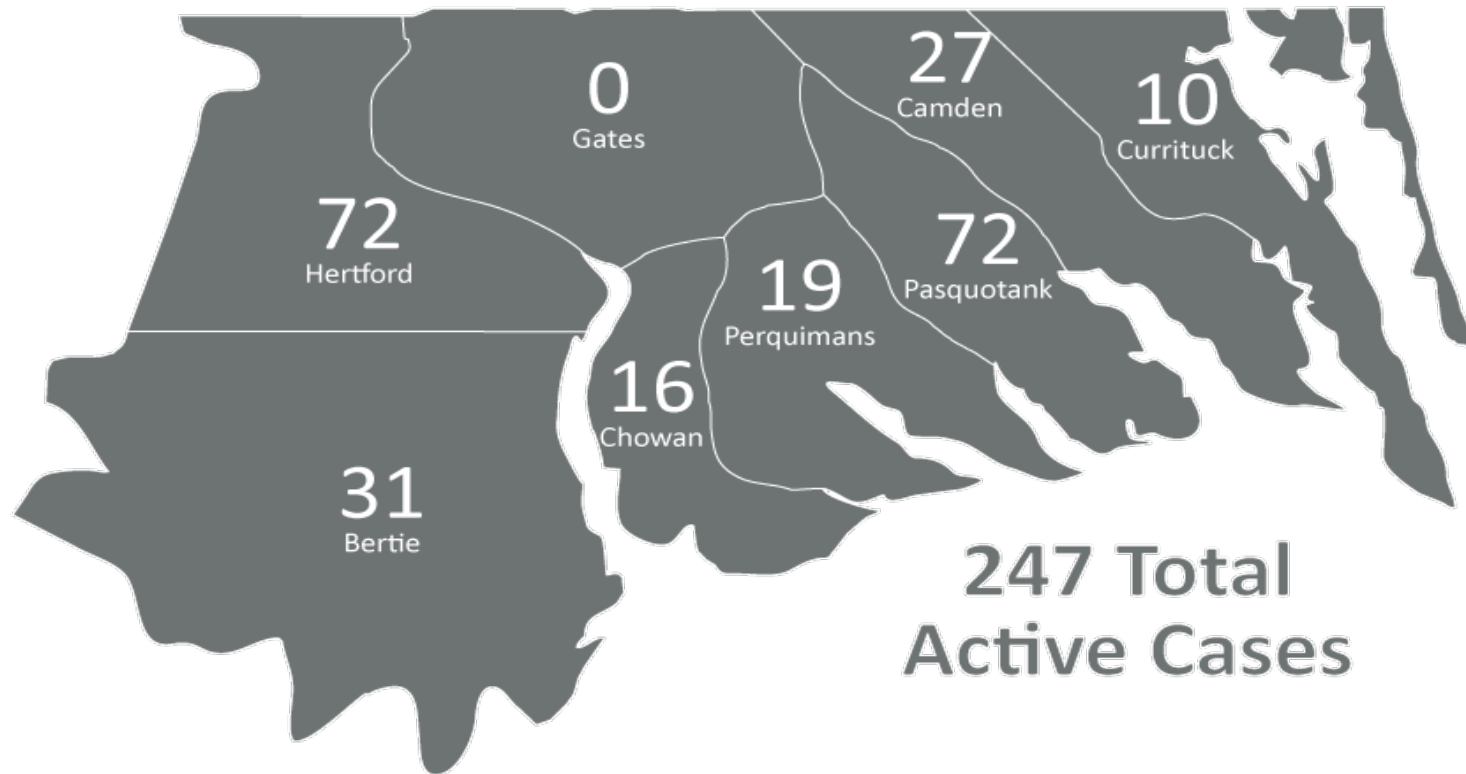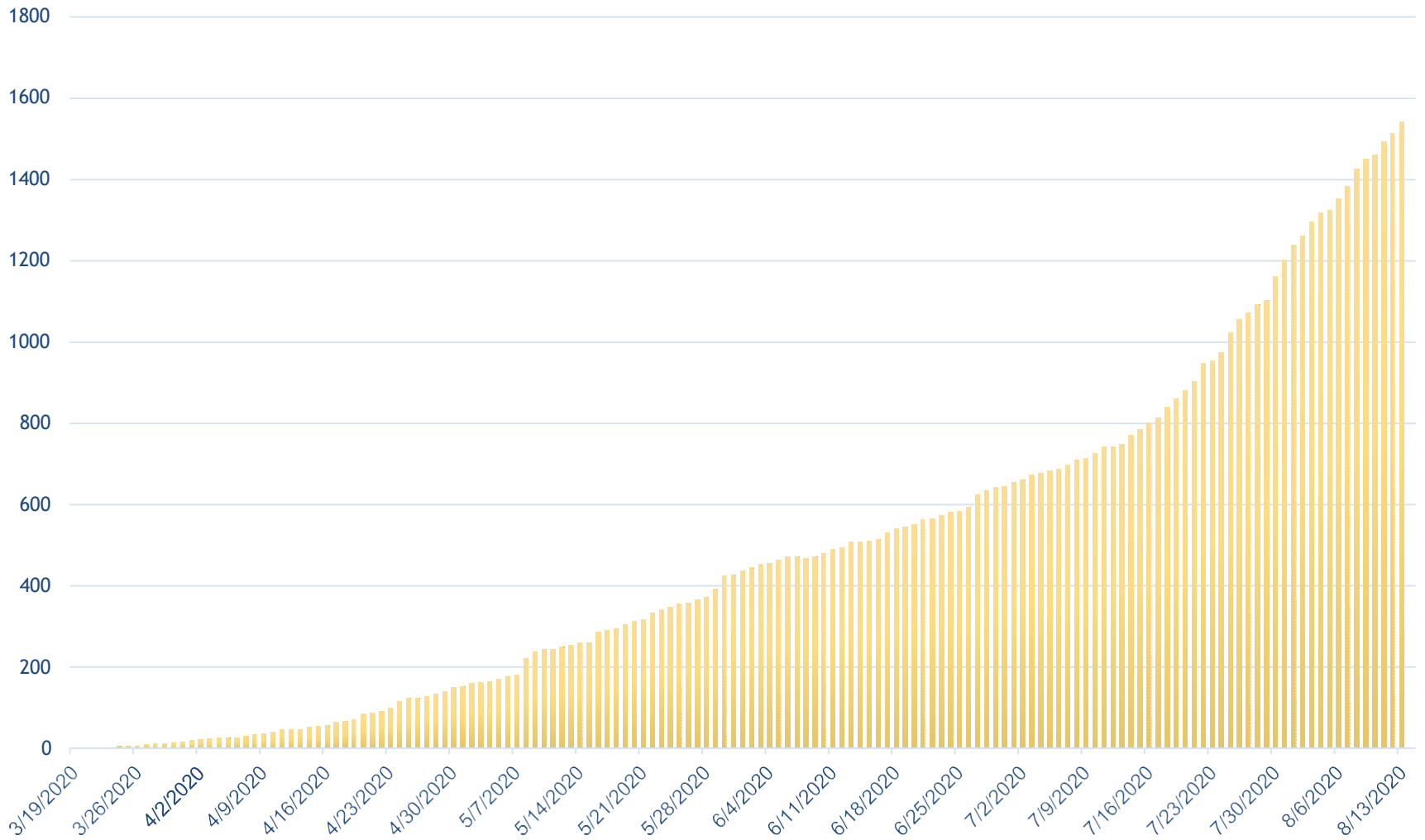
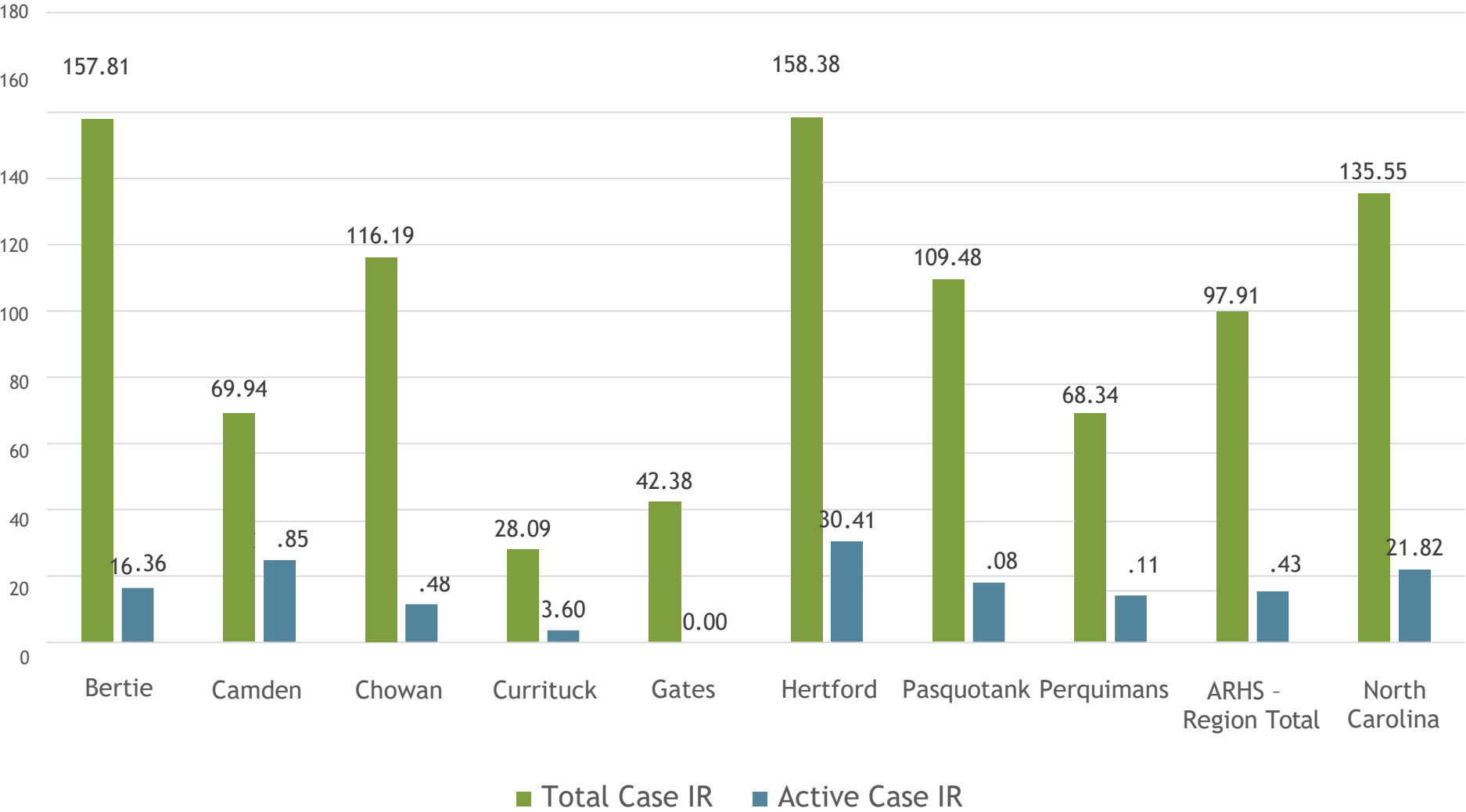# ARHS New Case Trend (8/14/20)

Legend: New ARHS Cases · · 7 per. Mov. Avg. (New ARHS Cases)
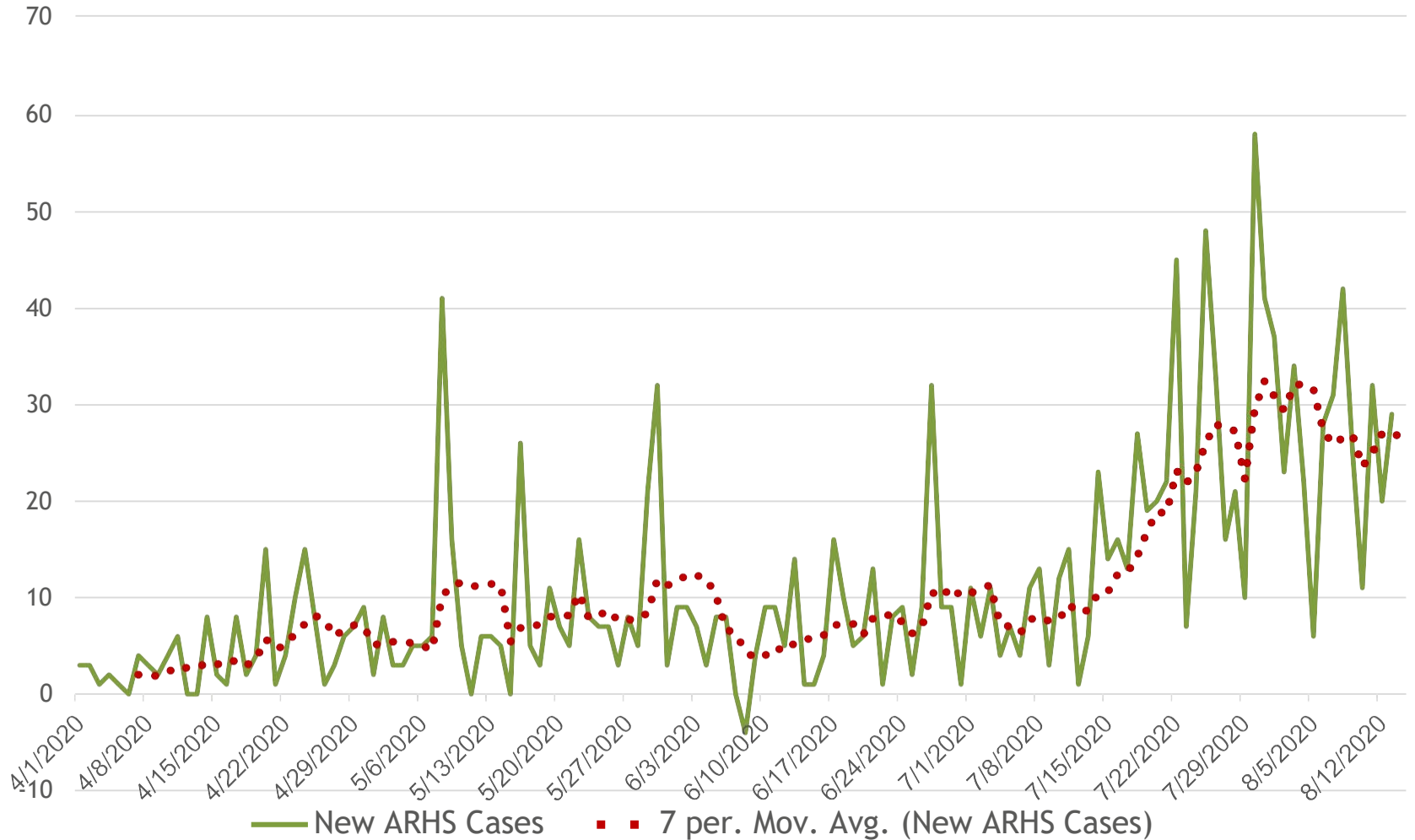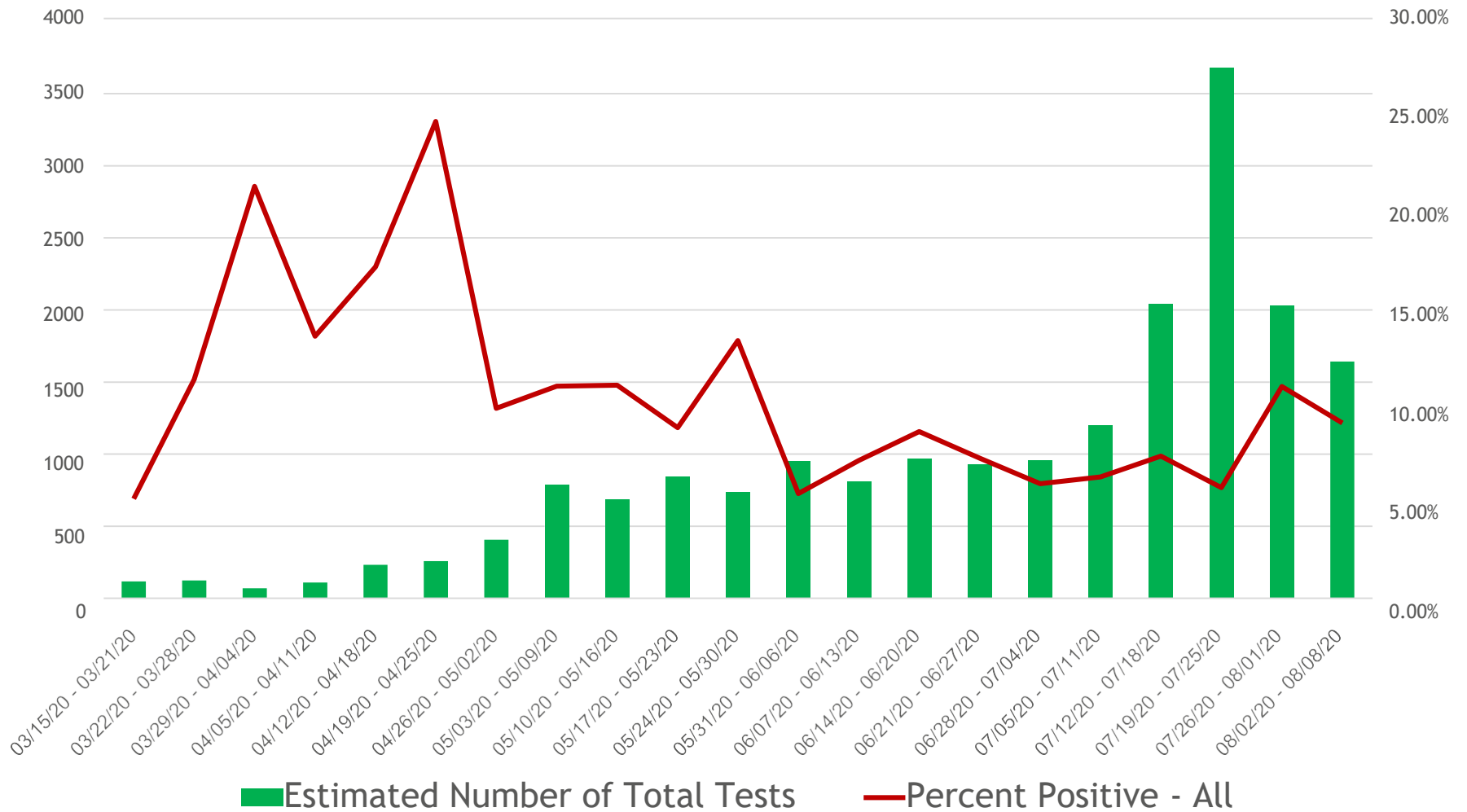
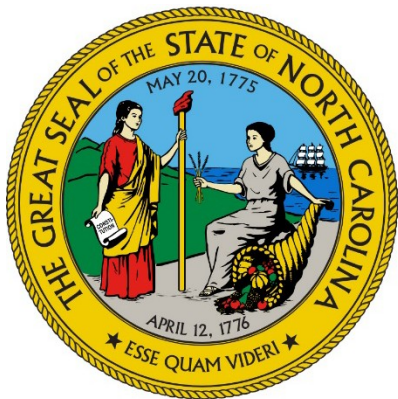*Note: Negative trends are due to cases being transferred to home counties or removing duplicate cases in the system
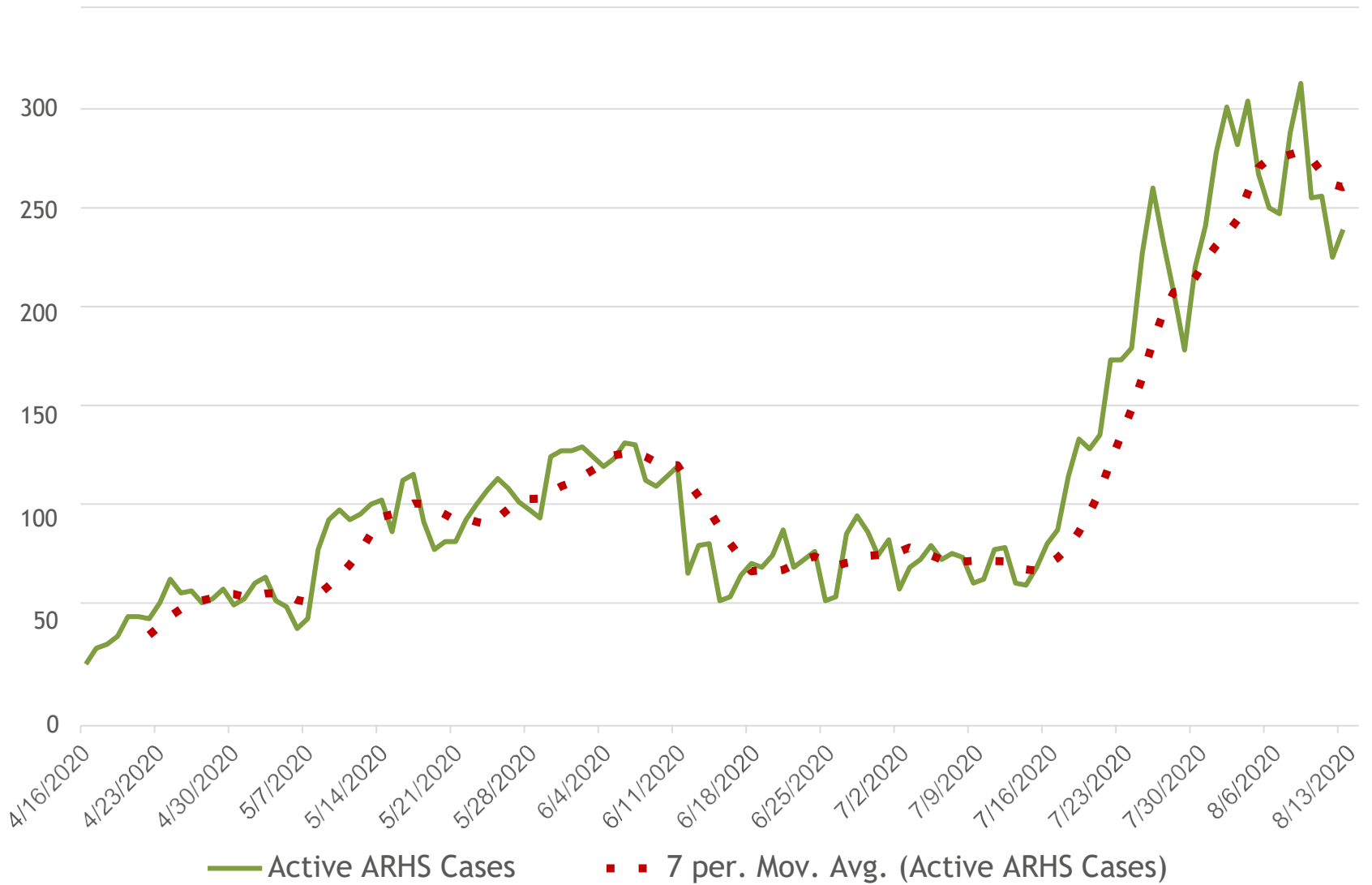
Incidence Rate per 10,000

Legend: ■ Total Case IR ■ Active Case IR

County	Total Case IR	Active Case IR
Bertie	157.81	16.36
Camden	69.94	.85
Chowan	116.19	.48
Currituck	28.09	3.60
Gates	42.38	0.00
Hertford	158.38	30.41
Pasquotank	109.48	.08
Perquimans	68.34	.11
ARHS – Region Total	97.91	.43
North Carolina	135.55	21.82

Estimated Number of Total Tests ▬ Percent Positive - All

ARHS & School System Coordination Procedure

Document Review

- ARHS has requested additional guidance following the Duke Study but it has not yet been received.

- At present, ARHS interprets guidance to mean that face coverings of any type are acceptable.

- Please remember, shields are NOT recommended or preferred. NCDHHS guidance is available if there are no alternatives in special situations.

- The LAYERED approach will assist in all situations.
  6 ft, face coverings, hygiene!
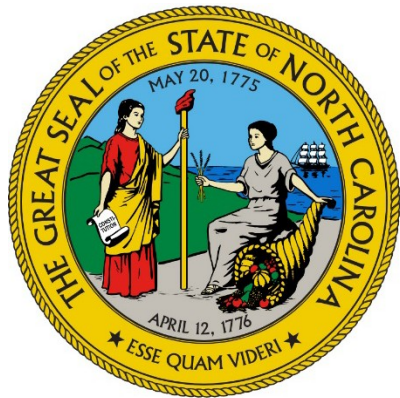
SCENARIO TIME!!!

Important Questions to Ask:

- Is the individual symptomatic?

- When did symptoms begin?

- What are symptoms?

- Has the individual been tested?

- Have they been wearing personal protective equipment (PPE) and what kind?

- Who are the close contacts? (Within 6 ft for greater than 15 minutes – cumulative time)

- You can stop isolating yourself when you can answer YES to ALL three of these questions:
  - Has it been at least 10 days since you first had symptoms?
  - Have you been without fever for 24 hours without any medicine for fever?
  - Are your other symptoms improved?

- If you aren't sure if you have COVID-19, it is better to isolate yourself as if you do and follow these guidelines

https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html

Dad is sent home on quarantine because he was a close contact to a case at work.

What do the kids do??

Nothing for the children to do, unless Dad develops symptoms.

If Dad never develops symptoms – there is nothing more to do.

If Dad does develop symptoms, we will need to reassess and the children may need to be quarantined for 14 days as well.

Scenario 2

A fourth grader presents to the nurse with a cough and fever of 100.5.

The student has 2 siblings – one in 9th grade and one in 2nd grade.

No known exposure to COVID within past 14 days.

Isolate student immediately; Call parent, send child home.

Record symptoms reported or observed and the date school became aware and sent the student home.

Student should get COVID testing from primary care provider.

School should follow guidelines depending on results.

All household members may continue school attendance while ill student is evaluated for COVID.

A staff member attends an after-school meeting with other staff on Wednesday afternoon.

They work in Admin and do not teach.

All staff wore masks and spaced out at least 6 feet during the meeting.

The Staff member begins to feel bad (fever and cough) on Thursday at work and stays home from work on Friday to treat her symptoms.

The employee feels better on Monday.

When can she return to work?

Assess to see if she has any known contact to a positive case within past 14 days.

Isolate at home for 10 days after symptoms first appear AND until 24 hours after fever is resolved without meds.

A 1st grade student doesn't come in on Wednesday because they do not feel well and have a low-grade fever.

They were in class on Tuesday.

On Thursday mom takes them to the doctor and they are tested for COVID.

They get the results on Monday that it is negative.

Isolate at home until 24 hours after fever is resolved without use of fever reducing medicine and symptoms are improving.

Healthy asymptomatic household members may continue to attend school.

A 2nd grade student doesn't come in on Wednesday because they do not feel well and have a low-grade fever.

They were in class on Tuesday.

On Thursday mom takes them to the doctor and they are tested for COVID.

They get the results on Monday that it is positive.

Scenario Response

School nurse will contact PH to confirm case and to begin collaboration on contact tracing.

After confirming the case, the school will use school protocol for any notifications and reporting.

School staff will work with ARHS to identify close contacts and ARHS staff will follow up with those close contacts.

The child will isolate at home:

- For at least 10 days after symptoms first appear AND
- 24 hours after fever resolved without meds AND
- Until other symptoms are improved.

A teacher attends an outdoor family event with approximately 30 people in attendance on Saturday with no one wearing a mask or social distancing.

She returns to work on Monday and hears Tuesday evening that 10 family members have developed symptoms (headache, cough, fever, sore throat, etc.) starting on Monday and Tuesday, and do not feel well.

The teacher is asymptomatic so returns to work Wednesday morning.

A family member reports a positive test on Wednesday.

Send the teacher home.

Record date school become aware and excluded the individual.

The teacher should quarantine at home for 14 days after last exposure to the positive contact.

The teacher should self-assess for symptoms twice daily.

If the teacher should develop symptoms during quarantine, he or she should seek testing from a healthcare provider.

If other school employees or children were not exposed to the person with confirmed COVID-19 they can continue attendance to school.
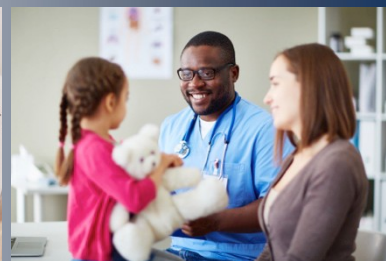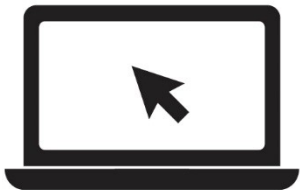
Public Information Overview

School System Related PIO Efforts

School System Related PIO Efforts

Credible Sources of Information

ARHS Website: www.arhs-nc.org

CDC Website: www.cdc.gov/coronavirus

NCDHHS Website: www.ncdhhs.gov/coronavirus

DPH COVID-19 Website for Health Care Providers and Local Health Departments, and others:
https://www.ncdhhs.gov/covid-19-guidance

General COVID-19 Questions:
Call NC Poison Control COVID-19 hotline at 866-462-3821.

ARHS Contact Information

Pasquotank County Health Department 252-338-4400	Perquimans County Health Department 252-426-2100	Camden County Health Department 252-338-4460	Chowan County Health Department 252-482-6003
Currituck County Health Department 252-232-2271	Bertie County Health Department 252-794-5322	Gates County Health Department 252-357-1380	Hertford County Health Department 252-862-4054

www.arhs-nc.org
252-338-WELL