

CCSD



Safe Restart

Plan to safely reopen schools in Fall 2020

IMPLEMENTATION GUIDE

Charleston County School District

August 26, 2020

Charleston County School District is committed to the safe return of students and staff to school this fall. Our “Safe Restart” plan, developed collaboratively by staff and stakeholders, places health and safety as a top priority following recommendations of state and local health experts.

The plan is grounded in two basic principles:

- 1) Students’ academic, social, and emotional needs can best be met if students are in school.
- 2) Students’ and staff’s health and safety must be a top priority.

We are faced with issues that require schooling to be different, but that does not mean that we will have to sacrifice the quality of schooling or compromise health and safety. Instead, we will face this as an opportunity to strike a successful balance for the well-rounded health of our students and our community at large.

We will remain flexible, and as health and medical conditions change, CCSD will adjust accordingly. The success of this Safe Restart plan requires the awareness, understanding, and support of parents, teachers, staff, students, and the entire CCSD community. As we enter uncharted waters, we will guide our actions around the greater good achieved when students are both learning and healthy.

SCHOOL START DATE

Current and projected conditions related to COVID-19 have have resulted in moving the school start date to Tuesday, September 8, the day after Labor Day. Please note: Pre-K students will begin later as detailed later in this document. We will continue to work with local medical experts, but we believe this position is in the best interest of students and staff given the current COVID-19 spread rate. Teachers reported to work on Tuesday, August 11 as planned for 5 professional development/classroom work days. Parents will be given a 20-day advance notice of any subsequent change to the school start date.

The recommendation to start school on September 8 took into consideration the health and safety conditions as well as the time needed to complete the work and training necessary to effectively prepare for simultaneously offering full-time in-school, full-time virtual, and the temporary remote/at-home. The following is the current timeline:

- **July 27** - Board approved Safe Restart Plan
- **July 28-Aug 4** - Determine parents’ enrollment choice and teacher preferences
- **Aug 4-10** - Analyze enrollment results: Can we match parent requests, teacher preferences?
- **August 11 - 17** - Teacher Professional Development and Work Days
- **August 19** - Deadline for notifying parents if Sept. 8 is not the start date (even if virtual)
- **August 18-28** - Complete master scheduling; determine transportation capacities; continue to retrofit facilities per DHEC guidelines; assist families with digital devices and virtual programs, as needed; and arrange to meet each student in-person before beginning virtual classes
- **August 31-Sept 4** - Invite K-8 students into school in small groups to meet their teacher, assess needs, review how to use devices, etc.. (LEAP days - Learning, Evaluating, Analyzing, and Preparing). This is required by the Legislature.
- **TBD** - Determine days for 9-12 virtual teachers to meet students in-person if they’re teaching virtually
- **Sept 8** - First day of school

ACADEMICS

INSTRUCTIONAL MODEL OPTIONS

All CCSD parents/guardians will be given the opportunity to select between in-person school OR virtual school (at-home) for their child prior to the start of school. Enrollment preference responses will be used to determine the level and timing of in-person instruction, as conditions permit.

CCSD will offer these options: 1) a) In-person school that will begin Sept. 8 with actual in-person instruction (subject to sustained downward reduction in Covid-19 rates) or b) temporary stay-at-home remote instruction if parents prefer to start the school year in remote mode; 2) The K-12 Virtual Academy, which entails a 9-week commitment for K-8 students and a semester commitment for high school students. Remote instruction will include intermittent in-person check-ins with students by teachers.

LEARNING MODEL OPTIONS Grades K-8 and CD

The following describes the choices by which CD-8 students will begin the school year:

VIRTUAL ACADEMY

- Requires students to enroll by August 14.
- Students remain at home with all instruction delivered online.
- Taught primarily by CCSD teachers, but not necessarily base school teachers.
- Virtual Academy is K-8 and does not include CD. Minimum commitment: 9 weeks (first quarter).

IN-PERSON LEARNING (Limited number of students at the September 8 start date)

Based on COVID trends, some students who choose to do so will begin the school year with in-person 5 days a week at school.

- Parents/students may select the in-person model prior to the start of school through a process communicated by CCSD via email.
- The number of students attending in-person per school is dependent on COVID trends, advice of health experts, capacity of school buildings, and availability of teachers.
- The number of students served in-person will vary by school. In determining who comes in
- Enrollment will be monitored and expanded as COVID trends improve.

TEMPORARY REMOTE LEARNING (Majority of students at the September 8 start date)

Based on current COVID trends, it appears a majority of students will begin the school year with Temporary Remote Learning.

- Students remain at home to begin the year with instruction delivered through a combination of online and instructional activities.
- High school teachers from home school work from school teaching regularly-scheduled students who are learning from home.

- Parents/students may select the temporary remote model prior to the start of school through a process communicated via email by the high school principal
- This model will continue as needed based on COVID trends and parental choice.

LEARNING MODEL OPTIONS Grades 9-12

The following describes the choices by which high school students will begin the school year:

IN-PERSON LEARNING (Limited number of students at the September 8 start date)

Based on COVID trends, some students who choose to do so will begin the school year with in-person instruction, 5 days a week at school.

- Parents/students may select the in-person model prior to the start of school through a process communicated via email by the high school principal.
- The number of students attending in person, per school is dependent on COVID trends, advice of health experts, capacity of school buildings, and availability of teachers.
- The number of students served in-person will vary by school. A school selection process is being developed if student demand exceeds available capacity at a school; if such occurs, students will transition to “temporary remote” (*see below*) until capacity increases.
- Enrollment will be monitored and expanded as COVID trends improve.

TEMPORARY REMOTE LEARNING (Majority of students at the September 8 start date)

Based on current COVID trends, it appears a majority of students will begin the school year with Temporary Remote Learning.

- Students remain at home to begin the year with instruction delivered through a combination of online and instructional activities.
- High school teachers from home school work from school teaching regularly-scheduled students who are learning from home.
- Parents/students may select the temporary remote model prior to the start of school through a process communicated via email by the high school principal
- This model will continue as needed based on COVID trends and parental choice, but at minimum through first semester.

VIRTUAL ACADEMY (same as Temporary Remote Learning for grades 9-12)

- High school Virtual Academy instruction will be delivered remotely via students’ high school teachers
- Requires students to enroll by August 14.
- Students work from home and are engaged in synchronous (real-time with teacher) and asynchronous (independent without teacher) learning opportunities
- Each high school’s teachers will teach their schools’ students (depending on course/teacher availability).
- Minimum commitment: 1 semester

IN-PERSON SCHOOL BASED ON CAPACITIES

CCSD's ultimate goal is to safely offer full-time, in-person school for all students, or as many as possible depending on each school's seating capacity and the available metrics on health and safety related to COVID-19 spread rates. Facility analyses have been conducted in all schools to determine how many students can return to in-school instruction using safe-distancing protocols. When health and safety conditions allow, at least half of CCSD schools have the capacity to bring all students back to school for full-time in-person instruction using social distancing protocols. Other schools will be able to bring back a percentage of students for full-time, in-person instruction -- when health and safety conditions permit.

Based on the CCSD Board of Trustees' vote: When schools start on Sept. 8, some in-person student presence at school may occur for students who select with option, as determined by the following conditions:

- A trend of improved Covid-19 infection data and medical experts' advice;
- The school facility's student capacity considering established social distancing protocols;
- The availability of staff;
- The preference of parents.

After August 5th, school principals will confirm which teachers in their building are open to teaching in-person with appropriate safety protocols in place. With this information and the list of families who want in-person instruction, the principal will determine which students will be served by in-person instruction in which grade levels/courses. If more families prefer in person than the school has available teachers, we will prioritize families based on objective criteria and a lottery.

ALTERNATING SCHEDULE

An alternating schedule may be offered in some schools later in the school year when it is determined that it is safe to bring more students back to school under the conditions listed in the section above. That schedule could be offered in schools that are not able to bring all students back full-time, in-person due to building capacity limitations. Based on current thinking, those students would attend school on an alternating AA-BB schedule. Students would attend in-person two days a week and work at home three days a week. Initially, that would mean "A" group attends in-person on Monday-Tuesday-Wednesday and "B" group attends in-person Thursday-Friday for week 1; and for week 2, the "A" group attends in person on Monday-Tuesday and "B" group attends in person on Wednesday-Thursday-Friday. More information will be provided later in the year when alternating schedules are offered as an option.

INSTRUCTIONAL PROGRAMS

STUDENTS WITH DISABILITIES

Teachers and service providers will continue to provide specially designed instruction and/or related services outlined in a student's current IEP or 504 Accommodations Plan. If adjustments need to be made given the instructional model in place for the student, IEP teams and 504 committees will convene to consider any amendments to special education goals, services, and accommodations to best meet the needs of the student considering any health and safety procedures and the instructional setting.

EARLY CHILDHOOD

As our youngest students may need additional support to adjust to the new safety procedures, Pre-K students will begin with staggered entry in small groups during the week of September 14th, one week after the district opens school for K-12 students. Teachers will use that time to help these students learn and adjust to school expectations. Pre-K students will be in person instruction on September 21st. This two-week delay (opening one week late and then with small groups each day) will give principals and teachers time to teach the older children about the new procedures and ease the transition for our youngest students. We also anticipate pre-K classes will be smaller this year to allow for social distancing.

MUSIC AND PERFORMING ARTS CLASSES

In collaboration with MUSC medical personnel, we are in the process of finalizing specific guidelines for music and performing arts classes. These guidelines reflect the recommendations from local, state, and national performing arts entities as well as results of various aerosol studies pertaining to playing instruments and singing. These recommendations will cover how to appropriately sanitize musical instruments; proper classroom setup for social distancing between performers; and the use of performance venues. As soon as our visual and performing arts guidelines are approved, we will share with principals and teachers.

Once school opens, the Visual and Performing Arts Coordinator will follow up with all visual and performing arts teachers to ensure that guidelines are being followed.

ATHLETICS AND EXTRACURRICULARS

CCSD high school athletic programs are following the guidelines from the South Carolina High School League (SCHSL). Girls Golf, Girls Tennis and Swimming have started practicing. All other Fall sports are scheduled to begin practice in the next two weeks. CCSD and the SCHSL will continue to monitor COVID 19 infection rates and make revisions as needed.

INSTRUCTIONAL SUPPORTS

Wifi Access

The district and state are working diligently to support families who meet eligibility requirements with wifi access. If a family needs an alternative to digital assignments, the school will provide paper packets and assignments printed for at home use.

Zoom

Zoom Pro has been secured by the district. This increases the number of individuals who can be in a Zoom session, allows more time for Zoom sessions, and provides the ability to establish breakout rooms, among other premium features.

Canvas

The Canvas Learning Management System will be utilized this year in CCSD for K-12.

1. Canvas serves as a common place where all parents and students can access assignments for all classes. Each teacher should establish a home page for their classroom, so that students and

families can access learning. Canvas is our “one-stop shop”.

2. Teachers CAN still use Google Classroom, Seesaw, etc., if desired.
3. Training is being provided for teachers this summer and throughout the school year through asynchronous modules, webinars, and virtual PLCs (by subject and/or grade level). Additionally teacher resources are built into Canvas courses by grade level and/or curricular content area to provide consistency around student expectations and rigor across the system.

Professional Development for Teachers

We know that many teachers had to learn how while doing this past Spring. To make sure we have a more consistent, high quality experience for students, CCSD has invested in significant professional development for teachers. For example, teachers are taking a *Transitioning to a Remote Teaching Environment* course, which is a four-week interactive online course designed to ensure that teachers are equipped with skills, tools, and strategies that lead to student success in a remote learning environment. Additionally, Teachers can enhance their Google Tools knowledge by enrolling in the Google Teacher Certification program.

STUDENT EXPECTATIONS

STUDENT ATTENDANCE

Each day, teachers will continue to record student attendance daily for all classes. For in person learning, attendance should be taken each period and follows the traditional school attendance guidelines. When students are working remotely or completing at home, participation in the live classroom sessions should be utilized for attendance. The teacher needs to be able to see the student on the screen in order for the student to be counted present. In certain circumstances (asynchronous classes from Edgenuity), teachers can confirm attendance if the student completes the assignment by the deadline.

The district will make appropriate accommodations for students who may be required to quarantine or self-isolate as a result of COVID-19 by offering remote instruction. As long as quarantined students are able to participate and complete assignments, they will be counted as present.

School truancy teams should be monitoring attendance data twice a month and following all truancy guidelines for students in both in person and remote instruction. If a school is struggling to reach a student, there is a formal process for checking with the student and their family to ensure their health and safety, and to help the student attend school.

STUDENT ASSIGNMENTS

Students will be given five school days from the date assigned to turn in their assignments. Students who may have internet accessibility issues, are sick, or have an illness in their family may work with their teachers to submit the assignments at a later date.

GRADING GUIDELINES

We will adhere to the SC Uniform Grading Policy with the expectation that teachers allow reasonable

flexibility for students who are experiencing personal or family hardships.

STUDENT ASSESSMENTS

We are aware that many students have experienced greater gaps in their learning since the closing of CCSD schools in March. Per new state requirements, schools and teachers will use a version of the MAP assessment in grades 2-9 in order to determine where students are academically when the school year begins. We will be using Fastbridge to monitor progress among our K-1 students. High school students will use TE-21 for benchmark assessments. Additionally, all state-required assessments will be administered.

PROGRESSIVE DISCIPLINE PLAN

These documents are currently being revised to address the changing needs that come with educating children during the pandemic.

STUDENT BEHAVIOR AND SOCIAL-EMOTIONAL HEALTH

Whether students are learning in person or remotely, all schools should continue to use Positive Behavior Interventions and Supports (PBIS) to encourage students to focus and participate well in class. Our expectation is that school staff view student behavior through a trauma-informed, culturally responsive lens.

Additionally, each school should have scheduled time to foster healthy Social Emotional Learning (SEL) in both remote and in person classes. Schools should utilize existing screen tools and processes to determine students with increased need for mental health or behavioral support, and leverage our tiered resources to meet individual student's needs.

IN-PERSON MEETING PRIOR TO REMOTE LEARNING

Prior to learning in a remote environment, South Carolina is requiring each student to meet with a school staff member in person. Many elementary schools are scheduling these meetings during LEAP days, which is the week of August 24-28. High schools are scheduling for the first week of school. If parents are not comfortable with an in person meeting, schools should document that and schedule a video meeting instead. These meetings are an opportunity for school staff to meet students and review expectations, to administer screenings and assessments, and to distribute devices.

STUDENT SAFETY AND MANDATORY REPORTING

If there is a concern about a student's well-being, school staff are mandated reporters of suspected child abuse or neglect and must contact The Department of Social Services (DSS) and notify his/her principal of the suspicions.

STAFF EXPECTATIONS

STAFF ATTENDANCE

Teachers should report to work daily at the specific start time determined by the school principal. For all contracted days, all school, district, and board policies regarding allowable employee leave, timely notification, and meaningful substitute plans for students remain in place. If a staff member has a concern with returning to an assigned on-site location, he or she should refer to the Families First Coronavirus Response Act (FFCRA) for leave eligibility.

LESSON PLANS




Teachers should complete their lesson plans for in person or remote instruction by Friday of the week before they are to be taught.



TEACHER AND PARENT COMMUNICATION






In general, teachers should communicate weekly at the elementary level, and at least every two weeks at the secondary level with all parents of their students. Communication can come through Google Form, email, phone, post card, or video conferencing. Teachers should also check email daily to respond to parents and scholars who may have questions. All email requests should be responded to within 48 hours.

SAMPLE STUDENT SCHEDULES






Sample PK Child Development Temporary Remote Schedule	
Daily Teacher Preparation	7:30-8:00 w/8:30 start time
Morning Learning (highlighted activities may be recorded/asynchronous)	8:30-8:45 Morning Meeting, Second Step
	8:45-9:00 Read-Aloud, Movement Activity
	9:00-9:20 Whole Group Lesson (SEL, Math, or Literacy)
	9:20-9:40 Small Group Lessons (SEL, Math, or Literacy)
	9:40-10:00 Heggerty Phonemic Awareness Lesson
	10:00-10:15 Closing of Lesson, Celebrations
	10:30-11:30 Office Hours
Afternoon Learning	12:00-2:00 Independent Student Support

Sample K-2nd Temporary Remote Schedule	
Daily Teacher Preparation	7:30-8:00 w /8:00 start time
Morning Learning	Morning Meeting/Number Corner/SEL  (About 30 mins)
	Movement/Brain Break (About 15 mins)
	Teacher-Directed Instruction (Literacy)  (About 40 mins)
	Related Arts  (About 30 mins)
	ESL and SPED interventions (Services determined by IEP teams) or Independent Work (About 30 mins)
11:15 - 12:00	Break/Lunch





Afternoon Learning	Teacher-Directed Instruction (Math)  (About 40 mins)
	Movement/Brain Break and Snack (About 30 mins)
	Teacher-Directed Instruction (Science or Social Studies)  (About 20 mins)
	Office Hours- Independent Student Support

Sample Daily Elementary School Remote/At Home Schedule (3-5)		
Daily Teacher Preparation	7:30-8:00 w/ 8:00 start time	
Subject/Area	Remote Learning Time	Independent Work Time
SEL/Morning Meeting/Number Corner	About 30 minutes <i>remote</i> 	N/A
Literacy	About 60 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Related Arts	About 45 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Lunch/Movement Break	10:15-11:00	
Math	About 50 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Science/Social Studies	About 40 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Office Hours/Independent Student Support	Each school needs to block an hour daily for this to occur. It may be a designated time for all or each teacher establishing their own.	

Sample Middle School Remote/At Home Schedule (6-8)

Daily Teacher Preparation	7:30-8:00 w/ 8:00 start time	
Subject/Area	Remote Learning Time	Independent Work Time
Literacy	About 60 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Math	About 60 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Social Studies	About 40 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Science	About 40 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Related Arts	About 45 minutes <i>remote</i> 	About 20 minutes <i>independent</i>
Lunch/Movement Break	About 60 minutes	
Office Hours/Independent Student Support	Each school needs to block an hour daily for this to occur for all classes. It may be a designated time for all or each teacher establishing their own.	

Sample #1 High School Remote/At Home Schedule (9-12)

Daily Teacher Preparation	7:30-8:00 w/ 8:00 start time	
Subject/Area	Remote Learning Time	Independent Work Time
Class 1	<p>About 60 minutes <i>remote</i> for a 90 min class or 30 minutes remote for a skinny</p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center"></p>	<p>About 30 minutes <i>independent</i> work for a 90 min class or 20 minutes for a skinny</p>
Class 2	<p>About 60 minutes <i>remote</i> for a 90 min class or 30 minutes remote for a skinny</p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center"></p>	<p>About 30 minutes <i>independent</i> work for a 90 min class or 20 minutes for a skinny</p>
Class 3	<p>About 60 minutes <i>remote</i> for a 90 min class or 30 minutes remote for a skinny</p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center"></p>	<p>About 30 minutes <i>independent</i> work for a 90 min class or 20 minutes for a skinny</p>
Class 4	<p>About 60 minutes <i>remote</i> for a 90 min class or 30 minutes remote for a skinny</p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center"></p>	<p>About 30 minutes <i>independent</i> work for a 90 min class or 20 minutes for a skinny</p>
Lunch/Movement Break	About 60 mins	
Office Hours/Independent Student Support	Each school needs to block an hour daily for this to occur for all classes. It may be a designated time for all or each teacher establishing their own.	

Sample #2 High School Remote/At Home Schedule (9-12)

Daily Teacher Preparation	7:30-8:00 w/ 8:00 start time	
Subject/Area	Remote Learning Time	Independent Work Time
Class 1	<p>About 30 minutes <i>remote</i></p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center">LIVE</p>	About 30 minutes <i>independent</i>
Class 2	<p>About 30 minutes <i>remote</i></p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center">LIVE</p>	About 30 minutes <i>independent</i>
Class 3	<p>About 30 minutes <i>remote</i></p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center">LIVE</p>	About 30 minutes <i>independent</i>
Class 4	<p>About 30 minutes <i>remote</i></p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center">LIVE</p>	About 30 minutes <i>independent</i>
Class 5	<p>About 30 minutes <i>remote</i></p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center">LIVE</p>	About 30 minutes <i>independent</i>
Class 6	<p>About 30 minutes <i>remote</i></p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p align="center">LIVE</p>	About 30 minutes <i>independent</i>
Class 7	<p>About 30 minutes <i>remote</i></p>	About 30 minutes <i>independent</i>

	<p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p>LIVE</p>	
Class 8	<p>About 30 minutes <i>remote</i></p> <p><i>Please work w/ CAS to include these courses in scholar's schedules</i></p> <p>LIVE</p>	About 30 minutes <i>independent</i>
Lunch/Movement Break	About 60 mins	
Office Hours/Independent Student Support	Each school needs to block an hour daily for this to occur for all classes. It may be a designated time for all or each teacher establishing their own.	

HEALTH AND SAFETY

CCSD will be guided by the latest health and safety conditions in all facets of the Safe Restart. Working closely with state health agencies and local health experts, CCSD will exhaust our efforts to provide safe and healthy learning environments for students and staff. Flexibility and adaptability are keys to the success, and we will make changes in the start date, operating modes, and protocols as needed in consultation with health experts.

MEDICAL METRICS

CCSD staff will monitor DHEC Metrics for (1) Two-week incidence rate, (2) Two-week trend in incidence rate, and (3) Two-week positive rate (two-weeks of rolling data reported every week), with reports given at each COTW/Board Meetings every two weeks.

Assign point values to ratings as follows:

- LOW Rating Assign 2 Points
- MEDIUM Rating Assign 1 Point
- HIGH Rating Assign 0 Points

For every gain of 1 or more points (requiring at least an improvement in one of the three metrics), CCSD would increase the percentage of students served In-Person – announced two weeks prior to implementation. This would require the improved metric rating held steady over two consecutive weekly DHEC reports. This would also assume that student interest and facility and human resource capacity will allow the expanded percentage of in-person students. The following explains in more detail, and a chart is provided below for illustration.

- Establish the baseline and expansion plan using the following criteria:
 - Assessment Metrics, in consultation with DHEC and MUSC partners
 - Percentage of parents/students selecting in-person preference by school – aligned with cap established by Board action
 - Number of teachers needed to meet the increased demand by in-person student interest.
- The percentage of in-person could be adjusted every two weeks using the two-week ranges, with reports to the Board every week and parents/teachers given at least a 2-week notice before implementing
- As health/safety metrics improve and student/parent interests align – schools could bring back increased numbers of students.

TWO-WEEK INCIDENCE RATE	High = 0 points	Medium = 1 point	Low = 2 points
TREND IN INCIDENCE RATE	High = 0 points	Medium = 1 point	Low = 2 points
TWO-WEEK POSITIVE RATE	High = 0 points	Medium = 1 point	Low = 2 points

TOTAL POINTS:

PHASE 1: 2 or fewer points = Board sets guidelines (Board action on 7.27.20 and 8.10.20)

PHASE 2: 3 points = ~50% in-person attendance*

NOTE: In Phase 2, all teachers are subject to teaching students in-person (full-time or alternating schedule).

PHASE 3: 4 or more points = Return to normal in-person capacity.*

*Phases 1, 2, and 3: DHEC Health and Safety Guidelines to be observed at all times. Decisions per school to be made in conjunction with district and school leadership. Virtual would continue for students who prefer that option.

If conditions negatively change after the District moves to Phase 2 or Phase 3, decisions regarding school operations will be made on a school-by-school basis. When Covid-19 cases occur in schools, CCSD will work with DHEC to implement contact tracing immediately, identify any students who personnel who need to quarantine, and determine if a classroom or school needs to close for a period of time.

SAFE SCHOOL OPERATIONAL PROTOCOLS

CLASSROOM DESIGN FOR SOCIAL DISTANCING

- **Desk and Table Arrangement:** All student seats will be spaced 6 feet apart unless plexiglass dividers are used. Based on the classroom size, the number of students will vary, using recommended safety protocol.
- **Plexiglas Dividers:** Student work tables where 6-foot distancing is not possible will have plexiglass dividers to separate students as they work.

FACE COVERINGS

Students and staff are expected to wear face coverings at all times. Anyone walking, biking or exiting a vehicle on campus will be required to wear a face covering. Students will also be expected to wear face coverings on school buses. (Note: Students who are age two or younger and students/staff with documented medical conditions may be permitted to not wear a face covering.)

Exceptions for wearing face coverings may include mealtimes, outdoor activities where 6 foot distancing can be maintained, planned mask breaks, and individuals working in private spaces.

Neck scarves, bandanas, gaiters and masks with exhalation valves or vents are not acceptable face coverings and shall not be used.

CCSD will follow DHEC guidelines regarding face coverings as conditions change.

CAMPUS SANITIZATION

CCSD will take extra steps to ensure that all school facilities are providing safe and healthy learning environments, with protocols and actions that include:

- Disinfecting bathrooms and high-touch common surfaces (light switches, door knobs, push bars, and vending machines) twice each day.

- All restroom supplies will be checked and restocked multiple times each day.
- Fogging the entire building with disinfectant equipment at least one time a week (or 20% each week night).
- Disinfecting playground equipment high touch surfaces and room horizontal surfaces once per day.
- Custodians manning both the school-day and evening shifts have been trained and will follow specific, printed protocols for cleaning and sanitizing
- All classrooms have been provided spray bottles of cleaner/sanitizer and paper towels so that they may do additional sanitizing of surfaces if they wish to do so.

AIR QUALITY

- Heating, Ventilation and Air Conditioning (HVAC) aligned with industry standards (American Society of Heating , Refrigerating, and Air-Conditioning Engineers (ASHRAE)), including the following measures:
 - Grooming of HVAC equipment and controls, to ensure proper operation and increased fresh air supply
 - Upgraded air filtration to industry recommendations or limits of equipment capability, to provide cleaner air
 - Extending run times on all HVAC equipment both morning and evening, including fresh air and exhaust systems, to increase fresh air supply
 - HEPA/UV air scrubbers in all nurse's clinics, to provide cleaner air in healthcare setting
 - Windows and exterior doors will not remain open as the fresh air systems condition air brought in from the outside including removing moisture and expel air from the school.

OTHER PROTECTIVE MEASURES

- Adding water bottle filling stations in schools that do not currently have them; also, disabling water fountains.
- A bulk supply of hand sanitizer for distribution has been placed in all schools for refilling classroom handheld containers.
- Wall mounted hand sanitizer dispensers have been installed in select locations.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

- School based employees and children shall be provided cloth face coverings if needed.
- Teachers shall be provided face shields (not to be worn without a face covering unless specifically authorized).
- Teachers shall be provided a portable plexiglass shield for use on their desk.
- Disposable masks and gloves will be available in each school.

MINIMIZING STUDENT TRANSITIONS

Depending on conditions, students (particularly in grades K-5) may remain in their classrooms and have teachers rotate to them in order to limit traffic in the building. To the extent possible, students would remain with the same cohort/class as teachers rotate. This would only be implemented where feasible, and we acknowledge that this would be a limited option for middle and high schools.

BUILDING SECURITY

CCSD will significantly limit visitor and parent access to schools beyond the front reception area. This is an attempt to have only staff, students, and essential personnel moving about the building. The in-person volunteer program will be suspended until further notice.

All other district security protocols—including the wearing of ID badges, using the S.C.A.N. (See, Contact, Ask, Notify) concept to identify trespassers, and keeping classroom doors closed and locked while students are present—will be followed.

EXPECTATIONS FOR CUSTODIANS AND STAFF

- Cleaning and sanitizing is, and shall be, according to manufacturers' specifications for the use of cleaning and sanitizing products.
- Cleaning and sanitizing by classroom staff is not required, but all teachers have been provided spray bottles of cleaner/sanitizer and paper towels so that they may do additional sanitizing of surfaces if they wish to do so.

CAMPUS SIGNAGE

- All front office, media center, and cafeteria entrances shall have posted signage that reminds staff about hand washing, social distancing, and other means to limit the spread of COVID.
- All restrooms throughout all schools shall have posted signage reminding everyone of the need and proper methods for hand washing.
- All schools shall be afforded a supply of stickers and similar visual aids to guide students in proper social distancing.

GUIDELINES FOR TREATING STAFF/STUDENTS WITH COVID-19 SYMPTOMS OR POSITIVE TESTS

COVID-19 TESTING FOR EMPLOYEES RETURNING TO WORK

Testing for school faculty before returning to work is highly recommended. Arrangements have been made with medical providers to offer testing free of charge.

COVID-19 POSITIVE CASES

Protocols are in-place for notification and prompt contact tracing of COVID-19 positive cases to determine necessary quarantining and facility cleaning.

STUDENT ABSENCES RELATED TO COVID-19

Each day, teachers will continue to record attendance. A student could be recorded as present if the student is participating in instruction in a classroom, at home or virtually that day. If not physically at a school building, students who submit assignments or participate in assigned learning experiences by the deadline established by classroom policy should be considered present.

The district will make appropriate accommodations for students who may be required to quarantine or self-isolate as a result of COVID-19 by offering at home instruction. As long as quarantined students are able to participate in instruction, they will be counted as present.

EMPLOYEE ABSENCES RELATED TO COVID-19

The Families First Coronavirus Response Act (FFCRA) requires the district to provide staff members with emergency paid sick leave (two weeks) and/or expanded family and medical leave (up to an additional 10 weeks) for specified reasons related to COVID-19. The FFCRA went into effect April 1, 2020 and is effective through December 31, 2020. In addition to the FFCRA, based on policy GCC/GCD, the district may allow employees to utilize their available accrued leave. Note, the District added an Administrative Rule to policy GCC/GCD that outlines the FFCRA.

SYMPTOMS

People with COVID-19 have had a wide range of reported symptoms – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to SARS-CoV-2. Symptoms can include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms and children and youth with SARS-CoV-2 infection may experience any, all, or none of these symptoms.

GUIDANCE WHEN SYMPTOMS ARE SEEN

Automatic exclusion and evaluation for COVID-19:

Students and staff should be excluded from school if they have:

- Any of the following with or without fever:

- o Shortness of breath or difficulty breathing -or -
- o Loss of taste or smell -or –
- o New or worsening cough

If these symptoms are explainable by an underlying condition (such as shortness of breath for an individual with asthma) exclusion may not be necessary.

Isolate students or staff with symptoms of COVID-19 identified during the school day:

Students and staff should be moved safely and respectfully to the isolation room for evaluation. The individual should be provided a mask if they are able to use one, and students should be supervised by a school nurse using appropriate personal protective equipment (PPE).

WHEN TO RETURN TO SCHOOL FOR STUDENTS AND STAFF

Current isolation criteria for COVID-19:

- Students and staff who test positive for COVID-19 and persons with symptoms of COVID-19 who do not get tested, should isolate until:
 - o Ten (10) days have passed since symptoms started - and –
 - o Twenty-four (24) hours have passed since last fever without taking medicine to reduce fever - and -
 - o Overall improvement in symptoms.
- Those who test positive by a PCR (mouth or throat swab) test or similar viral test but do not have symptoms will be required to stay out of school until ten (10) days* after the specimen was collected. *Note: some people may be required to extend the isolation period to twenty (20) days. Their doctor will need to determine if this is necessary.
- The criteria above should be used to determine eligibility to return to school. Negative PCR test results are not required nor recommended after meeting these criteria.

QUARANTINE CRITERIA FOR COVID-19

Close Contact Guidance:

- Close contact is defined as having direct contact with a confirmed positive case of <6 feet for >15 min
- Living in the same household as a positive case
 - o 14 days from last exposure to positive case
 - o If in the same household and isolation cannot be done then quarantine date begins after the isolation criteria has been met (isolation 10 days and then 14 days of quarantine)
 - o You must still quarantine even if you have a negative PCR test

NOTIFICATION OF POSITIVE CASES AT THE SCHOOL

Parents should report any household cases to the principal as soon as possible. Contact tracing will be conducted by Nursing Services following DHEC protocol on each case. An investigation will be

completed for and any individual involved will be notified. Guidance, education and return date will be provided.

WHEN TO CLOSE A SCHOOL

DHEC will be notified of any trending seen in a classroom or school. CCSD will follow DHEC recommendations for closure and reopening.

OPERATIONS

MEALS PROGRAM

Cafeteria staff will follow DHEC standards and COVID19 protocol. As a standard operating procedure, gloves will be worn with no bare hand contact with food. Hand washing protocol, as always, will be strictly enforced. Masks will be worn when in close contact during food preparation and during meal service. All surfaces will be cleaned and sanitized with appropriate chemicals according to instructions on a regular and on-going schedule. Meals will be provided as usual, but it is expected that students will eat in their classrooms using the “grab and go” model to avoid large gatherings in the school cafeteria. Below is additional information:

- In-person day meal service
 - In order to preserve the integrity of the program which allows multiple offerings, and to protect the continuance of the lunch program, students in all grades will come to the café serving line to be served.
 - Distancing decals will be on the floors to direct traffic to each serving line.
- Remote learning meal service
 - A curbside service will be provided at all schools, five day per week, serving a hot meal daily. Complete details will be forthcoming.
- Enhanced protocols for health and safety in cafeterias or with meals
 - Staff will follow DHEC and COVID protocol from the time they enter the back door, serve students, and leave for the day.
 - Staff will be wearing gloves and face coverings while preparing and serving meals.
 - All serving lines, equipment, and prep areas will be cleaned and sanitized regularly and on an on-going schedule.
- Food selection offerings
 - The menu has been streamlined to increase speed of service.
 - The menu will still offer at least one hot meal choice daily.
 - Choices on the menu will contain healthy, clean-label, hot and cold food items
 - The menu will be posted on our CCSD website.
- Food containers
 - All meals will be in closed containers and not on a tray or plate.
 - When available, utensils will be in sealed packages. If a sealed package is not available at the time, café staff will put the utensils and napkins in the student’s bag (all staff will be wearing gloves).
 - The packaging that is being used for both hot and cold meals is recyclable.

TECHNOLOGY AND INTERNET ACCESS

Schools will limit the sharing of computers and digital devices in classrooms for health and safety reasons. Lack of internet access at home limits students' ability to access digital resources and participate in online learning. CCSD is working with local internet providers and has been advised that the state is working to provide portable wireless hubs to help address lack of internet access in some homes.

BUS TRANSPORTATION

CCSD is following guidance from the state related to allowable capacity for transporting students to and from school. The number of students needing bus transportation may be a limiting factor in the number of students that can attend an individual school. The Transportation Department is working to maximize the quantity of bus runs available. Buses will be disinfected twice each day.

BUS CAPACITY

SCDE and DHEC have provided the following recommendations concerning capacity:

- The number of students on the bus should be a maximum of 67% of standard capacity. This standard allows for approximately 52 students per bus.
- No more than 2 students per seat. Household members shall have first priority for 2 students per seat.
- When possible, load the bus back-to-front and unload in a front-to-back manner.

PERSONAL PREVENTION PRACTICES

- K-12 Students, Drivers, and all bus staff will be required to wear face coverings.
 - Cloth face coverings should not be used on children under two years old, anyone who has trouble breathing, or anyone unable to remove the face covering without assistance.
- Students who do not have a face covering can NOT be denied transportation. Bus Drivers will maintain spare face coverings for students.
- Students and parents will be encouraged to practice safe social distancing at bus stops.

ROUTE SCHEDULING ADJUSTMENTS

- Regardless of the traditional or hybrid schedule, bus routes will remain the same.
- The timeframe for routing adjustments will be determined by the actual amount of students requiring transportation.
- During the first few weeks of school, bus routes will be adjusted in accordance with actual ridership. Route modifications will be implemented in a gradual manner, as stop times may change depending on each school's restart plan.
- Bus route changes will focus on capacity standards and actual ridership data.
- Schools and parents will be updated on all route changes.

BUS CLEANING AND DISINFECTING

- Each bus shall be cleaned and disinfected with an EPA approved disinfectant twice per day, after completion of morning and afternoon routes.
- Frequently touched surfaces shall be targeted for disinfection.
- School buses shall NOT be equipped with hand sanitizer due to its combustible composition.

BUS SAFETY AND HEALTH PROTOCOLS

- All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to approaching their assigned bus stop.
- Drivers and transportation staff shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19, they should notify their employer and seek medical attention.
- Upon entering any bus, drivers and monitors must wear a face covering.
- Drivers and transportation staff will be trained on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

BUS VENTILATION

- To the extent possible windows and roof vents will be opened to increase air exchange on the bus.
- For buses with air conditioning, increasing air circulation of outside air should still be performed to the extent possible.
- Frequent openings of the door at stops will also increase air exchange.

EMERGENCY DRILLS

The need to maintain social distancing will require us to alter the manner in which we conduct emergency drills. Despite the challenges created by COVID-19, it is vitally important that we continue to prepare ourselves for different emergencies that may impact our campuses including a fire, armed intruder, earthquake, or tornado. The requirement to conduct drills is set forth in state law, state regulations, and board policy. If the district is operating on a hybrid attendance model (e.g., A/B groups), the drill must be completed with each student attendance group in order for the drill requirements to be met.

FIRE DRILLS

The State Fire Marshal has issued guidelines that provide flexibility in the procedures used for fire drills. School officials can be creative in the procedures used; however, the following requirements must be met:

- Building occupants must be notified at the beginning of the exercise that a fire drill is being conducted.

- The fire alarm must be activated for a short time at the beginning of the drill to familiarize building occupants with the sound of the alarm (15-30 seconds). The drill announcement made prior to sounding the alarm distinguishes the drill from an actual fire alarm activation.
- Administrators may stagger the evacuation of different classrooms/areas of the school over a period of time to allow for social distancing DURING THE DRILL ONLY. Every classroom does not have to evacuate at the same time. This will minimize the number of students in the hallways and at assembly spaces. The staggered evacuations can take place over the course of a class period, morning/afternoon, or the entire school day.
- Every building occupant must participate in the drill.
- Documentation of the drill must be submitted to Security and Emergency Management.
- In the event of an unplanned fire alarm, all building occupants must evacuate immediately. Social distancing requirements do not apply to normal fire evacuations; however, building occupants should wear face coverings while evacuating.

ARMED INTRUDER/LOCKDOWN DRILLS

Due to social distancing requirements and other concerns related to COVID-19, armed intruder (lockdown) drills will be modified to accommodate the health and safety of students and staff. Lockdown drills will be conducted as verbalized walk-through drills. These “talking” drills will be interactive with students, provide reinforcement of actual drill behaviors, and satisfy the requirements of state law. Detailed instructions, including the “script” teachers should use with their students, will be provided directly to school administrators. The following guidelines will be in place:

- An announcement must be made to notify building occupants that a drill is being conducted. This distinguishes the drill from a real event.
- All building occupants should participate in the drill at the same time.
- Administrators and SROs will still walk-through the building testing certain aspects of the response not impacted by social distancing.
- In the event of a real lockdown, social distancing requirements do not apply. Students and staff should follow normal lockdown procedures to protect themselves from the immediate threat that caused the lockdown.

EARTHQUAKE DRILLS

Social distancing should be maintained during the annual earthquake drill. If it is not possible for all students to “drop, cover, and hold on” while maintaining social distancing, students will stagger their drill participation. In the event of a real earthquake, social distancing requirements do not apply. Students and staff should follow the normal response procedures for an earthquake.

TORNADO DRILLS

Tornado drills occur in the spring in South Carolina. Formal guidance related to this drill will be issued at that time based on the current health and school conditions.