

Swain County Schools

Reopening Plan

2020-2021



This is a working document and subject to change based upon federal, state, and local guidance.

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Introduction

The introduction of COVID-19 into our community has created an extraordinary time in history. This virus has the ability to spread without detection, affects all age groups, and seems to afflict our older population most aggressively. To protect all of our families in Swain County, and especially those sharing homes with grandparents, our school system will be following guidelines prepared for us by the North Carolina Department of Health and Human Services (NCDHHS) and the NC Department of Public Instruction (DPI).

NCDHHS StrongSchoolINC Public Health Toolkit

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

NCDPI Lighting Our Way Forward

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

This document is a condensed description of state guidance and how it is to be implemented in the Swain County school system. The most important part is for each home to routinely monitor for signs of COVID-19. We ask that parents and guardians be alert for any COVID like symptoms and keep children home if anyone in the house is showing signs of the illness. These signs include fever above 100.4, coughing and shortness of breath, new loss of taste or smell, congestion or runny nose. Students may return to school when there is no fever for 24 hours without the use of fever reducing medicines or with a doctor's note.

COVID-19 Diagnosis

If diagnosed with COVID-19 based on a test or symptoms, students may return to school when:

- At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and
- Improvement in respiratory symptoms (e.g., cough, shortness of breath); and
- At least 10 days have passed since symptoms first appeared.

If a student is NOT symptomatic but has tested positive for COVID-19, they may return to school 10 days after the date of their test.

If they have had a negative COVID-19 test, students may return to school once there is no fever without the use of fever-reducing medicines and have felt well for 24 hours.

Exposure to a Confirmed Positive COVID-19 Individual

A close contact or exposure is defined as a person within 6 feet for 15 minutes or longer. Those individuals will need to quarantine at home for 14 days after their last contact with the person who tested positive for COVID-19.

Additional Guidance

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

School Day Opening and Closing Guidelines

Each school has developed a set of beginning and ending of the day routines. They are based on the guidance provided by NCDHHS that include:

- Correct spacing while waiting to be screened
- Appropriate personal protective equipment for the staff screening students
- Use of a touchless thermometer/scanner or a disposable covered device
- The state required health screening will be conducted with everyone entering a school building, including school employees.

School schedules and routines can be found in the appendix.

Students will be closely monitored as they travel to rooms. Student schedules will be monitored to maximize the opportunity for tracing. This could mean students will be scheduled with the same students through the day, especially at the Prek and elementary levels.

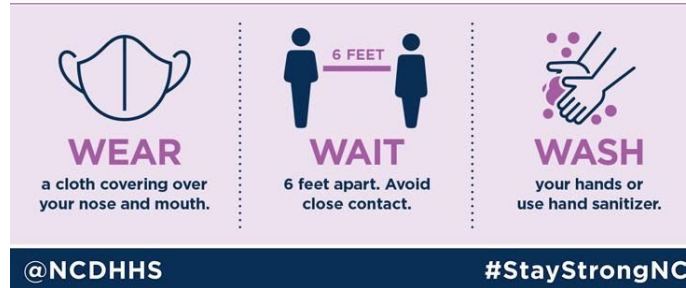
At the close of the school day, students will be dismissed by small groups/classrooms to leave. Bus riders will be dismissed first and parent pick-up afterwards. Students will not congregate for pickup from school.

To further minimize exposure, no person other than school personnel will be allowed beyond the office waiting area. Non-essential groups and activities will be limited. Student group travel will be limited and approved case-by-case.

Social Distancing and Minimizing Exposure

The best way to minimize exposure is to practice the 3 W's.

If you leave home, know your Ws!



The schools will provide students with instruction to follow the 3 W's including:

- All individuals will maintain 6' social distancing
- All students will wear face coverings and be given developmental appropriate breaks as determined by the teacher and aligned to State guidelines.
- Hand washing with soap and water for sanitizing with a 60% alcohol product will be regularly scheduled
- Traveling cohorts will be used as often as possible
- Student seating will be assigned to minimize exposure
- Student resources will not be shared
- Individual student items will be carefully stored
- Cafeteria use will be minimized
- All meals will be prepackaged
- Travel will be closely monitored, staggered, and one way where possible

On the following pages you will find additional information that may be helpful. This document is designed to change as conditions and state requirements are adjusted.

The goal of our school system is to provide a safe and healthy environment for every student and staff member. We will continually monitor our schools to insure the implementation of these guidelines. We will also be in frequent contact with the Swain County Health Department for additional guidance.

Operations: Facilities Cleaning and Hygiene

Swain County Schools will:

- Provide adequate supplies to support healthy hygiene behaviors.
- Provide hand sanitizer (with at least 60% alcohol) at every building entrance and exit, in the cafeterias and in every classroom.
- Establish a schedule for ongoing and routine environmental cleaning and disinfection of high-touch areas.
- Provide safe and correct use and storage of cleaning and disinfection products.
- Disinfectant - Swain County Schools will use QT-3, provided by Hillyard. QT-3 covers the following - Enterovirus D68 5 Hepatitis B Virus, Hepatitis C Virus, Herpes Simplex Virus Type I, Herpes Simplex Virus Type II, HIV-1 (AIDS Virus), Human Coronavirus, Influenza Type A / Hong Kong, Norwalk Virus Norovirus 5 Respiratory Syncytial Virus (RSV), Rotavirus, Vaccinia Virus (Pox Virus). For more information - [QT-3 Literature](#) and [QT-3 Photo](#)
- Provide appropriate signage.

Custodians will:

- Systematically and frequently check and refill hand sanitizers, soap and paper towels.
- Follow established procedures and routines for cleaning and sanitizing of the school. This is to include high touch areas (such as door knobs, light switches, desks, tables and chairs) as well as regular cleaning.
- Sign off on areas cleaned, as instructed by the building supervisor/principal.
- Empty trash cans following Breakfast and Lunch for students, in accordance with established procedures.
- Conduct beginning of the day or end of the day cleaning as detailed in established procedures.

Staff will:

- Teach proper hand washing procedures, as well as hand sanitizing, and instruct students on how to wear face coverings.
- Wherever possible limit sharing of personal items and supplies of students.
- Wherever possible keep students' personal items separate and in individually labeled cubbies, containers or lockers.
- Supervise the use of hand sanitizer among students.
- Reinforce hand washing or sanitizing during key times - such as before eating, after going to the restroom, after touching objects, after blowing their nose.
- Teach students to sneeze or cough into their elbows, or to use tissue, and wash/sanitize their hands immediately afterwards.

- Incorporate frequent hand washing or sanitizing breaks into classroom activities.
- Wipe down classroom tables, chairs and other high touch areas when time presents throughout the day, or after every class change.
- Model the expectations of maintaining proper hygiene.
- Wear face covering when social distancing is not an option.

Operations: Transportation

School Employees and visitors as well as Middle and High School students will wear face coverings or face shields when they are or may be within 6 feet of another person on a bus or other transportation vehicle. Only exceptions will be where a noted exception applies.

Drivers must complete screening and temperature checks each day, prior to beginning their route. Drivers who park at a school, may have their screening and temperature done by the school, otherwise drivers will adhere to the procedures set up by Swain County Schools.

- Clean and disinfect transportation vehicles:
 - Drivers will spray down their bus prior to the start of their start of their route, for both morning and afternoon routes.
 - Drivers will spray down their bus at the end of the afternoon route.
 - Drivers will leave windows and doors open, so the bus can air out, between trips.
 - Drivers are not to use clorox based sprays, those damage the seat covers.
- At pickup:
 - As previously stated in our return to school documentation, we strongly encourage our parents to properly screen their children and keep them at home in the event they are symptomatic.
 - There will be no screening of students entering the bus.
 - Students will sit in assigned seats.
- Hand sanitizer will be provided on each bus for safe use by staff and older students. Hand sanitizer should not remain on the bus, between trips.
- Each school will communicate with the parents of any student who becomes sick during the school day. If transportation is necessary, it will be provided by Transportation Services, following requirements as listed with the Strong Schools NC Public Health Toolkit.
- Any bus related discipline issue or non-compliance with safety regulations will be reported to Tessa at the bus garage, who will then report the student to the proper school for further disciplinary action.
- Transportation Services will follow the time schedule as set by Swain County Schools for the pick up and drop off of students.
- Students will be expected to ride the bus (if they choose to ride) to their primary established residence.

Operations: School Nutrition

Food (breakfast and lunch) will be delivered to either individual classrooms or hallway zone locations at elementary schools. At middle school, we are looking at grab and go kiosks in several locations in school for breakfast and delivery to classrooms or hallway zones for lunch. The High school has requested several grab and go locations in school for both breakfast and lunch.

For classroom delivery options, we are planning to implement a pre-ordering system where students will get a choice of lunch and breakfast entrees.

Cafeteria staff will be trained prior to school start-up on Covid-19 prevention. Training will include:

- proper mask usage
- cleaning and sanitizing routines
- social distancing
- reporting requirements, etc.

Cafeterias are required to specially mark floors to denote 6 feet of social distancing for employees.

Masks will be provided for school nutrition employees, but will also allow them to wear their own mask of their choosing as long as it meets cloth mask guidelines.

As of now, we will be able to provide meals and snacks free of charge to ALL students for the first 2 weeks of school (through August 31st) After that we will have to transition to our regular system of charging full pay students for meals unless the waiver gets extended (I have a strong feeling that the waiver WILL get extended and we will be able to provide free meals through December 31st.)

We will still be able to provide free after school meals to any student in an afterschool program or sport or for “drop ins” as they leave school.

We are allowed to provide meals to students who are on remote based learning schedules. How we will do this is yet to be determined.

Employee Health, Safety and Support

Maintaining employee health is a critical factor in the successful operation of the school district. Swain County Schools will follow the DHHS requirements for employee's safety, health, and support.

As employees enter the facilities or drivers board buses, symptom screenings will be completed including temperature screenings. If a staff member's temperature measures 100.4^o F, or greater, the staff member must remain isolated, and return home at the direction of the supervisor.

If a staff member develops symptoms while at school, they must immediately notify his or her supervisor, remain isolated and return home at the direction of the supervisor. Symptomatic employees must wear a cloth face covering or a surgical mask while waiting to leave the facility.

Employees will be required to stay home if:

- They have tested positive or are showing COVID-19 symptoms, until they meet criteria for return as outlined in Appendix B.
- They have recently had direct close contact with a person with COVID-19 and have been quarantined by Swain County DHHS until they meet criteria for return outlined in Appendix B.

If a person has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.

Employee Leave Options

- **Families First Coronavirus Relief Act (FFCRA)**
<https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave>
 1. Federal Emergency Paid Sick Leave
 2. Family Medical Leave Expansion

- **Family Medical Leave Act (FMLA)**
<https://www.dol.gov/agencies/whd/fmla>
 - Job Protection
 - Employee uses Accrued Leave until Exhausted
 - Employee's Insurance Covered

- **Accrued Leave pursuant to State Law and Policies**

Employee Return to Work Process

The goal is to have all employees working in school facilities by providing a safe work environment. The following steps will be taken for employees with potential barriers to returning to work.

1. Written Request from the Employee Human Resources

It is up to the employee (or their medical provider) to request an accommodation due to a medical condition or childcare responsibilities resulting from facility closure due to COVID-19.

2. Human Resources initiates Interactive Process with Employees

HR and Principal/Supervisor will collaborate to determine if a reasonable accommodation can be provided for the duties and responsibility of the employee's role.

3. Offer Accommodation (if available)

Enhanced protective measures, modify schedule, relocation, etc.

4. Review Available Leave Options

Employee Health

It is critical for employees to recognize what stress looks like, take steps to build resilience, manage job stress, and know where to go if they need assistance.

Recognize the symptoms of stress you may be experiencing.

- Feeling irritation, anger, or in denial
- Feeling uncertain, nervous, or anxious
- Lacking motivation
- Feeling tired, overwhelmed, or burned out
- Feeling sad or depressed
- Having trouble sleeping
- Having trouble concentrating

Know the common work-related factors that can add to stress during a pandemic:

- Concern about the risk of being exposed to the virus at work
- Taking care of personal and family needs while working

- Managing a different workload
- Lack of access to the tools and equipment needed to perform your job
- Feelings that you are not contributing enough to work or guilt about not being on the frontline
- Uncertainty about the future of your workplace and/or employment
- Learning new communication tools and dealing with technical difficulties
- Adapting to a different workspace and/or work schedule

Follow these tips to build resilience and manage job stress.

- Communicate with your coworkers, supervisors, and employees about job stress while maintaining social distancing (at least 6 feet).
 - Identify things that cause stress and work together to identify solutions.
 - Talk openly with employers, employees, and unions about how the pandemic is affecting work. Expectations should be communicated clearly by everyone.
 - Ask about how to access mental health resources in your workplace.
- Identify those things which you do not have control over and do the best you can with the resources available to you.
- Increase your sense of control by developing a consistent daily routine when possible — ideally one that is similar to your schedule before the pandemic.
 - Keep a regular sleep schedule.
 - Take breaks from work to stretch, exercise, or check in with your supportive colleagues, coworkers, family, and friends.
 - Spend time outdoors, either being physically active or relaxing.
 - If you work from home, set a regular time to end your work for the day, if possible.
 - Practice mindfulness techniques.
 - Do things you enjoy during non-work hours.
- Know the facts about COVID-19. Be informed about how to protect yourself and others. Understanding the risk and sharing accurate information with people you care about can reduce stress and help you make a connection with others.
- Remind yourself that each of us has a crucial role in fighting this pandemic.
- Remind yourself that everyone is in an unusual situation with limited resources.
- Take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting and mentally exhausting
- Connect with others. Talk with people you trust about your concerns, how you are feeling, or how the COVID-19 pandemic is affecting you.
 - Connect with others through phone calls, email, text messages, mailing letters or cards, video chat, and social media.

- Check on others. Helping others improves your sense of control, belonging, and self-esteem. Look for safe ways to offer social support to others, especially if they are showing signs of stress, such as depression and anxiety.
- If you feel you may be misusing alcohol or other drugs (including prescription drugs) as a means of coping, reach out for help.
- If you are being treated for a mental health condition, continue with your treatment and be aware of any new or worsening symptoms.

Mental Health Resources

- [CDC Coronavirus \(COVID-19\) Stress and Coping](#)
- [American Psychological Association](#)
- [National Alliance on Mental Illness](#)

COVID-19 Resources

- [NIOSH Workplace Safety and Health Topic](#)
- [CDC COVID-19](#)
- CDCINFO: 1-800-CDC-INFO (1-800-232-4636) | TTY: 1-888-232-6348 | Website: [cdc.gov/info](https://www.cdc.gov/info)
- [National Suicide Prevention Lifeline](#)
 - Toll-free number 1-800-273-TALK (1-800-273-8255)
 - The [Online Lifeline Crisis Chat](#) is free and confidential. You'll be connected to a skilled, trained counselor in your area.
- [National Domestic Violence Hotline](#)
 - Call 1-800-799-7233 and TTY 1-800-787-3224

Social and Emotional Learning: Student

- The Leader In Me Lessons
- Greet students upon arrival to the bus/school/classroom.
- Allow students to own and express feelings. (Charts, morning meeting, etc.)
- Everyday, use the three signature SEL practices.
 - Welcoming activity
 - Engaging strategies, Brain Breaks and transitions
 - Optimistic Closures
 - https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf
- Allow students time to journal/draw about emotions and feelings.
- Build relationships with students. The 2×10 strategy: spend 2 minutes per day for 10 days in a row talking with a student about anything she or he wants to talk about.

Collaborative for Academic, Social, and Emotional Learning (CASEL)

- Acknowledge children may feel worried or stressed as they're going through the school day. Provide opportunities for them to share and process their emotions, as well as structures that allow them to take individual time to reflect and gather their thoughts. Use existing SEL programs to help provide these opportunities and promote empathy for one another and those most impacted by the virus.
- Engage students in developmentally-appropriate conversations and lessons to discuss the news around COVID-19. This can include assessing facts from misinformation, as well as opportunities for students to develop and suggest strategies for their school or community to prevent the spread of disease.
- Use developmentally-appropriate conversations and lessons to discuss the impact, history, and context around biased or stigmatizing comments and behaviors related to the disease. See examples of how to have conversations about racism, stereotyping, and bias related to the virus.
- Whenever possible, provide consistency in daily school routines. While school closures or changes in schedules may be inevitable, consistent routines and procedures in the meantime help reduce stress and facilitate learning for all students. This is also an opportunity to create new routines that promote healthy practices, such as adding favorite classroom songs to hand washing routines.

- Continue SEL and community-building practices, which help maintain a sense of emotional safety and support. Provide fun alternatives to minimize the spread of germs. For example, if students and teachers typically greet one another with handshakes and high-fives, switch to elbow bumps or footshakes. If classrooms pass around shared “talking pieces” to engage in circles, create individualized ones. Or if classes or staff meetings are held virtually, provide time for verbal or written “check-ins” with one another.
- Provide families with consistent communication, as well as guidance and support in talking with their children about coronavirus.
- Universal screening of all students.
- Teach Resiliency Resets
- Counselors, Social Workers, Nurses (Care Teams) will use data from screeners and [the MTSS problem solving model](#) as well as teacher/staff input to provide tiered interventions when appropriate.

<i>Behavior/Social-Emotional Skills</i>		
Name(s)	Appropriate for the following types of behaviors	Resources for Implementation
Check In/Check Out	<ul style="list-style-type: none"> • Attention Seeking-Finds adult attention rewarding • Needs help with self-monitoring 	Check In/ Check Out Overview
Mentoring Program	<ul style="list-style-type: none"> • Need a role model • Need adult attention 	Mentoring Program Overview
Social Skills Groups	<ul style="list-style-type: none"> • Cooperation • Assertion • Friendship • Empathy • Self-Control 	Social Skills Groups Overview
Daily Behavior Report Card	<ul style="list-style-type: none"> • Learning to self-monitor/self manage 	DBR for Self-Monitoring

Share resources for help with parents and students (if age appropriate)

- <https://www.hopeline-nc.org/>
- <https://www.211.org/>

Social and Emotional: Staff

- Use Resiliency Resets when needed
- Sharpen the saw
- Take a Brain Break
- [Take care of yourself](#)

School-based Social and Emotional Learning: Staff

Share information and updates in a timely manner whenever possible.

- At staff meetings/gatherings:
 - Use the three signature SEL practices.
 - Welcoming activity
 - Engaging strategies, Brain Breaks and transitions
 - Optimistic Closures
 - <https://staff.highlineschools.org/departments/teaching-learning-leadership/social-emotional-learning/signature-practices>
- [Monthly Resilience Focus for Staff](#)
- Allow staff to have brain breaks during the day. (3-5 minutes)
- Continue the circle of sharing (Neil Holden)
- Provide space for groups to meet after school hours to exercise, hold a book club, craft together, etc in order to sharpen their saws
- Make challenges for staff through activities that Sharpen the Saw

Additional Resources

<https://www.hopeline-nc.org/>

<https://www.211.org/>

[Lots of great resources](#)

[Self-Care for Educators](#)

[12 Ways Teachers Can Build Resilience](#)

Crisis Intervention and Response Protocol

Swain County Schools are diligently working to make the most appropriate decisions and get guidance on expectations as we work through this uncharted territory. Our team would like to provide teachers and parents with a crisis referral protocol in the event that it is needed. Regardless if we are in school or in a remote learning environment, we are aware that distress and anxieties may still be present.

Faculty and Staff

During class, if a student exhibits any distress, anxiety, or somehow a concern is presented through email/social media, or if a student's parent/guardian reports a student is exhibiting concerning behaviors conduct the following:

- If perceived as a minimal need, it may be possible to speak with the child to deescalate the situation first rather than automatically calling for a Care Team member. Monitor the student during class.
- If the student is an EC student, contact the student's EC teacher and inform the teacher of observations and reported behaviors.
- If in the school building and you become concerned about the student for any of the following reasons, please call or message for a Care Team member to come to your classroom immediately:
 - Student is engaging in self-harm behaviors, such as cutting.
 - Student is exhibiting concerning or unusual behaviors.
 - Student is having suicidal ideations.
- If you are in a remote learning environment, you become concerned about the student for any of the following reasons, please call or message for a Care Team member immediately:
 - Student is engaging in self-harm behaviors, such as cutting.
 - Student is exhibiting concerning or unusual behaviors.
 - Student is having suicidal ideations.
- Care Team member will contact the parent and mobile crisis hotline to assist the student/family in need.
- ***If your student is in imminent danger/threat/crisis, immediately call 911.***

Parents

- It is recommended that students continue to utilize the resources readily available if there is a concern for another student or if a student has their own concerns. Please reach out to your school counselor or school social worker.

East Elementary	Cyera Wiggins/Amanda Walls	828.488.0939
West Elementary	Neil Holden/Cenda Dickey	828.488.2119
Swain Middle/PreK-	Katie Aldridge/Connie Sutton	828.488.3480
Swain High	Barbara Sneed/ Ian Roper/Anna Roland	828.488.2152

- If your student is currently receiving services (outpatient therapy, intensive in-home, day treatment) please contact their therapist and agency as soon as possible.

Appalachian Behavioral Services	828.488.3294
Meridian Behavioral Services	828.488.9939
EBCI Public Health & Human Services	828.359.6180

- ***If your student is in imminent danger/threat/crisis, immediately call 911.***

What if we need a crisis response because of COVID-19?

- Mobile Crisis Hotline **1.888.315.2880**

After you reach out to the Mobile Crisis Hotline, please reach out to your school counselor or school social worker and/or behavioral health specialists to coordinate further support and share available resources.

- NC Public Help Website **211**
- Hope4NC Helpline **1.855.587.3463**

Grief Response Plan

Purpose

The purpose of the Grief Response Plan (GRP) is providing our school district personnel, students and community members a method for which to better manage and assist with duties and responsibilities when responding to a crisis. Specifically, this plan addresses the death or serious injury of a student, teacher or any other member of the school whose demise would cause **a significant amount of grief within the school.**

Goal

The goal of the GRP is to maintain the orderly operation of the schools and to meet the needs of the students, their families and the rest of the staff of the district.

Objectives

- 1) To meet the special needs of individual students by working with parents, school staff, community resources, and/or specialists.
- 2) To communicate with staff, parents and the general public through the most effective practical methods.
- 3) To present a unified and predictable plan of action to be enacted by school staff in the event of any crises.
- 4) To continue effective instruction and carry out established routines and regulations.
- 5) To maintain a safe and controlled environment for the students and staff.

CORE CRISIS TEAM MEMBERS

Superintendent
Principals
School Counselors
School Social Workers
Psychologists
Secretaries
Ministerial Chairperson
Teacher Closest to the Situation
Law Enforcement Officers*If needed
Legal Counsel* If needed

GRIEF RESPONSE ACTION CHECKLIST

This basic plan is adaptable to each grade level and to the grief situation at hand. Each teacher is asked to be familiar with the plan and to be able to implement should the need arise.

1. The principal notifies the district's school superintendent or other designated central office staff person (unless notification of the death came from the central office personnel).
2. The principal notifies the crisis team, key campus personnel and appropriate central office personnel (e.g., student intervention coordinator, public information officer, etc...) of the death. The principal sets a time and place for these people to meet. Depending on the time available, this group may accomplish some or all of the following tasks. A connect-ed call may be the best mode for quick communication if the notification of the death falls on a school day.
 - a. Meet individually or in small groups with teachers who will be personally affected by the death. Schedule a faculty meeting and notify all teachers and staff of the death and the time and place of the meeting.
 - b. Arrange for substitutes for some teachers if warranted and advise them of the faculty meeting. Substitutes who are familiar with the school may serve as "rovers" to relieve any teacher who is grieving or needs a break.
 - c. Designate a time and place to deliver the news to the students and a person to make the announcement. (typically the school counselor or principal)
 - d. Prepare announcements to be read to students, a script for those who answer the school's telephones, and a press release for the media representatives.
 - e. Prepare a memorandum for teachers. Include in the announcement suggestions for being helpful to students, sign-in logs for counseling rooms, and forms to list the names of the students referred for counseling or who may need monitoring for adverse reactions to the death.
 - f. Identify, especially after a suicide or other violent death, the deceased student's close friends and other friendship groups (e.g. sports teams or clubs). Make contact with these students and/or their parents.
 - g. Decide if any school-wide events (e.g. standardized testing or athletic events) need to be cancelled or rescheduled.
 - h. Brief those who will be counseling.
 - i. Designate rooms and school staff, visiting counselors and clergy for counseling grieving students after the death is announced. Designate school personnel to monitor halls during class changes and restrooms throughout the day.
 - j. Develop a plan of action for crowd control, emotional contagion or disruptive behavior in case these occur.
 - k. Determine if parent meetings are advisable and work with parent organizations to schedule these.

- I. Remember to have notifications made to appropriate faculty and staff at other schools where close relatives (i.e. children, siblings or parents) of the deceased are enrolled or employed.
3. The principal, or other designated staff member, checks with appropriate authorities (e.g. police department or coroner's office) concerning the facts (who, when, how and where) of the death before the crisis task force meets or as soon as possible. After a student suicide, it is advisable to secure parent permission before announcing the death. Do NOT characterize the death as a suicide unless the cause of death is determined by the coroner or medical examiner's office. (A coroner's decision is public information)
4. The school principal contacts the deceased person's parents (or next of kin) to offer condolences and to advise them of the school's planned response. (Note: Check local policy concerning flying a flag at half-mast following a death. Usually national and state flags are flown at half-mast only when approved by the appropriate governmental agency. School staff need to be aware that any actions they may take set a precedent.)
5. THE SCHOOL PRINCIPAL MEETS WITH ALL FACULTY AND STAFF, including support and classified employees, to inform them of the death and the planned response. At the principal's discretion, representatives of parent organizations or community leaders may be invited to this meeting. Each teacher receives an announcement about the death to be read at a designated time (e.g. the first period of the day). This announcement usually should not be made over the public address system. Faculty and staff are provided the same name and phone number of the district's approved media spokesperson (i.e. the principal, district crisis coordinator, or public information officer) to whom they should refer all media requests. Interviews with this spokesperson should be help away from the school campus and efforts made to keep the reporters from interviewing or filming the students at the school. The principal announces the time of subsequent faculty meetings (for example, at the close of the school day.) IF NO FACULTY/STAFF MEETING CAN BE HELD, A TELEPHONE TREE or detailed memorandum to all faculty and staff is used to communicate the death. **IT IS IMPORTANT THAT ALL FACULTY MEMBERS BE FULLY INFORMED BEFORE THEY MEET WITH THEIR STUDENTS.** Each telephone tree called needs accurate and identical information to relay.
6. At the faculty meeting, the school counselor (or other mental health professional) gives suggestions for assisting distraught students and explains the logistics of sending students for counseling. The principal requests that all teachers report to a designated place (e.g. the counseling office, library, etc...) during their planning or conference period to offer assistance.
7. **A STUDENT DEATH:** A counselor follows the deceased student's class schedule (in middle or high school) throughout the day or meets with the class of an elementary student to help classmates clarify their feelings and discuss concerns related to the death. A deceased student's desk SHOULD NOT be moved immediately.

8. **A TEACHER'S DEATH:** An experienced teacher on the campus (not a substitute teacher) meets the deceased teacher's class(es) the following day, and perhaps even for several days. A school counselor or other mental health professional is present the first day to help students process their feelings about the death.
9. Volunteer counselors (from other schools or community agencies) sign in at a central location where they are provided name tags, maps of the school and the teacher memorandum. If possible, debrief the volunteers in person, as a group. Individuals who answer the school's telephones take information from callers who offer assistance. A designated staff person screens the information and approves all off campus volunteers.
10. A designated staff person removes personal effects of the deceased from the classrooms and lockers. These items are screened and returned to the next of kin by a counselor, teacher or principal at a time convenient to the survivors. School staff follows local regulations concerning who may release suicide notes or written materials containing information about crimes or threats to others.
11. Near the end of the school day, the principal uses the public address system to call for a corporate moment of silence in memory of the deceased. The principal gives information about the funeral (or where this information will be available) and encourages students who need further assistance to contact a teacher or counselor.
12. The principal meets with faculty and staff at the end of the school day to assess the situation and receive feedback or suggestions concerning future actions. Counselors collect names of students who may need special help. This debriefing session also addresses the needs of the teacher and staff that are grieving or weary from assisting students. In some cases, counseling is made available for teachers and staff.
13. Several days later, the CARE team should meet to consider the effectiveness of the response and to make notes for future crises. The group determines the appropriateness of any requests for memorials. (Note: In some circumstances, the CARE team may need to meet daily to reassess the situation until the crisis subsides)
14. Several weeks later, and again on the anniversary of the event, the principal sends a follow-up memo to the faculty and staff reminding them to be alert to students who may need special attention.
15. Several months after a death, a representative sample of students, faculty and staff should be surveyed to determine what they believe worked well and what they wish would have been done differently. Zinner (1985) discussed the importance of surveying individuals who were not close to the deceased ("secondary and tertiary group survivors") as well as those who had known the deceased well.

Student Learning: Extracurricular Activities - Athletics

The start of NCHSAA fall sports is delayed until **at least** September 1, 2020. The first five (5) student days of the 2020-2021 school year will be designated as a “dead period” for ALL sports, allowing school staff to focus on the start of school. NCHSAA Phase One of the summer conditioning and workouts will continue until further notice.

General Guidelines Phase I:

- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility must be disinfected (chairs, furniture in meeting rooms, weight room equipment, bathrooms, athletic training room tables, etc.).
- Hand sanitizer (containing >60% ethanol or >70% isopropanol) must be plentiful and available to individuals as they move from place to place.
- Appropriate clothing/shoes must be worn at all times to minimize sweat from transmitting onto equipment/surfaces.
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam must be covered.
- Students must be encouraged to shower and wash their workout clothing immediately upon returning to home.
- Once facilities are cleaned - individuals must wash their hands for a minimum of 20 seconds with water and soap; or, in the absence of a hand washing station, hand sanitizer may be used before touching any surfaces or participating in workouts
- Gatherings in outside venues are limited to no more than 25 people.
- Gatherings in gymnasiums are limited to no more than 10 people (this includes coaches)
- Workouts should be conducted in “pods” of students with the same 5- 10 students working out together weekly (same grouping each day) to limit overall exposures. Records must be maintained of the groupings to facilitate contact tracing, if required. Smaller pods can be utilized for weight training.
- There must always be a minimum distance of 6 feet between each individual. If this is not possible indoors, then the maximum number of individuals in the room must be decreased to obtain a minimum distance of 6 feet between each individual.
- All coaches and students must be screened daily for signs / symptoms of COVID-19 prior to participating, including a temperature check. Anyone with a temperature of 100.4° F or higher, or who reports any COVID-like symptoms must not be allowed to participate; must be sent home; and, should be directed to their primary care practitioner (Family Medicine, Pediatrics or Internal Medicine) for evaluation and potential need for further testing. Responses to screening questions for each person must be recorded and stored (see Monitoring Form attached).
- The head coach (or designee) is responsible for collection of the data from each day’s screening. Ideally this would be the same individual each day for consistency. Students

or coaches who have a positive pre-workout screening must not be allowed back until they have a note from their healthcare provider indicating that they do not need to be tested or that their symptoms are not due to COVID-19.

- Students, coaches, staff considered vulnerable individuals, or those concerned with contracting COVID-19 must not supervise or participate in any workouts during Phase One.
- Coaches, staff, managers, etc. are strongly recommended to wear cloth face coverings at all times and maintain 6-foot physical distancing.
- Athletes are strongly recommended to wear a cloth face covering when not actively engaged in physical activity and maintain 6-foot physical distancing.
- Face masks should not be worn during activities that inhibit breathing, (i.e. swimming, distance running, or other high aerobic activity)
- Face masks must not be shared.
- Plastic shields covering the entire face will not be allowed during participation due to the risk of unintended injury to the person wearing the shield or to others.
- Artificial noisemakers such as an air horn or a timer system with an alarm, can be used as a signal in place of a traditional whistle.
- No sharing of water bottles. All students must bring their own water bottle, clearly marked with their name.
- Food must not be shared.
- Hydration stations (water troughs, water fountains, etc.) must not be utilized by individuals. Designate one person to refill water bottles when needed.
- No spitting! - e.g. sunflower seeds, tobacco, phlegm.
- Weight and mat rooms are closed during Phase One. Weights, mats and other training equipment can be moved outdoors, only, if they can be spaced 12 feet apart.
- Any lifting equipment or mats must be disinfected between each use.
- Spotters must wear a mask. Maintain 6 feet distancing as is possible
- There must be no sharing of athletic equipment --towels, clothing, shoes, or sports specific equipment-- between students. Students must wear their own appropriate workout clothing (do not share clothing); Individual clothing/towels must be washed and cleaned after every workout.
- All athletic equipment, including balls, must be cleaned after each individual use and prior to the next workout.
- Individual drills requiring the use of athletic equipment are permissible, but the equipment must be cleaned prior to use by the next individual.
- Physical contact such as high-fives, fist/elbow bumps, and hugs are not allowed.

NCHSAA Sports & Activities

Cross Country (with staggered starts), Golf, Baseball, Softball, Swimming*, Diving, Tennis, Track and Field*.

Lower Infection Risk Activities Activities that can be done with physical distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.

- **Cross Country:** Runners must maintain at least 6 feet of distancing between individuals, no grouping (i.e. starts and finishes).
- **Golf:** Maintain appropriate physical distancing of at least 6 feet.
- **Baseball:** Conditioning and “tee” or pitching machine work. Players must not share gloves or bats or throw a single ball that will be tossed among the team. A single player may hit in cages, throw batting practice (with netting as backstop, no catcher). Prior to another athlete using the same balls, they must be collected and disinfected individually.
- **Softball:** Conditioning and “tee” or pitching machine work. Players must not share gloves or bats or throw a single ball that will be tossed among the team. A single player may hit in cages, throw batting practice (with netting as backstop, no catcher). Prior to another athlete using the same balls, they must be collected and disinfected individually. Dugouts must be closed in Phase One.
- **Track and Field:** Runners must maintain at least 6 feet of distancing between individuals, no grouping (i.e. starts and finishes). No sharing of implements / equipment (e.g. relay baton, shot put, discus). Padded equipment / landing pits/poles must be disinfected between use.

** Notes: In swimming, relays need to maintain social distance. In track and field, any field event with an implement/mat needs to be cleaned after each use and masks could be worn by participants.*

NCHSAA Sports & Activities

Football, Cheerleading, Lacrosse, Basketball, Soccer, Wrestling, Volleyball

Higher Infection Risk Activities Activities that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

- **Football:** Wearing protective equipment is prohibited during Phase One. Conditioning and individual drills only. A player must not participate in drills with a single ball that will be handed off or passed to other teammates. Contact with other players is not allowed. Tackling dummies / donuts / sleds must be disinfected after each use.
- **Cheerleading:** Conditioning and individual technique/choreography work. Students may not practice/perform partner or group stunts. Chants, jumps, dance, tumbling without contact are permissible with 6-foot physical distancing.
- **Basketball:** Conditioning, individual basketball skill drills; no contact or sharing of balls. A player may practice shooting and must retrieve own ball. A player must not participate in drills with a single ball that will be handed off or passed to other teammates.
- **Soccer:** Conditioning, individual ball skill drills, each player has own ball which is disinfected at the end of practice. Feet only (no heading/use of hands); no contact.
- **Wrestling:** Wrestling Mat room closed in Phase One. Conditioning, mirror drills with spacing, no contact. Wrestlers may skill and drill, without touching a teammate, with six-foot distancing.
- **Volleyball:** Volleyball Conditioning, individual ball handling drills, each player has own ball. A player must not participate in drills with a single ball that will be bumped, served, or passed to other teammates.

Addition Resources

[NCAA: Online Links/Guide to Reopening](#)

[Reopening: Summer Guidance](#)

[Initial Screening Form](#)

[Return to play: after negative result](#)

[Return to play: after positive result](#)

Student Learning: Extracurricular Activities - Marching Band

General Practices based on CDC Guidelines, the NC Athletic Association and the National High School Band Directors Association will be followed.

- All marching band activities will be held outside for the duration of the 2020 season (in the event of weather, practice will be cancelled).
- Each student will have their temperature checked upon arrival of each rehearsal.
- Any temperature above a 100.3 (CDC Regulations) will not be allowed to participate.
- Each student will be asked a series of questions from the NC Athletic Association Health Questionnaire upon arrival.
- Each student must turn in [screening form](#) before participating.
- Any student who has been diagnosed and/or treated for COVID19 within the past 6 months must submit forms provided by the NC Athletic Association that have been signed by a physician.
 - [Return Form Positive](#)
 - [Return Form Negative](#)
- Each student will be given hand sanitizer upon arrival.
- Each student will be asked to wear a face covering if they enter the band room at any point while on campus (if a student does not have one, the band boosters will be providing one for them).
- There will be one door for band room entrance and one door for band room exit to keep the traffic flow consistent. If a student enters for equipment, they will complete the same circle to enter and exit every time.
- Students will be dismissed to the field 2-3 at a time and be reminded to wear their face covering and/or social distance while walking.
- Each student is expected to bring their own water or gatorade with them to each practice until restrictions have been lifted.
- Students will be given water breaks individually throughout practice to maintain distancing and prevent students from gathering together closely.
- Each student is expected to come prepared with their own bug spray and sunscreen. No sharing.
- Students will be placed 6 feet or further apart for the entirety of block band rehearsal.
- Marching drill will be written specifically to accommodate social distancing protocol.
- Students will again be dismissed 2-3 at a time and reminded to wear their mask and/or social distance while walking.
- There are 60 dots spray painted in our parking area that have all been measured 6 feet apart.
- Small groups will be spread further than 6 feet part during music rehearsal.
- Each student will have their own stand. There will be NO stand sharing.
- All chairs and stands will be sanitized at the end of rehearsal in preparation for the next day.
- Brass students will be given an absorbing pad to place at their feet for condensation collection.
- Brass students will be dismissed individually to throw away their absorption pad at the end of music rehearsal.
- Students will be given their OWN music and folders to keep with them.
- NO MUSIC OR FOLDERS ARE TO BE LEFT IN THE BAND ROOM OR IN ANY MUSIC CRATE. In the event a student forgets or loses music, a new copy will be given.
- Each student will be given a pencil to place in their instrument case. There will be no pencil sharing. Any pencil found on a music stand will be sanitized.

- Every student will be assigned an instrument and a mouthpiece. THERE WILL BE NO INSTRUMENT SHARING.
- Students will be dismissed from rehearsal 2-3 at a time and reminded to wear their mask/social distance while walking.
- All colorguard members will be assigned a pole and your own flags for the season.
- All colorguard members will be given your own roll of tape for the season.
- Poles will be sanitized at the end of every practice.
- Each guard member will have an assigned spot for her flag once sanitizing is complete.
- Each guard member will be responsible for carrying their own equipment to and from the guard room.
- Only one student at a time will be allowed in the guard storage room.
- Any student entering the band room/guard room must have a face covering.
- NO SHARING of makeup, combs, brushes, etc. will be allowed.
- Each percussionist will be assigned a set up sticks/mallets that will personally belong to them. NO SHARING.
- Each percussion student will be assigned equipment and a carrier. NO SHARING.
- Only one student at a time will be allowed into the drum line room to pick up equipment
- There will be no food, meals or snacks distributed until restrictions are lifted.
- As per the CDC Guidelines, NO GUM / FOOD / CANDY of ANY KIND is allowed to be used, or shared with others. This is an easy method of transmission from student to student and must be taken seriously.
- Students will be given bathroom breaks individually throughout practice to maintain distancing. There will not be an overall break time for the group.
- ALL PERSONAL BELONGINGS will need to go home every day. Nothing will be allowed to stay in the building, except large instruments.
- All door handles, light switches and open surfaces will be sanitized daily.
- Groups of students will have staggered arrival and departure times in order to ensure social distancing (see band camp schedule).
- Students will be assigned a pick up area either in front of the gym or marching field parking lot (see band camp schedule).
- An attendance log will be kept for each rehearsal to assist with contact tracing if necessary.

Additional Guidance

[NC Music Educators Association Endorsement Letter](#)

[2020 Marching Band Parent Letter](#)

[2020 SCHS Marching Band Summer Camp Schedules w/ COVID Accommodations](#)

Remote Learning Plan

The intent of Remote Learning is to provide instruction away from the classroom. Swain County Schools is committed to providing well-planned articulated instruction for all students regardless of the location. It is possible that unplanned events will necessitate the switch from the in class to remote model abruptly. Therefore, it is important that Instruction is planned with the goal of minimizing deficiency between the two models. This will require the use of remote techniques in the classroom and vice versa. Continually interfacing models of instruction will also allow for adequate student and staff experience while problem shooting.

Regardless of the location, it is vital that students actively engage in remote learning with equal or greater effort than in the classroom to maximize their growth. It is equally important for staff to account for individual student needs. The Careteam at each school will actively support students exhibiting difficulty completing remote expectations. Attendance will be measured by participation and activity completion. To facilitate understanding, learning targets will be communicated for each lesson. Grading will be based on participation, assignment completion, and standards mastery. These grades will be part of the cumulative record for all students. Time limits for total instruction time outside of the regular classroom have been developed to allow adequate opportunity for instructional planning and also to not overwhelm the daily schedules of families. Technical and instructional supports will be provided both online and by telephone. Connectivity limits present varied challenges from home to home. Building level administration will work with each student and family to maximize their opportunity of education. Students with exceptional needs will be provided modification or accommodation as stated in their individualized plans.

Following these guidelines, we expect remote learning to be more than a supplement to the classroom. It will be a vital part of the complete instructional experience. To facilitate this precept, the remote learning plan will be a living document for Swain County Schools as we continue to learn and refine our remote learning processes. The most current version of our plan can be found out <https://bit.ly/2OD9aSE>.

Remote Learning Plan	
<p>(1) Consulting with teachers, administrators and instructional support staff, parents, students, community partners, and other stakeholders in developing the Plan and effectively communicating the Plan to all involved parties.</p>	<p>Parent/Teacher/Student survey conducted in May 2020. Survey from parents will continue to develop plans for long-term remote learning needs. Results analyzed and reported.</p> <p>Meeting with principals/directors/school contacts and curriculum council for input.</p> <p>Information will be provided for parents at the beginning of the year through district and local school communication.</p> <p>A Remote Learning compact will include student, parent/guardian, teacher and principal expectations for remote learning. It will be reviewed and signed during the first week of school. District Compact</p> <p>A public notice will include the same language and an emphasis will be put on remote learning during a state of emergency. It will be shared by the media outlets.</p>
<p>(2) Training for teachers and staff on effective use of the remote instruction resources utilized by the public school unit and the process for student submission of completed work. The Plan shall identify any learning management system, online instructional resource, or offline instructional resource that will be made available to all students in a grade-level across the public school unit.</p>	<p>PD Spreadsheet and My Learning Plan will continue to be used to document and award CEU's</p> <p>Communicate best strategies and expectations during the beginning of the year work days.</p> <p>Differentiated PD will be offered through a Mini-conference at the beginning of the year.</p> <p>Continue Remote Learning Website development and add universal resources.</p> <p>Develop and communicate the why.</p> <p>LMS (Learning Management System) Google Classroom will be used 2-12. It is integrated and supported by Swain County Schools. The Google offline feature and packets will be used to support students with limited or no connectivity.</p> <p>Parents will be invited to Google Classroom(s)</p> <p>Insure ability to mute, blur, and have meeting rooms</p>

	<p>in Google Meet-- concern about auto download when login at schools. Seesaw for K-1 and Pre-K will use packets.</p> <p>Identify long-term remote learning team and train in the use of online product</p>
<p>(3) Defining and clearly communicating staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities. The Plan may include variances for staff expectations when remote instruction days are also used as teacher workdays.</p>	<p>Work expectations will be developed collaboratively with Directors/Principals for certified and non-certified staff. (See spreadsheet) Each school will include an outline of duties (To be linked once completed) On work days, staff be available by phone or digitally for building admin from 8-4 with an hour for lunch:</p> <ul style="list-style-type: none"> ● Office Hours ● Email ● phone calls or scheduled Google Meets ● Lesson Planning ● Direct Instruction/Producing Videos ● Grading/Providing Feedback <p>Certified staff must have an emergency RL plan in the event of absence. Principals will know how/where to access the plans and who will be covering.</p> <p>Remote learning workdays that are also teacher workdays/PLC days will be planned in advance by the teacher and the plan communicated ahead of time with students to minimize the need for student support. Building admin will schedule mandated workdays/PLC days such that office hours for student support will be available by email or via phone during office hours on these days from 2-3 PM.</p>
<p>(4) Surveying student and teacher home connectivity and providing for</p>	<p>Survey data from device turn in - May 2020: 57% response rate shows 11.8% of students with NO</p>

<p>remote instruction that is appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote learning materials in advance when practicable.</p>	<p>Connectivity and only 23% with true broadband connectivity. (https://docs.google.com/spreadsheets/d/16c2DG4AzOGLz6eLR9CORa2lZqi-652nDV7CfTv4HHdA/) March 2020 data with teachers asking if students would be able to connect for online learning revealed 21% of students with NO Connectivity . (https://docs.google.com/spreadsheets/d/1B-mHcwSXXbmF1pMsrc4p83lqAEuINVFgIyeezvvFizc/) Use PowerSchool or a district collection tool to document connectivity. Offer Blended Model including short term remote learning and long-term learning using online product (will be included by name once contracted) Offline mode in Google utilized if students have connectivity issues. (limit video length and resolution). Flipped Classroom Model will be utilized when appropriate. Packets Another internet survey will be completed when devices are distributed. Kajeet hotspots are available for check out. The tech department is currently exploring all options for additional funding for subscription services. Community sites will be developed and staffed for student/parent access during and after school hours</p>
<p>(5) Engaging with community partners on services that parents and students can utilize on remote instruction days, including community partners willing to provide free broadband access or connectivity for remote instruction and community partners with child care options, and communicating remote</p>	<p>Link to community access points. https://sites.google.com/swainmail.org/remote-learning-resources/getting-connected?authuser=0 Continue to work with Hometown Strong to advocate for broadband connectivity. Continue to utilize Sky Wave and Zito media partnership and free community hotspots.</p>

<p>instruction schedules with those partners.</p>	<p>Develop wireless ability with Verizon.</p> <p>Meet with community sources for possible child care for parents (churches, Rec Park).</p>
<p>(6) Developing effective design and delivery of remote instruction lessons within professional learning communities.</p>	<p>Continue Swain Core development.</p> <p>Review pacing guides - unit and lesson plans with Remote Learning in mind with PLCs.</p> <p>Update Swain Core Documents that identify PowerStandards and pacing guides adapted to include Remote Learning.</p> <p>PD time for teachers to develop lessons.</p> <p>Develop capacity for PLC structure to be data driven Select and implement a long-term remote learning provider that accentuates the SCOS.</p>
<p>(7) Teaching and practice opportunities for students on accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments. The Plan shall include regular opportunities for students to use the platforms and methods during non remote instruction days to ensure student success during remote instruction.</p>	<p>Plan beginning of the year activities that include checking email, Google Calendar, Google Classroom and Seesaw tips and tricks.</p> <p>Include in regular lesson plans for face to face instruction.</p> <p>PD for teachers where needed.</p> <p>Just in time assistance will be provided by teaching and learning coaches, instructional technology facilitators and curriculum specialists.</p> <p>Universal clear expectations and easy-accessed lessons for remote instruction.</p>

<p>(8) Communicating learning targets to students on each remote instruction day and ensuring that lesson design provides instructional time, practice, and application components to demonstrate learning. The Plan shall include a process for monitoring the quality of remote instruction materials.</p>	<p>Teacher lesson plans submitted to the building principals and reviewed.</p> <p>Weekly plans will be posted on Google Classroom in the announcement feed by 6 pm on Sunday evening for the following week.</p> <p>Links will be included for all materials and times for face to face instruction posted. All assignments must be completed and turned in by 3:00 pm on Friday afternoon.</p> <p>Daily lesson plans will include an estimated time for completion of each task.</p> <ul style="list-style-type: none"> ● A defined learning target from Power Standards ● Direct Instruction or activities to teach the standard ● Independent work to demonstrate mastery. 	
<p>Maximum Student Commitment Each Day</p>		
<p>Grade</p>	<p>Limited Remote Learning Plan B</p>	<p>Full Remote Learning Plan C</p>
<p>PreK</p>	<p>15 minutes/twice a day 20 minutes read-a-loud</p>	<p>2 hours</p>
<p>K-2</p>	<p>60 minutes total broken twice a day Additional 15 minute Weekly</p>	<p>3 hours</p>

	enrichment to include Science/SS	
3-5	Daily 90 Total Reading/Math Additional 30 minute Weekly enrichment to include Science/SS	3 hours
6-12	45 Minutes Per Teacher with projects expected. College and Career Promise courses fall within the guidance of the community college	4 hours College and Career Promise courses fall within the guidance of the community college
Honor s/AP	60 Minutes per AP class with projects.	90 minutes per class including assignments

The guidelines above are meant for any delivery model -- packets, on-line, hybrid, etc.

Building level administrators will be added as co-teachers to classrooms and virtual walkthroughs will be completed.

Provide a recommended schedule with flexible enrichment options/choices and assume that students will have minimal supervision or guidance.

<p>(9) Ensuring that remote instructional time, practice, and application components support learning growth that continues towards mastery of the standard course of study. The Plan shall include work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning during remote instruction.</p>	<p>Standards-based feedback. Formative Data will be gathered and used to guide instruction. Syllabus (Check List) with assignment due dates. Revisited expectations for learning targets within the classroom and for remote learning. Communication with parents about process and expectations:</p> <ul style="list-style-type: none"> ● 4-12 PowerSchool gradebooks will be updated weekly, by Friday afternoon. ● 2-3 Transition plan to Chromebooks with feedback to parents ● PreK-1 Packet feedback/TS Checkpoints
<p>(10) Ensuring that students with disabilities have equal access to the remote instruction provided by their public school units and that remote instruction is provided in a manner consistent with each student's individualized education program (IEP) or 504 plan. Remote learning day supports shall be considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan.</p>	<p>Review/Revise current plans and add accommodations as needed.</p> <p>Instruction from EC teachers must align with specially designed instruction guidelines.</p> <p>Goals in a student's IEP must be met. IEP teams will create Remote Learning Contingency Plans for students with IEPs.</p> <p>Accommodations and modifications must be provided for students with IEPs and 504s.</p> <p>Remote Learning Contingency Plans will be completed for all students following state guidelines. Priority will be the given to students with the highest need.</p>

<p>(11) Tracking and reporting attendance on remote instruction days, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.</p>	<p>For remote learning, attendance equals participation. Attendance will be recorded by each instructor in Powerschool and monitored by completing and returning work.</p> <p>If a student fails to participate in consecutive remote learning sessions (determined by the principal), the care team will attempt to contact the parents or guardian of the student to remedy the concern. Attendance will impact the grade of the student. Failure to participate will likely result in failing grades unless absences are approved according to Board Policy 4400 and student handbook guidelines. These expectations will be referenced in the Remote Learning Compact.</p>
<p>(12) Providing online and offline contact options for students to communicate with teachers or staff for remote instruction days that are not used as teacher workdays.</p>	<p>Google Meet Plan B Leave a message. Teacher will call back. Plan C Office Hours-Phone pairing Email</p>
<p>(13) Providing technology support for students experiencing technical difficulties on remote instruction days.</p>	<p>Tech Hotline (828) 488-3120 Digital Learning Facilitator Teacher Office Hours</p>
<p>In the remote learning plans, public school units shall also describe the limitations that exist for implementation of quality remote learning based on each local context. In the RI Plans, public school units are also encouraged to consider adding information regarding:</p> <p>Responding to the needs of other student populations such as</p>	<p>Only 23% of our students and teachers have true broadband connectivity. Most students and staff have internet that is not consistently reliable.</p> <p>Childcare is a major concern.</p> <ol style="list-style-type: none"> 1. Our county has one full time EL staff person who will be responsible for touching base with the families served to make sure they have access to remote learning materials and support needed.

<ol style="list-style-type: none"> 1. English learners 2. Academically and/or Intellectually Gifted learners 3. students who have been identified and are served under the McKinney-Vento Act as homeless; 	<ol style="list-style-type: none"> 2. Enrichment opportunities will be provided to AIG specialists. learners 3. McKinney-Vento and other high risk populations will get additional weekly support from the Care Team.
<p>Providing students and parents/families with remote learning strategies and behaviors to support success; and</p>	<p>Included in the School/Parent/Student remote learning compact.</p> <p>Expectations for student participation included</p> <p>District Compact</p>
<p>Impact on other existing programs, such as Transition to Kindergarten and Career and College Promise.</p>	<p>Through continued improvement of Swain Core, instructional support for students will be strengthened for grade to grade transitions. Remote Learning instruction will continually be assessed to meet learning targets leading to successful transition.</p>

District Compact

Parent and Family Responsibilities	Teacher Responsibilities
<ul style="list-style-type: none"> -Ensure school work is completed. -Encourage good study habits. -Make sure my child reads every day. -Contact teachers and/or staff when I am concerned or have a question about my child. 	<ul style="list-style-type: none"> -Provide challenging, standard aligned learning opportunities. -Post standard aligned learning target on all assignments. -Teach the approved North Carolina Standards.

<ul style="list-style-type: none"> -Ensure my student has a quiet, distraction free work space. -I will actively check-in on my child's academic progress and mental health. -I will maintain an open line of communication with the school to ensure that my child receives the best possible education during remote learning. 	<ul style="list-style-type: none"> -Provide a distraction free, welcoming learning environment when hosting Google Meets. -I will address students' individual learning needs and offer special assistance when needed. -Create learning opportunities that provide equity regardless of a student's connectivity. -I will ensure students are receiving the appropriate accommodations and modifications. -Explain my expectations, instructional goals, and grading system to students and parents. -Communicate regularly with students and families and be available for conferences when needed. -Participate in professional development to stay abreast of best practices. -Help families identify ways to help their children learn in a remote environment.
<p>Student Responsibilities</p>	<p>Principal Responsibilities</p>
<ul style="list-style-type: none"> -I will be an active participant in the different modes of remote learning. -I will read every day. -I will ask my teacher questions when I do not understand. -I will complete all of my assignments on time. -I will participate in Google Meets in a distraction free learning space. -I will respect myself and the rights of others. 	<ul style="list-style-type: none"> -As the instructional leader, I will ensure that teachers are posting learning targets and following the approved NC Standards. -Support teachers in their efforts to teach all students. -Ensure equity in instructional design and delivery. -Provide an environment that allows for positive communication between home and school. -Help families identify ways to help their students learn in a remote environment. -Be available to address teacher and family concerns and to ensure all students have an opportunity to learn.

Appendix A

Bright Adventures Pre-Kindergarten Routines and Schedules 2020-2021

Starting the Day

- Staff will complete Daily Health Screenings and temperature checks upon arrival
- Parent Drop Off times are from 7:20-7:45 and 8:00-8:15
- Buses will be unloading from 7:45-8:00; there will be no parent drop off during bus unloading

- Parents will park along the right hand side of the hill and parking lot
- Walk your student to the Health Screening Station on the front ramp of your child's building
- Parent answers Health Screening Questions with staff member who records them in a google form and takes the child's temperature
- Parent tells staff member child's breakfast & lunch (buy/pack) and afternoon plans (bus/parent pick up) for the day and the staff person signs the student in
- Staff member walks child to their classroom

Parent Communication During the Day

- If my child has a temp or becomes sick
 - Student will be supervised in a space separate from other students
 - Your child's teacher will call you for you to pick up your child as soon as possible. If you are not reachable, the teacher will call those listed as emergency contacts to pick up your child.
 - Return to school plans will be provided upon pick up
- Changing my child's transportation
 - Call your child's classroom and speak with a teacher OR message your child's teacher via Remind101. If you do not receive a response, call the front office.
 - No transportation changes will be made after 2pm
- General Communication about your child
 - Students have a communication binder that is sent home daily for communication and family activities. Please check and return it daily.
 - Messages can be sent via Remind101, your teacher's email, or voice messages left for your child's teacher.
 - Teachers will respond to messages during rest time or after 2:30
 - Urgent messages should be directed to the front office

Ending the Day

- Who is dismissed first
 - Buses will be loaded by classroom at 2:15 and buses leaving the parking lot by 2:30. Students will be grouped on buses by classroom
- Parent Pick Up routine - Beginning at 2:30 and ending at 3:00
 - Parents will use the provided window signage (in visor or in windshield) to indicate their child's name and teacher to the staff person at the bottom of the hill.
 - Parents proceed to the bottom lot and turn around

- Pull into the pick up line at spots 1-5 indicated by the traffic cones in the main parking lot
- Wait beside your car for your child so you can buckle him/her into the vehicle. A staff person will walk your child to your vehicle.
- Tell the staff person your name for signing the child out. If you do not have the required pick up sign for the student you will be asked to park and wait for a staff person to come to you to see your identification and check the student's pick up permission form that is on file.
- Proceed out of the parking lot and up the hill

Hallway Patterns

- Big Room furniture and materials will be minimized to provide tables for special services. Therapists will be required to clean used tables and chairs between children they serve. This space will not be used for large gatherings or classroom activities during the COVID-19 pandemic.
- Students are in their classroom with the exception of transition to the playground, EC services, and arrival and departure.

Meals

- All Preschool students eat breakfast, lunch, and snack in their classroom with their classmates and teachers at child sized tables
- Students who wish to pack their breakfast and/or lunch are required to follow child care guidelines which can be found in your parent handbook. Purchased meals are delivered from Swain Middle School.
- Snack is provided for all students for \$4.00 per week or free if your child qualifies for NC Pre-K funding

Daily Schedule

- Parent Drop Off - 7:20-7:45 and 8:00-8:15
- Bus Drop Off - 7:45-8:00
- Breakfast Schedule
 - 8:40-9:10 Ms. Nikki & Ms. Becky's Classes
 - 8:50-9:20 Ms. Jessica & Ms. Amanda's Classes
 - 9:05-9:25 Ms. Penny & Ms. Jennifer's Classes
- Center Based Learning: Preschool Students have the opportunity for a minimum of 2 hours and 40 minutes of Center Play during which they will choose theme based centers and play in small groups of 1-4 children within their classroom
- Preschool students participate in 2-3 large group sessions daily for 10-20 minutes
- Preschool students participate in 1-2 small group sessions daily for 5-15 minutes
- Playground Schedules
 - 8:30-9:00 Ms. Penny & Ms. Jennifer's Classes (30 min)

- 9:00-9:15 Sanitize equipment & dry
- 9:15-10:15 Ms. Nikki & Ms. Becky's Classes (1 hour)
- 10:15-10:30 Sanitize equipment & dry
- 10:30-11:30 Ms. Jessica & Ms. Amanda's (1 hour)
- 11:30 Sanitize equipment and let air dry
- 1:40-2:10 Ms. Jennifer & Penny's Classes (30 min)
- 2:10 Sanitize equipment and let air dry
- Lunch Schedule
 - 11:15-11:45 Ms. Penny & Ms. Jennifer's Classes
 - 11:15-11:45 Ms. Nikki & Ms. Becky's Classes
 - 11:35-12:05 Ms. Jessica & Ms. Amanda's Classes
- Rest Time: Each class of preschool children is given the opportunity to have rest/quiet time on their assigned cots for 1-1.5 hours depending on the needs of the children in that group.
- Snack Schedule
 - 1:20- Ms. Penny & Ms. Jennifer's Classes
 - 1:30- Ms. Nikki & Ms. Becky's Classes
 - 1:40- Ms. Jessica & Ms. Amanda's Classes
- Bus Loading - 2:15-2:30
- Parent Pick Up Car Line - 2:30-3:00

How will remote learning work at my school?

Preparing for Remote Learning

1. Parent Surveys will be conducted to determine:
 - a. Connectivity at home/where the student will be
 - b. Preferred times for virtual instruction
2. Material Packets will be assembled with the essentials for all students

For weather-related Remote Learning Days:

- Learning Packets with materials for 2 days of activities will be prepared for students at the beginning of every 9 weeks to support remote learning. These packets will be sent home with students in the event that a weather related RL day is called. Learning Packets will include:
 - Directions for keeping the packet materials and making use of the packet in the event of a Remote Learning day.

- Paper, crayons, glue stick, manipulatives for counting, sorting, and patterning, letter and number cards, and scissors upon request.
- Individualized Activities with how-to descriptions to support 3-5 of the 38 Teaching Strategies GOLD Objectives.
- Teachers/TAs will be available for contact with each family on each Remote Learning day to assist with RL packet and check in with the family.
- Once the packet is used a new packet will be sent home in its place.

Remote Learning During COVID-19 Related Absences

- A Remote Learning Packet will be developed within the first two days of the student's absence (during which the weather-related RL Packet can be used) and the family will be contacted to arrange for packet pick up/delivery. The remote learning packet will follow the guidelines under Plan C.

Families choosing Plan C/Full Remote Learning during Plan A/B:

Full Remote Learning will include:

A. Learning Packets:

- Packets with enough materials for 2-3 activities per day taking no longer than 30 minutes
- Activities will vary and rotate to cover objectives from the first 9 domains (Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and The Arts) in Teaching Strategies GOLD objectives over a two week period and utilize each Bright Adventures Curriculum at least once during each two week period unless otherwise listed below:
 - Letter land - at least once weekly
 - Motor Activities - at least once weekly
 - Social Emotional Learning - at least once weekly
 - Stories - 4x per week via recorded stories/parent read-aloud
- Packet Pick Up will occur at Bright Adventures on a bi-weekly basis and will be communicated via Remind101 and phone calls

B. Virtual Instruction

- Teaching Teams will schedule the following instructional times:
 - 1-2 one-on-one session(s) with each student weekly for 5-15 minutes (online platform/phone call),
 - 1 weekly large group session 15-30 minutes (virtual field trip/letterland/music & movement/storytime etc.)
 - 2-3 small group sessions (2-5 students) weekly for each student via an online platform.
- Video recordings will be sent (during full remote learning only) of:
 - Small group sessions (for the child's assigned group time if missed)
 - Large group session
 - Activity instructions

- Daily Stories
- Parents will be asked to continue reading daily to your child and will be provided books upon request

Plan C/Full Remote Learning:

Remote Learning Packets will be assembled and distributed to families via Window Pick Up at Bright Adventures or Meal Distribution Buses weekly/every other week.

Full Remote Learning will include:

C. Learning Packets:

- Packets with enough materials for 2-3 activities per day taking no longer than 30 minutes
- Activities will vary and rotate to cover objectives from the first 9 domains (Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and The Arts) in Teaching Strategies GOLD objectives over a two week period and utilize each Bright Adventures Curriculum at least once during each two week period unless otherwise listed below:
 - Letter land - at least once weekly
 - Motor Activities - at least once weekly
 - Social Emotional Learning - at least once weekly
 - Stories - 4x per week via recorded stories/parent read-aloud
- Packet Pick Up will occur at Bright Adventures on a bi-weekly basis and will be announced via Remind101, Facebook, All Call, and Instagram.

D. Virtual Instruction

- Teaching Teams will schedule the following instructional times:
 - 1-2 one-on-one session(s) with each student weekly for 5-15 minutes (online platform/phone call),
 - 1 weekly large group session 15-30 minutes (virtual field trip/letterland/music & movement/storytime etc.)
 - 2-3 small group sessions (2-5 students) weekly for each student via an online platform.
- Video recordings will be sent (during full remote learning only) of:
 - Small group sessions (for the child's assigned group time if missed)
 - Large group session
 - Activity instructions
 - Daily Stories
- Parents will be asked to continue reading daily to your child and will be provided books upon request

**East Elementary
Routines and Schedules
2020-2021**

Starting the Day:

Upon Arrival (either in a bus or in a car)

- Temperature will be taken and recorded at the door upon arrival.
- If there is no temperature (below 100.4 degrees according to CDC guidelines), the student will proceed directly to their classroom.
- If the child has a temperature (100.4 degrees or higher according to CDC guidelines), they will be escorted to the designated “sick room” and parents will be called to come and pick up their child.
- Upon arrival at the school (either exiting bus or exiting car), students will be met by a staff member who will ask them the three questions:
 - Have you been in close contact with anyone who has been diagnosed w/COVID 19?
 - Do you have any of the following symptoms: fever, chills, shortness of breath, new cough, new loss of taste or smell?
 - --Since you were last at school have you been diagnosed with COVID 19?
- --If answers are appropriate, the student proceeds into class for breakfast & to start their day.
- --If answers are not appropriate, the teacher calls for an escort and a staff member will walk the child to a designated room near the office. Parents will be contacted to come and pick up their child.
- Staff will be trained using the following screening protocols:
<https://drive.google.com/file/d/10Qg711nfRQYBsdoZHJw9GJ3lnLEvOImN/view?usp=sharing>

Parent Communication During the Day:

****It is vital that we have updated phone numbers for families. If a child is sick, we need a way to get in contact with someone who can come and pick them up.**

- If my child has a temperature of 100.4 or higher (by CDC guidelines), parents will be contacted to pick up their child.
- If my child becomes sick during the day, parents will be contacted to pick up their child.
- Changing my child's transportation: After 2:00 PM each day we will not be able to change your child's mode of transportation for the day. Please make sure that you call the office or contact your child's teacher before this time.

Parent Pickup procedure: Outer lobby will not require screening - anywhere outside of this area requires screening, admin office area requires screening as does hallway and

steps, there needs barrier/identification on the floor separating these areas. Identi-Kid will be in the outer lobby with hand sanitizer before and after use. Develop procedure accommodating these facts

Ending the Day:

Bus Riders: Much of this plan is dependent on when high school buses will be released. Our current plans include multiple points of exit to the buses to allow for social distancing. Older students will be sent to buses first to allow for more room in the lower hallways for younger students. All students will remain within their assigned “pods” until boarding buses.

Parent Pick-Up: K-2 students will use the theater and the theater back door for a waiting area and exit to cars. 3-5 students will use the gym for a waiting area and exit to cars. All students will remain within their assigned “pods”

Hallway Patterns:

- We are going to create a one-way traffic pattern through the office so that parents and staff are following social distancing protocol. Visitors will come in the main office door and will exit through the back office door.
- Entrance and exit doors will be clearly marked to get into and out of the building.
- To get upstairs, everyone will use the ramp to go up, then walk on the right-hand side of the hallway to your destination.
- Stairs are “Down Only”. (Up the ramp, down the stairs).
- Hallway: Traffic will flow both ways down the hall. Stay to the right and maintain 6 feet between each person.

Meals

At this time, both breakfast and lunch will be delivered to classrooms and students will eat lunch in their rooms.

Lunch schedule will be:

- Kindergarten: 10:20

- 1st Grade: 11:10
- 2nd Grade: 12:00
- 3rd Grade: 10:50
- 4th Grade: 12:50
- 5th Grade: 12:35

Daily Schedule:

<https://docs.google.com/spreadsheets/d/1LBVT3ytCyLgd90E0q7hYWuszSGBGd9m9OmoCsfCw-0E/edit#gid=68998623>

How will remote learning work at my school? (This is a work in progress)

Plan B:

- Configuration of days TBD by district office
- Students will arrive at school and proceed directly to class after having temperature taken.
- Students will follow the schedule above when in school.
- On days at school, PE will be split into two grade level pods. Each pod will work with a different coach in separate spaces. Each pod will also have a scheduled place for recess.
- **Think about specials -- A's only get Tues/Thurs specials, never see the other 3**

Plan C:

- We will arrange a day for students in grades 2 - 5 to pick up Chromebooks. Students who are in Kindergarten and 1st grade will have the opportunity to pick up an iPad.
- Teachers in grades 2 - 5 will use Google Classroom as a platform to deliver instruction.
- Teachers in Kindergarten and 1st grade will use SeeSaw as a platform to deliver instruction.
- Student attendance will be measured by work that is completed.
- Teachers/staff will work from the building

Scheduled Remote Learning Days:

- Teachers will prepare review material for students to complete (either digital or paper/pencil) during these days.

**West Elementary School
Routines & Schedules
2020-2021**

Starting the Day:

Upon Arrival (either in a bus or in a car)

- Temperature will be taken and recorded at the door upon arrival.
- If there is no temperature (below 100.4 degrees according to CDC guidelines), the student will proceed directly to their classroom.
- If the child has a temperature (100.4 degrees or higher according to CDC guidelines), they will be escorted to the designated “sick room” and parents will be called to come and pick up their child.
- Upon arrival at the classroom, students will be met by their teacher who will ask them the three questions:
 - Have you been in close contact with anyone who has been diagnosed w/COVID 19?
 - Do you have any of the following symptoms: fever, chills, shortness of breath, new cough, new loss of taste or smell?
 - --Since you were last at school have you been diagnosed with COVID 19?
- --If answers are appropriate, the student proceeds into class for breakfast & to start their day.
- --If answers are not appropriate, the teacher calls for an escort and a staff member will walk the child to a designated room near the office. Parents will be contacted to come and pick up their child.

Parent Communication During the Day:

****It is vital that we have updated phone numbers for families. If a child is sick, we need a way to get in contact with someone who can come and pick them up.**

- If my child has a temperature of 100.4 or higher (by CDC guidelines), parents will be contacted to pick up their child.
- If my child becomes sick during the day, parents will be contacted to pick up their child.
- Changing my child's transportation: After 2:30 PM each day we will not be able to change your child's mode of transportation for the day. Please make sure that you call the office or contact your child's teacher before this time.

Parent Pickup procedure: Outer lobby will not require screening - anywhere outside of this area requires screening, admin office area requires screening as does hallway and steps, there needs barrier/identification on the floor separating these areas. Identi-Kid will be in the outer lobby with hand sanitizer before and after use. Develop procedure accommodating these facts

Ending the Day:

- Students who ride a “First Bell” bus will be escorted to buses at 2:55. Buses will leave the parking lot by 3:05.
- Second load buses will remain in a Parent Pick Up routine
(We are unsure about this at this time. Mark mentioned the high school buses leaving early. We need to know if that will happen before we can finalize this plan.)

Hallway Patterns:

- We are going to create a one-way traffic pattern through the office so that parents and staff are following social distancing protocol. Visitors will come in the main office door and will exit through the back office door.
- Entrance and exit doors will be clearly marked to get into and out of the building.
- To get upstairs, everyone will use the ramp to go up, then walk on the right-hand side of the hallway to your destination.
- Stairs are “Down Only”. (Up the ramp, down the stairs).
- Hallway: Traffic will flow both ways down the hall. Stay to the right and maintain 6 feet between each person.

Meals

At this time, both breakfast and lunch will be delivered to classrooms and students will eat lunch in their rooms.

Lunch schedule will be:

- Kindergarten: 10:20

- 1st Grade: 11:10
- 2nd Grade: 12:00
- 3rd Grade: 10:50
- 4th Grade: 12:50
- 5th Grade: 12:35

Daily Schedule

How will remote learning work at my school? (This is a work in progress)

Plan B:

- Configuration of days TBD by district office
- Students will arrive at school and proceed directly to class after having temperature taken.
- Students will follow the schedule above when in school.
- On days at school, PE will be split into two grade level pods. Each pod will work with a different coach in separate spaces. Each pod will also have a scheduled place for recess.

Plan C:

- We will arrange a day for students in grades 2 - 5 to pick up Chromebooks. Students who are in Kindergarten and 1st grade will have the opportunity to pick up an iPad.
- Teachers in grades 2 - 5 will use Google Classroom as a platform to deliver instruction.
- Teachers in Kindergarten and 1st grade will use SeeSaw as a platform to deliver instruction.
- Student attendance will be measured by work that is completed.
- Teachers/staff will work from the building

Scheduled Remote Learning Days:

- Teachers will prepare review material for students to complete (either digital or paper/pencil) during these days.

**Swain Middle School
Routines and Schedules for Re-Entry
2020-21 School Year**

Starting the Day

- Parent drop-off will be between 7:20 and 8:00 (please DO NOT send your child to school earlier than 7:20)
- Buses will begin unloading at 7:20 - Children on buses must have their temperatures checked and recorded before unloading and entering the school. Students will unload one at a time.
- Students who are dropped off by parents must enter the school at the appropriate entrance. 6th grade will enter near the main office. 7th grade will enter at the enclosed breezeway under the "Swain Middle" lettering. 8th grade will enter at the Media Center. Each student will have his/her temperature checked and recorded.
- Upon entering, students will head to their homerooms, where their teacher will record their answers to the three required questions on a Google Form.
- If students want breakfast, there will be a grab n' go kiosk inside the building near the main office - they should get breakfast before reporting to their homeroom.
- Announcements will begin at 8:00, or as soon as students have been screened, whichever comes first
- All staff will be required to get a temperature check immediately upon entering the building in the main office.

Parent Communication During the Day

If students have a temp and/or become sick

- If their temperature is above 100 or they are symptomatic, they will be isolated in an "isolation room"
- You will be notified immediately to pick them up. If a parent does not answer, we will reach out to an emergency contact
- We have several rooms planned to keep students away from others. They will be supervised.
- Return-to-school plans will be communicated at this time.

Early Pick-Up / In-person Communication

- Please be mindful that we are expected to minimize visitors to our school during this time.
- If you need to come to the school, you will use the intercom at the main office door. Our secretary will need to see your face on the video system, and you will need to say who you need. We will send the child to you. You may wait outside or we can send the child to your car.
- **Please refrain from bringing food to children during this State of Emergency**
- If you need to speak with administration or other staff, please schedule an appointment ahead of time.

-
Changing my child's transportation

- We ask that you not change your child's transportation plans after 2:00. The afternoon will be very chaotic.

General Communication

Ending the Day

- We will still dismiss by three large groups. **Students will be expected to wear their masks during this time, and any other time where social distancing cannot be ensured.**
- First - buses going to the elementary schools and sports (if relevant). We will dismiss by the bus number over the intercom.
- Second - We will dismiss buses in groups to minimize the numbers leaving at one time.
- Third - Afterschool will be dismissed over the intercom. Then, we will dismiss one grade level at a time. Administration will encourage social distancing while waiting for parents.

Hallway Patterns

- Due to the layout of the middle school, creating one-way halls is near impossible.
- We will expect every student to walk on the right hand side of the hallway, one at a time, during class transitions. **It is expected that students wear their masks.**
- Transitions will be staggered by grade level to minimize numbers of students in hallways. Students in electives will be dismissed first in each block

Lunch

- Lunch will be eaten in the classrooms, so as to allow for social distancing
- Lunch times will be 10:50 (7th grade), 11:30 (6th grade) and 12:10 (8th grade)
- Food will be delivered to the rooms

Daily Schedule

- There are two schedules on the link below. One is our normal schedule for when/if the "State of Emergency" is lifted. The other is what we will operate on to start the year and for as long as is necessary.

https://docs.google.com/spreadsheets/d/1B_89zQpS8e3aoL6HJTlikENT5uEjAmNtzOCyQhsRCs4/edit?usp=sharing

How will remote learning work at my school?

- Scheduled Remote Learning Days
 - There are “remote learning days” built into Swain’s calendar, even if we start back with a normal school year. Teachers will prepare work for students to complete and will be available for assistance during regular school hours.

- Plan B - 50% Capacity
 - If students come half of the week, SMS teachers will ensure that the most critical instruction is given during this in-person time. In addition, teachers will assess students on their learning during this time, in order to ensure equitable grading practices.
 - The rest of the week, students will be responsible, and held accountable, for the activities that will supplement their in-person learning.

- Plan C - Fully Remote
 - Students will be held accountable for their work. This year, they will be assigned grades in PowerSchool and attendance will be taken.
 - Attendance will be based on work completion.
 - Google Classroom will be the platform we use to assign work. All middle school students should be familiar with this. Work will be assigned with agendas to help students organize and schedule their days and weeks. Teachers are expected to use a consistent format.
 - Teachers will provide live direct instruction during the week and it will be expected that students show up live or watch the recorded sessions.
 - If internet access is an issue, we will work with your family to come up with an alternate solution that allows your child to participate fully.

Swain County High School Routines and Schedules 2020-2021

General information

We will...

- be limiting nonessential visitors and activities
- be discontinuing all self-serve food and beverage distribution
- provide adequate supplies, education and reinforcement to support healthy Hygiene behaviors.
- limit as much as possible the sharing of personal items and supplies
- Wear personal protective equipment (PPE) when screening staff and students
- Have a designated space for symptomatic students to be isolated and supervised by an adult staff member

Starting the Day

- Staff will complete daily health screenings and temperature checks upon arrival
- Students may arrive on campus no earlier than 7:20 am. Classes will begin at 8:15 am.

Parent Drop-off

- Parents will enter from Bryson Branch Rd and circle through the new main entrance.
- For safety reasons-parents should not drop a student off in any other parking areas on campus.
- Parents will not be allowed on the back side of campus at any time during the morning.
- Students will be screened by a staff member while they remain in the car. If they have a temp or answer yes to any of the screening questions they will not be allowed to leave the car.

PARKING

Faculty Parking and entering building:

- Faculty Parking- Lot in front of gym (off staff parking lot)

Student driver Parking areas:

- Parking lot at stadium- Students who park at the stadium may enter either the new front or gym side entrance of the school. They may not report to any out building (fieldhouse, ALP building, or AG/Auto/Welding until they have been screened.
- Parking lot behind the baseball field- After they have parked students must enter the new main entrance to be screened.
- Parking passes will cost \$25; Seniors may buy a reserved spot for \$50; Parking passes are required for all student drivers. Students should not park in the Church parking lot.

Post AM Screening

- Social distancing is required

- Traffic patterns will be marked and students are expected to comply with the clearly marked directions.
- Masks will be expected while students are moving through the building hallways.
- Students may report to the cafeteria for a “Grab and Go” Breakfast.
- 7:45 students will report to WIN. They may take their breakfast with them.
- Students will remain in WIN until 8:15 to accommodate entrance screening.

Communication about a sick or symptomatic child

If you child has a temp when they arrive or becomes symptomatic:

- Student will be supervised in a designated space separate from other students
- The nurse or member of the office staff will notify you by phone and request that you come pick your child up as quickly as possible. If you are not available they will contact your emergency contacts to come pick up your child.
- Return to school plans will be provided upon pick-up.

Breakfast

All breakfast will be grab and go. Students should report to WIN class at 7:40 to eat breakfast, prior to 7:40 students may eat in the cafeteria only where social distancing can be monitored.

Lunch

Regardless of Plan A or B, we will run two lunches this year. We will have a rotating schedule by the week of which classes can eat in designated areas following social distancing protocol. Other weeks classes will eat in their 3rd period classrooms.

Ending the Day

The high school will transition to a 3 bell dismissal this school year. Students will be expected to maintain social distancing, follow traffic patterns, and wear a mask in the halls.

2:55	1st Bell will release bus riders only
3:00	Student Driver’s and students participating in extracurricular
3:05	Parent Pick-up

Hallway Patterns

The high school will create as much one way traffic flow as possible. There are areas that traffic will intersect and we will help students remember social distance protocol.

Students must wear masks in the hallways.

We are increasing class change times by 1 minute to ensure sanitation between classes occurs.

Daily Schedule

7:20-8:10	Parent Drop-off
7:30-7:50	Bus drop off
7:20-8:05	Breakfast Grab and Go Students will report to WIN after they have picked up their breakfast
7:20-8:10	Student Check-in/Screening Students will be given a bracelet to wear to indicate that they have been screened. These should be worn all day. Teachers will check each student to ensure they have a bracelet when they enter their class.
8:10-8:15	Announcements
8:15	Report to 1st Period
8:20-9:50	1st Period
9:55-11:25	2nd Period
11:25- 11:50	1st Lunch
11:50-1:20	3rd Period for students with 1st Lunch
11:30-1:00	3rd Period for students with 2nd lunch
1:00-1:20	2nd Lunch
1:25-2:55	4th Period
2:55	Dismiss Bus riders
3:00	Dismiss Students drivers and extracurricular
3:05	Dismiss Parent Pick-up
3:25	All Students must be out of the building

What will remote learning look like at my school?

Scheduled Remote Learning Days

- Teachers will prepare material for students to complete (either digital or paper/pencil) during these days. Students will be held accountable for the work assigned on these days.

Plan A

All students back in school.

- Social distancing, traffic flow patterns, and masks will be required in the hallways.
- All staff and students will be screened each day upon entering the building.
- Students who answer “yes” to any of the questions or who have a temperature will be quarantined under adult supervision until they are picked up from school. If a

parent/guardian is unavailable we will call emergency contacts to pick the child up from school.

- We will minimize large crowd gatherings (assemblies, pep rallies, class meetings).
- Classrooms will be sanitized between classes.
- Students will be given handsanitizer upon entering the classroom.

Plan B

All expectations and protocols in Plan A will be followed.

Students capacity reduced to 50%

Students will follow the A/B schedule established by the district.

Students will adhere to all rules and regulations on the days they are present in the building.

Teachers will use a blended learning approach to accommodate all students.

Teachers will post the upcoming weeks work in Google Classroom by 6:00pm on Sunday's

On days students are here they will need to sync and download all work from Google classroom.

*It is important that families communicate with teachers and school officials about what their internet access and capabilities are.

Plan C

Plan C will take into consideration students' internet capabilities; however, there are some elements of the plan that apply to everyone.

Requirements of ALL students:

- Students will be held accountable for the work assigned.
- Students will get a numerical grade on assignments given and they will appear in Powerschool.
- Students will be held accountable for "attendance". (please see Plan C- attendance policy)

If the school year begins in C

- We will arrange a day for students to pick up Chromebooks (1 day per class) Freshmen will be required to complete a high school and computer orientation session.
- All teachers will use Google Classroom as a platform to deliver instruction.
- Attendance and/or task completion will be expected. See Plan C Attendance policy
- Due dates will be enforced.

Appendix B

Swain County Schools Presumptive Case Guidance and Protocols

[Guidance and Protocols](#)