Our Return to School – Plan B

Guidance, Expectations & Information

Orange County School District
Hillsborough, NC

Dr. Monique Felder, Superintendent

SUPERINTENDENT MESSAGE

The impact of COVID-19 on public education has been unprecedented and Orange County Schools is no exception in feeling the impact from this pandemic. On July 15, COVID-19 data indicated that the virus was widespread and surging in Orange County. On July 16, as a result of the data provided by and in consultation with the Orange County Health Department, the OCS Board of Education voted unanimously to reopen schools under Plan C: Remote Learning for all students and recommended that metrics be identified and monitored to help determine when it would be safe for the district to shift from Plan C to Plan B: Hybrid (in-person and remote learning). At the July 20 Board of Education meeting, the Orange County Health Department recommended four metrics for the district to monitor when considering shifting from Plan C to Plan B.

The four metrics Orange County Schools have been monitoring in collaboration with the Orange County Health Department are: the daily case count, the cumulative case count, the trends in types of COVID-like illnesses, and the percent of positive tests. On July 21, the district began forming a broad stakeholder Taskforce (comprised of teachers, students, parents, principals, classified staff, and central office staff, and a representative from the Board of Education and the community) to monitor trends in the metrics and to make recommendations to the Orange County Schools Board of Education.

The Taskforce took other factors into consideration when making recommendations to the Board of Education including, but not limited to: holidays, seasons, demographics and travel, clusters, household contacts, and feedback from Orange County Schools families and staff. It is important to note that this is a recommending Task Force and the Task Force does not make the final decision about moving from Plan C: Remote Learning to Plan B: Hybrid (in-person and remote learning). The decision to move from Plan C to Plan B will be made by the Orange County Schools Board of Education. The recommendation that the Task Force provides will be made based on the trajectory of the aforementioned data sets.

Our Board of Education, in consultation with the Orange County Health Department and many other experts in the fields of safety and public health, has met regularly to address all aspects of our students and staff returning to a Plan B Hybrid (in-person and remote learning).

As the Superintendent of Orange County Schools, I remain wholly committed to supporting a return to school. The safety of our students and staff will continue to be at the forefront of any decisions being made. Thank you for your understanding, your cooperation and for your continued support as these decisions are being made.

Warmly,

Dr. Monique Felder, Superintendent, Orange County Schools

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OPERATIONS

As we prepare to transition back into learning environments, school facilities will be clean and safe for students and staff with a physical setting that is appropriate and adequate for learning. We continue to monitor the North Carolina Department of Health and Human Services (NCDHHS) updates (StrongSchoolsNC Public Health Toolkit) and will adjust our plan as needed. In response to the most recent NCDHHS updates received, the following guidance is designed to promote a safe and healthy learning and working environment.

Educational settings should continue to be welcoming, respectful, inclusive, and supportive environments for all. Measures taken by schools can help prevent the entry and spread of COVID-19 by students and staff who may have been exposed to the virus, while minimizing disruption and protecting students and staff from discrimination.

Health Teams

OCS has established two types of teams to respond to communicable diseases in order to protect students and staff and provide timely communication. Confidentiality is expected by all team members. Information that must be shared with contacts, school communities, and others will not include identifying information.

At minimum, the Local School Health & Safety Response Team must consist of:

- Principal
- School Nurse **(He/She is the primary point person at each school.)**
- Social Worker
- School Counselor
- Delegated Caregiver
- First Responder point person
- Screener point person

Parents/guardians and staff can contact the school nurse if they would like the Local School Health & Safety Response Team to address an issue.

The Communicable Disease District Team collaborates with the Orange County Health Department and consists of:

- Superintendent
- Lead Nurses
- Public Information & Community Engagement Officer
- Chief Operating Officer
- Environmental Health and Safety Director

District team members can find their roles outlined on page six of the Communicable Disease & Student Procedure. School nurses and administrators also work closely with the District Response Team. Parents/guardians should contact their school nurse with questions or concerns for the District Response Team.

COVID-19 FACTS	
What is COVID-19?	COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of the common cold.
What are the symptoms of COVID-19?	People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19: ● Fever or chills ● Cough ● Shortness of breath or difficulty breathing ● Fatigue ● Muscle or body aches ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea This list does not include all possible symptoms of COVID-19. The CDC will continue to update this list as we learn more about COVID-19. In more severe cases, the COVID-19 infection can cause pneumonia or breathing difficulties. More

	rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19.
Monitoring for Symptoms of Illness and School Attendance	Watch for symptoms of COVID-19. Staff and students who are sick must stay at home. The resources below were developed by OCS and are aligned with recommendations from the NCDHHS: Covid-19: Stay Home or Go to School Flowsheet Covid-19: Stay Home or Go to School Flowsheet - Spanish
How does COVID-19 spread?	The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from touching surfaces contaminated with the virus and then touching their faces (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it and prevent the spread.
Who is most at risk?	We are learning more about how COVID-19 affects people every day. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms/complications. As this is a new virus, we are still learning about how it affects children and others around them. We know it is possible for people of any age to be infected with the virus; the virus can be fatal in some cases.
What is the treatment for COVID-19?	There is no currently available vaccine for COVID-19. However, many of the symptoms can be treated. Getting early care from a healthcare provider can make the disease less dangerous.
How can the spread of COVID-19 be slowed down or prevented?	As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include: ● Staying home when sick ● Staying home if you have a fever greater than 100 degrees F for students and 100.4 degrees F for staff ● Staying home if you develop a new cough, new loss of taste or smell, experience chills or difficulty breathing ● Covering your mouth and nose with a flexed elbow and coughing or sneezing into the elbow; or covering your mouth and nose with tissue when coughing or sneezing and dispose of the used tissue immediately ● Washing your hands often with soap and water, or using hand sanitizer ● Wearing a face covering/mask (over both the nose and mouth) ● Practicing social distancing (positioning yourself at a minimum of six feet apart from others) ● Cleaning frequently touched surfaces and objects

PROTECTING VULNERABLE STAFF & STUDENTS

For the safety of our students and staff who may be considered vulnerable populations or “high-risk,” due to chronic health conditions or other issues, the following information has been provided.

- Staff should contact administration and Human Resources if they feel they fall into one of these categories.
- Families of vulnerable students should contact their school administrator and/or school nurse for advice and/or the possible need to adapt academic plans or care for the student if he/she/they plans to return on-campus. OCS has developed the following resources for parents/caregivers, which are aligned with the recommendations from the NC Department of Health and Human Services:

  Parent-Caregiver Communication: HIGH RISK INDIVIDUALS
  Parent-Caregiver Communication: HIGH RISK INDIVIDUALS - Spanish
  Updated 2-4-21

The following student and staff populations may be considered high-risk for severe illness due to COVID-19. This applies to you if you are such an individual as well as if you are a caretaker of someone who falls into one of these categories:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including students or staff with:
  - chronic lung disease, such as moderate to severe asthma
  - heart disease with complications
  - an immunocompromising condition, such as cancer treatment or steroid use
  - severe obesity
  - other medical conditions, particularly if not well controlled, such as diabetes, kidney failure or liver disease
  - pregnancy

School nurses will assist principals with recommendations to support students who may be at a high risk for severe illness due to COVID-19. It will be the recommendation to parents of high-risk students to consider 100% Remote Learning (OCS Virtual Academy), at least until we see a significant decline in confirmed cases. Remote learning staff will work with students and families to ensure education continues when students cannot attend school.

Known families of students who are high-risk may be contacted by a School Social Worker, Counselor, Nurse, or Family Liaison to ensure the continuity of educational and social and emotional learning for the child—as well as to ensure other basic needs are met.

Student Support Services Staff continue to be available at each school during remote learning as well, if and when the students return to school.

FOR FAMILIES – PREPARE STUDENTS FOR RETURN TO SCHOOL

Preparing for your child's return to school under Plan B will help to ease fears and decrease stress. Please use the following links for techniques and strategies you can use to assist your child in preparation for school. These resources were developed by OCS and are aligned with recommendations from the NC Department of Health and Human Services:

COVID-19 Return to School During A Pandemic
COVID-19 Return to School During A Pandemic - Spanish

The Latest Facts - COVID-19: Understand basic information about COVID-19, including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID-19 through reputable sources such as the CDC, NC Department of Health & Human Services, and the Orange County Health Department. Be wary of fake information/myths that may circulate by word-of-mouth or online.

The Symptoms of COVID-19 (Coughing, fever, shortness of breath in your child): If you notice that your child is not well, seek medical advice by first calling your primary health care provider and then take your child in for evaluation, if advised. Remember that symptoms of COVID-19 such as cough or fever can be similar to those of the flu, or the common cold, which are a lot more common. If your child is sick, keep them home from school and make sure you notify the school of your child's absence and symptoms. Request assignments so that your child can continue learning while at home. Try to explain to your child what is happening in simple words and reassure them that they are safe.

Keep Children in School When Healthy: If your child isn't displaying any symptoms such as a fever or cough it is best to keep them in school, unless a public health advisory or other relevant warning or official advice has been issued affecting your child's school. Instead of keeping children out of school, encourage them to attend and teach them good hand and respiratory hygiene practices for school and elsewhere, such as:

- Practicing frequent hand washing or sanitizing
- Covering a cough or sneeze with a flexed elbow, or using a tissue and then disposing the tissue into a closed bin
- Not touching their eyes, mouth or nose if they haven't properly washed their hands

TYPICAL STUDENT DAY PLAN B IN-PERSON

We recognize that it is important for families and students to have an idea of how the school day will be conducted. Knowledge of what is going to occur during the day makes us feel safe and builds confidence. Please review the following prior to the beginning of school for an example of what a school day may look like.

Attestation Form for Transportation

A one-time Transportation Parent Attestation form will be required for all students who are assigned to ride a school bus. The form must be completed and submitted to the driver on the first day the student boards the school bus. By signing the form, the parent/guardian attests to the following:

- I will screen my child every morning, every day, for the 2020-21 school year and will NOT send my child to school if the answer to any of the questions on the form is YES.
- By sending my child to school on any given day, I certify that I have screened my child on that day and the answer to ALL of the questions on the form is NO.
- If my child is diagnosed with COVID-19, I will not send them to school until they meet the criteria for return, as outline in the following NCDHHS guide: Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 (K-12)
- I understand and agree with the Student Transportation Services' Overview of District Health and Safety Measures, which are located on the reverse side of the attestation form.

Transportation Parent Attestation Forms (Updated 4-5-21)
Transportation Parent/Guardian Attestation Form - English
Transportation Parent/Guardian Attestation Form - Spanish

Note: In addition to the Transportation Attestations, the Screening Forms below will be used upon arrival at school:

- OCS Screening forms Screening Form Screening Form - Spanish
- OCS Screening forms for those who **cannot** answer for themselves English Spanish

The Transportation Parent Attestation Form Will Be

- Emailed **and** mailed to families
- Available on the OCS Transportation Return to School website: Return to School / Transportation

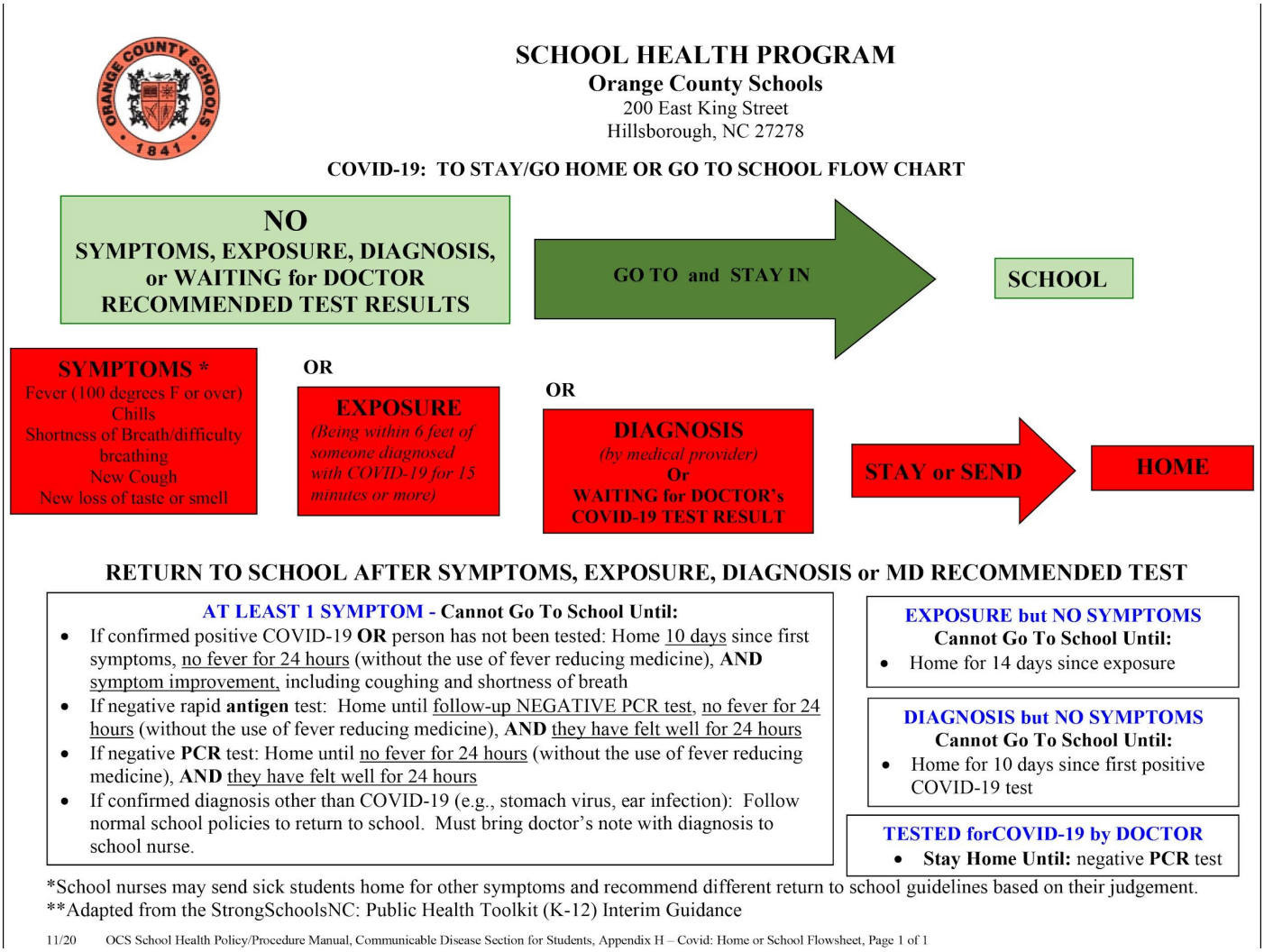
For more information about Attestation forms for bus riders, click here.

Student Expectations on the School Bus

While Riding on the School Bus, All Students are Expected To:

- Maintain social distancing and wear face coverings while waiting for the bus
- Enter the bus in an orderly fashion and sit in assigned seats
- Sit one student to a seat, unless the students are family members
- Wear face coverings at all times while on bus

"Stay Home or Go to School?" Flowcharts



SCHOOL HEALTH PROGRAM
Orange County Schools
200 East King Street
Hillsborough, NC 27278

COVID-19: TO STAY/GO HOME OR GO TO SCHOOL FLOW CHART

NO
SYMPTOMS, EXPOSURE, DIAGNOSIS, or WAITING for DOCTOR RECOMMENDED TEST RESULTS

GO TO and STAY IN → **SCHOOL**

SYMPTOMS *
Fever (100 degrees F or over)
Chills
Shortness of Breath/difficulty breathing
New Cough
New loss of taste or smell

OR

EXPOSURE
(Being within 6 feet of someone diagnosed with COVID-19 for 15 minutes or more)

OR

DIAGNOSIS
(by medical provider)
Or
WAITING for DOCTOR's COVID-19 TEST RESULT

STAY or SEND → **HOME**

RETURN TO SCHOOL AFTER SYMPTOMS, EXPOSURE, DIAGNOSIS or MD RECOMMENDED TEST

AT LEAST 1 SYMPTOM - Cannot Go To School Until:

- If confirmed positive COVID-19 **OR** person has not been tested: Home 10 days since first symptoms, no fever for 24 hours (without the use of fever reducing medicine), **AND** symptom improvement, including coughing and shortness of breath
- If negative rapid **antigen** test: Home until follow-up NEGATIVE PCR test, no fever for 24 hours (without the use of fever reducing medicine), **AND** they have felt well for 24 hours
- If negative **PCR** test: Home until no fever for 24 hours (without the use of fever reducing medicine), **AND** they have felt well for 24 hours
- If confirmed diagnosis other than COVID-19 (e.g., stomach virus, ear infection): Follow normal school policies to return to school. Must bring doctor's note with diagnosis to school nurse.

EXPOSURE but NO SYMPTOMS
Cannot Go To School Until:

- Home for 14 days since exposure

DIAGNOSIS but NO SYMPTOMS
Cannot Go To School Until:

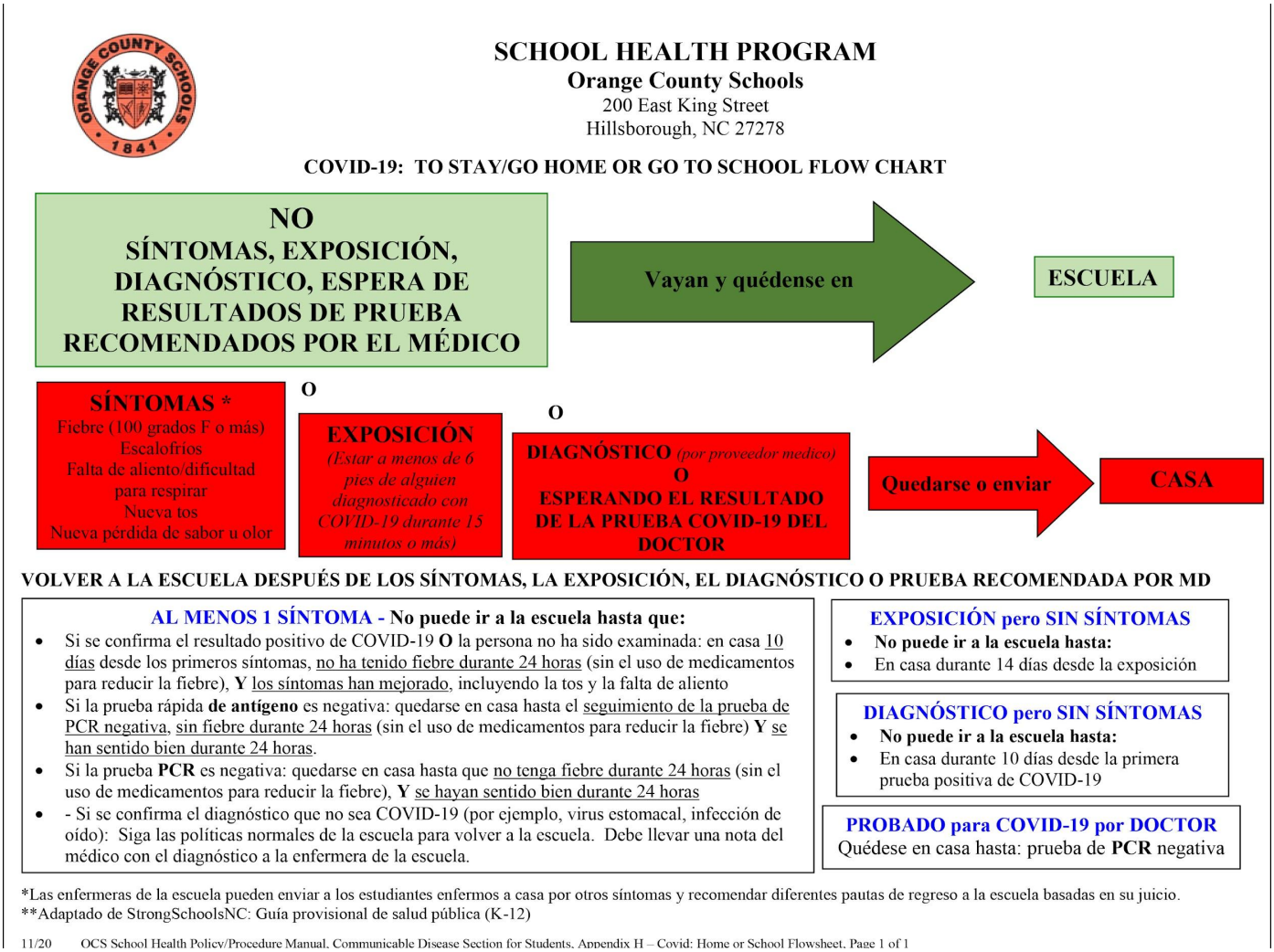
- Home for 10 days since first positive COVID-19 test

TESTED forCOVID-19 by DOCTOR

- **Stay Home Until:** negative **PCR** test

*School nurses may send sick students home for other symptoms and recommend different return to school guidelines based on their judgement.
**Adapted from the StrongSchoolsNC: Public Health Toolkit (K-12) Interim Guidance

11/20 OCS School Health Policy/Procedure Manual, Communicable Disease Section for Students, Appendix H – Covid: Home or School Flowsheet, Page 1 of 1



SCHOOL HEALTH PROGRAM
Orange County Schools
200 East King Street
Hillsborough, NC 27278

COVID-19: TO STAY/GO HOME OR GO TO SCHOOL FLOW CHART

NO
SÍNTOMAS, EXPOSICIÓN, DIAGNÓSTICO, ESPERA DE RESULTADOS DE PRUEBA RECOMENDADOS POR EL MÉDICO

Vayan y quédense en → **ESCUELA**

SÍNTOMAS *
Fiebre (100 grados F o más)
Escalofríos
Falta de aliento/dificultad para respirar
Nueva tos
Nueva pérdida de sabor u olor

O

EXPOSICIÓN
(Estar a menos de 6 pies de alguien diagnosticado con COVID-19 durante 15 minutos o más)

O

DIAGNÓSTICO *(por proveedor medico)*
O
ESPERANDO EL RESULTADO DE LA PRUEBA COVID-19 DEL DOCTOR

Quedarse o enviar → **CASA**

VOLVER A LA ESCUELA DESPUÉS DE LOS SÍNTOMAS, LA EXPOSICIÓN, EL DIAGNÓSTICO O PRUEBA RECOMENDADA POR MD

AL MENOS 1 SÍNTOMA - No puede ir a la escuela hasta que:

- Si se confirma el resultado positivo de COVID-19 **O** la persona no ha sido examinada: en casa 10 días desde los primeros síntomas, no ha tenido fiebre durante 24 horas (sin el uso de medicamentos para reducir la fiebre), **Y** los síntomas han mejorado, incluyendo la tos y la falta de aliento
- Si la prueba rápida **de antígeno** es negativa: quedarse en casa hasta el seguimiento de la prueba de PCR negativa, sin fiebre durante 24 horas (sin el uso de medicamentos para reducir la fiebre) **Y** se han sentido bien durante 24 horas.
- Si la prueba **PCR** es negativa: quedarse en casa hasta que no tenga fiebre durante 24 horas (sin el uso de medicamentos para reducir la fiebre), **Y** se hayan sentido bien durante 24 horas
- - Si se confirma el diagnóstico que no sea COVID-19 (por ejemplo, virus estomacal, infección de oído): Siga las políticas normales de la escuela para volver a la escuela. Debe llevar una nota del médico con el diagnóstico a la enfermera de la escuela.

EXPOSICIÓN pero SIN SÍNTOMAS

- **No puede ir a la escuela hasta:**
- En casa durante 14 días desde la exposición

DIAGNÓSTICO pero SIN SÍNTOMAS

- **No puede ir a la escuela hasta:**
- En casa durante 10 días desde la primera prueba positiva de COVID-19

PROBADO para COVID-19 por DOCTOR
Quédese en casa hasta: prueba de **PCR** negativa

*Las enfermeras de la escuela pueden enviar a los estudiantes enfermos a casa por otros síntomas y recomendar diferentes pautas de regreso a la escuela basadas en su juicio.
**Adaptado de StrongSchoolsNC: Guía provisional de salud pública (K-12)

11/20 OCS School Health Policy/Procedure Manual, Communicable Disease Section for Students, Appendix H – Covid: Home or School Flowsheet, Page 1 of 1

Upon Arrival at School - Screening

Symptom screenings are necessary to identify potentially ill students, staff and visitors and to help keep the rest of the school community healthy. These screenings will be required of all staff, students and visitors upon arrival at a school, and prior to entry of a school. The screening will include a series of questions about symptoms and possible exposure to COVID-19, as well as a temperature check. The following forms will be used for screening *(Last updated April 5, 2021):*

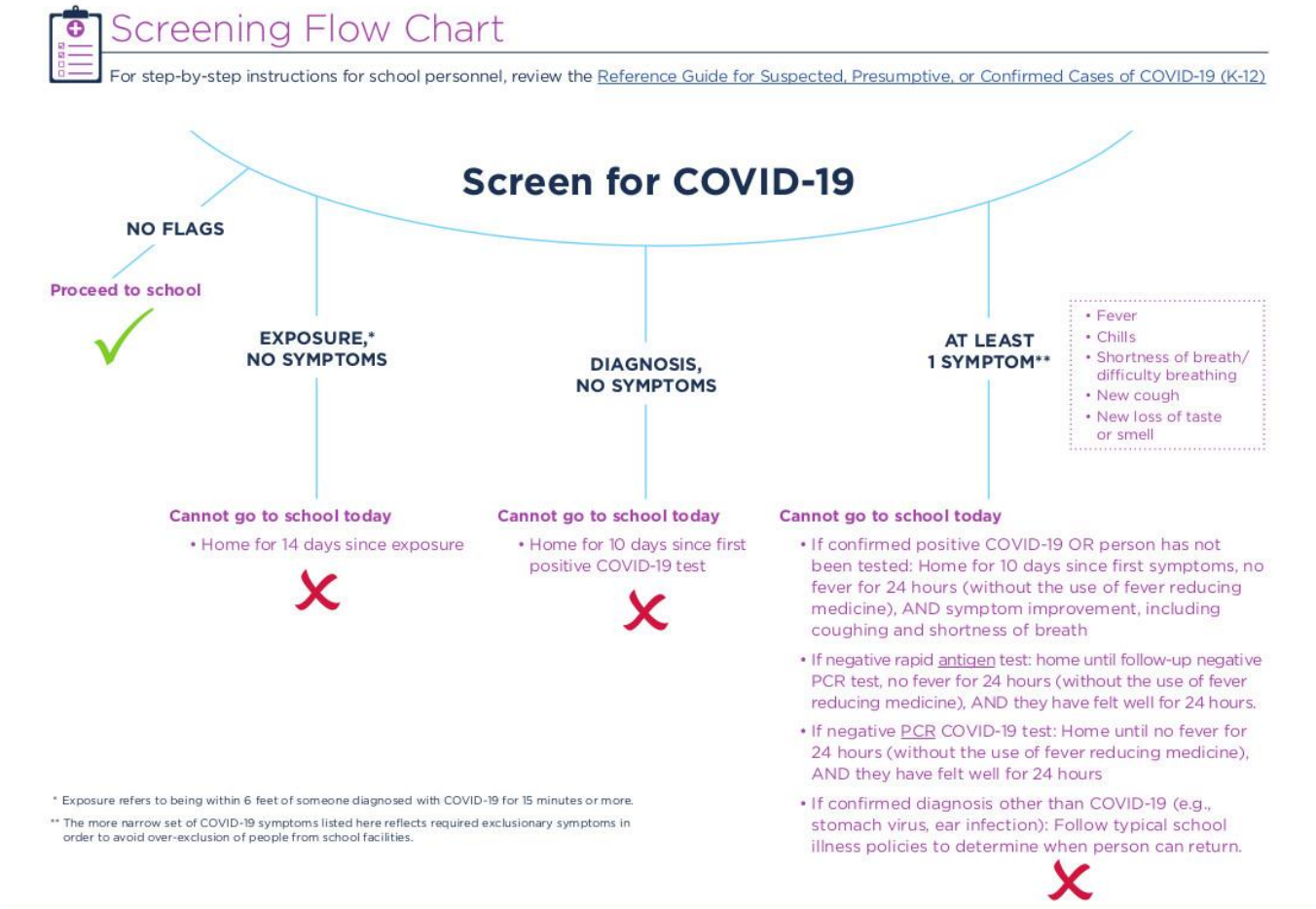
- OCS Screening forms Screening Form Screening Form - Spanish
- OCS Screening forms for those who **cannot** answer for themselves English Spanish

The forms for symptom screening must be completed each day, by school screening staff for elementary students coming to school. Middle or high school students may self-screen by answering the symptom checklist. Every student, regardless of grade level, must have their temperature taken upon arrival at and entry into schools.

When completing the attestation form **or** responding to screening questions:

- If the answer is YES to any one of the three questions, the student should not go to school.
- If the answer is NO to all three questions, the student may proceed to school.

COVID-19: Home or Go to School Flowsheet
COVID-19: Home or Go to School Flowsheet - Spanish
(Last Updated Feb. 4, 2021)



Screening Flow Chart

For step-by-step instructions for school personnel, review the Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 (K-12)

Screen for COVID-19

NO FLAGS

Proceed to school

EXPOSURE,* NO SYMPTOMS

Cannot go to school today
- Home for 14 days since exposure

DIAGNOSIS, NO SYMPTOMS

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

AT LEAST 1 SYMPTOM**
- Fever
- Chills
- Shortness of breath/ difficulty breathing
- New cough
- New loss of taste or smell

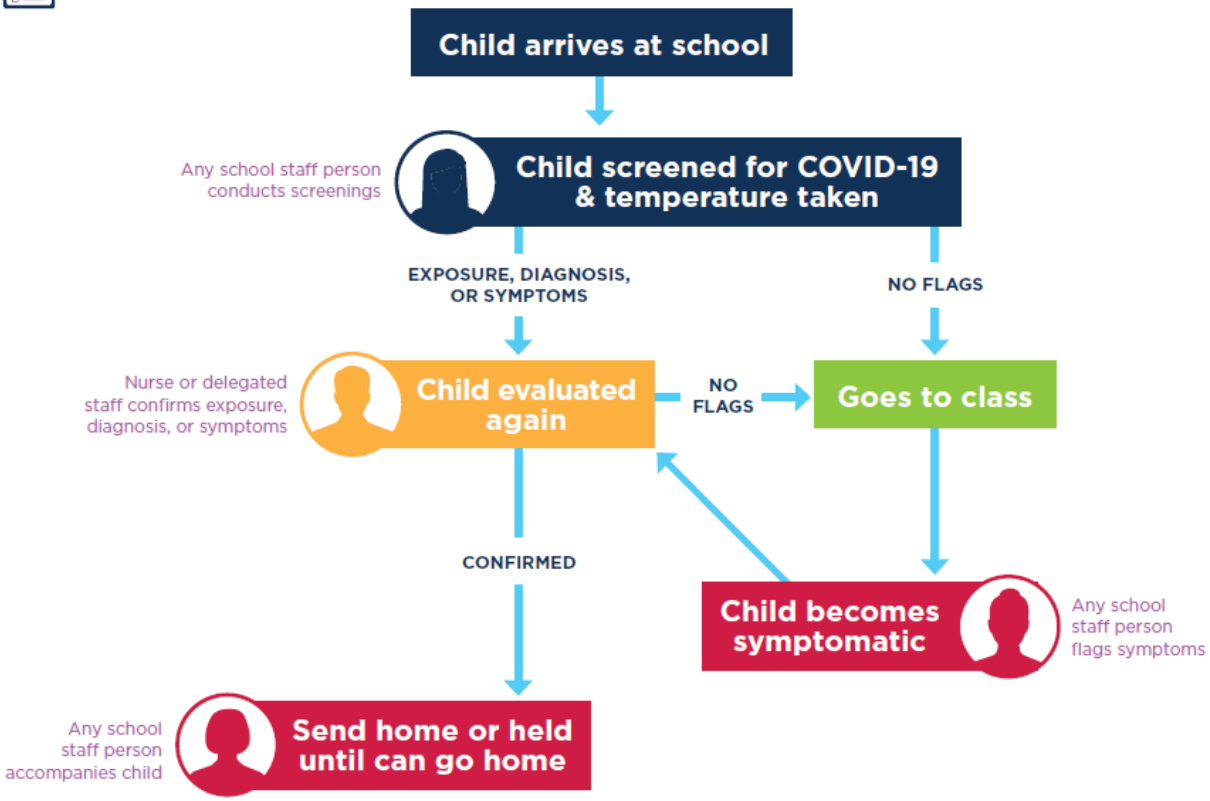
Cannot go to school today
- If confirmed positive COVID-19 OR person has not been tested: Home for 10 days since first symptoms, no fever for 24 hours (without the use of fever reducing medicine), AND symptom improvement, including coughing and shortness of breath
- If negative rapid antigen test: home until follow-up negative PCR test, no fever for 24 hours (without the use of fever reducing medicine), AND they have felt well for 24 hours.
- If negative PCR COVID-19 test: Home until no fever for 24 hours (without the use of fever reducing medicine), AND they have felt well for 24 hours
- If confirmed diagnosis other than COVID-19 (e.g., stomach virus, ear infection): Follow typical school illness policies to determine when person can return.

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

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

Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 (K-12) Interim Guidance • Published June 8, 2020; Updated October 8, 2020 2

Staff Roles Flow Chart



If a Student Screens Negative Once at School

A negative screen means that a student has answered NO to the following questions.

- Have you been exposed to anyone with COVID-19 within the last 14 days?
- Have you had a COVID-19 diagnosis within the last 10 days?
- Have you had any of the following symptoms: fever, chills, difficulty or shortness of breath, new loss of taste or smell or new cough?
- This is not an exhaustive list, and students with any of these symptoms will be assessed by the nurse.

All students who have a **negative screen** will report directly to class.

If a Student Screens Positive Once at School

A positive screen means that a student has answered YES to one or more of the previous questions or has a temperature of 100 degrees F or above. This student will report to the care center (isolation room) for further evaluation by the nurse or delegated caregiver and to wait for their parents to pick them up.

If a student (bus rider, car rider or student driver) screens positive upon arrival, they will be sent to the care center (isolation room) where they will be re-evaluated by the school nurse or delegated caregiver. If the student continues to screen positive, they will remain in the care center (isolation room) until a parent/guardian picks them up. A student driver will not be permitted to leave campus unless and until it is determined that they are okay to drive home.

Every individual (students, staff and visitors) will also be required to perform hand hygiene at the screening stations.

If a student is not wearing a face covering upon arrival, one will be provided. Every OCS staff member and all students have access to at least 5 cloth face coverings, which have been provided by the state.

Principals and designees shall determine the number of students who can reasonably be in the bus rider and/or student driver area at one time, while observing social distancing and wearing masks. Principals will need to determine a designated overflow area if the original area becomes overcrowded.

Information for Car Riders

- Students cannot be dropped off before the designated arrival time under any circumstances. The designated arrival time for car riders will be communicated with families whose children are returning to school.
- All car riders will pull up to the designated location and students will remain in the car until school personnel approach the car to complete the screening process. The student should sit on the side closest to the school and roll down their window. Screening questions will be asked if an attestation form is not presented.
- All adults who are dropping off student car riders are required to keep their cloth mask/face covering on when school staff approach the car to complete the initial symptom screen and temperature check.
- The student's temperature will be taken.
- If the screening results are negative, the student will exit the car with the form and proceed to the car rider entrance of the school, where they will wait in a designated area, maintaining social distance and wearing a face covering.
- If the screening results are positive (i.e., they report positive exposure or diagnosis to COVID-19, have a fever greater or equal to 100.0 degrees F, or are experiencing one or more symptoms) the student will leave with the parent/guardian. The student's name will be reported to the school administrator and nurse. In this case, the school nurse will follow up with the parent/guardian.
- If there is a question that the temperature reading is not accurate, the parent/guardian will be asked to stay until the student can be re-screened.
- Principals and designees shall determine the number of students who can reasonably be in the car rider area at one time, while observing social distancing and wearing masks. Principals will need to determine a designated overflow area if the original area becomes overcrowded.

Late Arrivals

- All late arrivals will need to report to the front office with a parent/guardian, unless the student is in high school and drives to school. In this instance, parents can not drop students off at the front of the school. The screening questions and temperature will be done at that time, and the parent/guardian must remain with their child through this process.
- If a student screens positive they must leave campus immediately with the parent/guardian.
- If a student screens positive as a late arrival and they are alone, they will be sent to the sick/care center (isolation room) where they will be re-evaluated by the school nurse or

delegated caregiver. If the student continues to screen positive, they will remain in the sick/isolated room until a parent/guardian picks them up or the student driver is deemed safe to drive home.

Screenings - Timeline for Readiness:

Training for Screeners

by 10/19 for EC/PreK locations

Site Administrators will set up entry/screening doors and spacing outside for students.

10/12 for those starting 10/26

11/2 for those starting 1/25

In the Classroom

- Use hand sanitizer upon entering the classroom.
- Sit in a pre-arranged, socially distanced classroom configuration.
- Wear face coverings at all times, unless the teacher has brought them to a place where social distancing (at least six feet of space) may be maintained, such as outdoors, for a mask break or lunch, weather permitting.
- Wear a face covering unless the student has a doctor's note. If a student is unable to wear a mask, the parent/guardian must contact the school nurse who will determine with the administrator if the student will be allowed on-campus and/or if other accommodations should be made. Decisions will be made on a case-by-case basis taking certain circumstances into consideration.
- Wash their hands or use hand sanitizer when returning from the bathroom or after touching their face or a potentially contaminated surface. (NOTE: students with known allergies to hand sanitizer will be expected to wash their hands with soap and water, and will be given the opportunity to do so).
- Hand sanitizer will be provided. However, if a student brings his or her own hand sanitizer, the product needs to be in the original container and contain at least 60% alcohol. Students are not permitted to share their personal hand sanitizer with others. It is the parent's responsibility, if they send hand sanitizer with their child, to monitor for product recalls.
- Have access to their own water bottles, or can request a cup for water from their teacher. Water fountains will be restricted to water bottle refilling stations only. Appropriate signage will be posted at all water fountains.
- Report any symptoms of illness to the teacher, who will call the nurse and send the student for assessment. Remember that every illness is not COVID-19, but has the potential to be.
- Perform hand hygiene (proper washing of hands, or using hand sanitizer) upon exit from class.

At Lunch

- Remain in their cohort (group).
- Be allowed mask breaks if they are in a location where they can stay at least six feet apart from other individuals.
- Have lunch in designated areas. (If weather permits, outdoors may be an option.) To eat, students may remove and place face coverings in the pouch attached to the breakaway lanyard, which will be provided to them.

- Perform hand hygiene before and after lunch.
- Be seated at least six feet apart for the lunch period.
- Masks are required except when eating or drinking during lunch. Students will pick up lunch and return to their seats in their socially distanced classrooms and sanitize hands again. Kids unwrap/open/prep/cut food. When teachers see everyone is ready to eat, the teacher tells kids to remove masks to consume lunch. There's NO talking during lunch. After eating out masks back, discard trash and sanitize hands again and can talk after masks are back on. They also said students can wear Gators but with masks underneath. For more details about eating and drinking at school, follow the link below:

  OCS Procedures for Breakfast and Lunch/Food and Beverage Consumption
  Updated 2-1-21

Mask Breaks in OCS

What is a Mask Break?
A mask break is an opportunity for students to remove their mask at school while being more than six feet apart from one another and under the direct supervision of an adult.

Previously mask breaks were acceptable at specific times and under specific circumstances. However, in light of new data, we know that masking is the number one defense against transmission of COVID-19. Therefore, mask breaks are not allowed in OCS, except when food is actively being consumed.

Link to the most up-to-date Guidance on Masking

Note: As we continue to learn more about how to operate in this pandemic, guidelines, expectations, etc. will continue to evolve, be revised, and change. OCS documents will be revised accordingly. Thank you for your flexibility, grace, and understanding.

At Recess

- Students shall remain in their cohort (group). One cohort shall be in a designated playground space at a time. Two or more cohorts can be at recess at the same time if it is possible to social distance or utilize different sections of the playground to limit interactions between the cohorts.
- Portable playground equipment which is shared, such as kick balls or basketballs, shall be cleaned and disinfected prior to next use. Playground equipment and apparatuses will not be cleaned and disinfected daily. Face coverings/masks are required on grounds during recess due to the interaction of the students and the limited ability to maintain six foot social distancing requirements at all times. However, face covering breaks are permitted to occur outside if the event is scheduled, and students have designated spaces to sit which are six feet apart.
- Face covering and social distance requirements are the same for outside on the grounds as they are for inside a building.
- Upon entering the building, all staff and students must practice good hand hygiene prior to returning to class to prevent potential cross exposure.

In the Hallways for Transitions (e.g. change classes, arrival, dismissal)

- Efforts will be made to limit movement among elementary classrooms. Instead of students moving about, teachers may rotate to provide necessary instruction at appropriate times.
- Administrators will develop a transition plan that will limit the number of people in a hallway during designated times, such as class changes. Consideration will be made to stagger dismissal times so social distancing is maintained.
- Students in the secondary schools will not have access to lockers except for athletics.
- Maintain social distancing and wear face coverings.

Timeline for Readiness: Signage at schools - EHS

10/5-10/23 - Custodians will be in charge of the placement of floor marker decals in hallways.
School Administrators will define the layout of school kitchen and traffic patterns in hallways.

10/9 for schools starting 10/26.
10/26 for schools returning in January

School Dismissal

- Students will exit the classroom in small numbers, after performing hand hygiene and wearing a mask.
- Students will proceed to their respective car rider and bus rider lines.
- It is suggested that bus riders exit the buildings first, going to a pre-assigned location in the bus lot while maintaining social distance and wearing masks.
- Car riders may then exit, in limited numbers, and will need to remain socially distanced and wear face coverings.
- Parents must pick up their students at the designated time of dismissal. School buildings will need to close promptly at the end of the day, each day for cleaning.

VISITOR SCREENINGS

- Principals will develop a plan to designate employees to serve as daily temperature/symptom screeners at entry doors, and/or other areas as screening locations according to the information below.
- The number of building entrances permitted for use shall be limited to those designated for screening sites. Such entrances may include the front door; a car rider entrance; a bus rider entrance; and a student driver entrance. Each school should strive for a limit of three designated entrances (if possible) but should in no case, have more than four.

- Access to outlying buildings will be limited during the school day (e.g., doors that are not designated entrances will remain locked) to ensure all individuals enter via designated doors and undergo a symptom screening and temperature check.
- During early morning arrival (staff, buses, student drivers, car riders), a minimum of two screeners are needed at each entrance: one temperature checker and another symptom checklist screener. Optimally, there would also be a "roving" employee to oversee social distancing during arrival.
- During the arrival screening process, the school nurse or delegated Caregiver will be located at the care center (isolation room) for re-evaluation of students who arrive with symptoms or a temperature.
- Screening staff will document names of staff and students who screen with symptoms or a temperature. These names will be provided to the school nurse and the student or staff member will report to the isolation area for appropriate follow-up. Any visitor to a school will be instructed to leave immediately if they screen with symptoms or a fever.
- School Nurses will train temperature checkers and symptom screeners.
- Administrators should keep in mind that it may take approximately 30 minutes to screen upwards of 100 students. Therefore, principals should plan accordingly for the start of the school day.
- Hand hygiene stations and extra masks must be available at entrances and screening locations.
- Upon entry into the buildings, students shall report directly to class. Administrators will designate staff to monitor hallways to oversee students reporting to class.

Anyone attempting to gain access to a school building after the start of school day shall report to the main entrance to complete the symptom screening and temperature check. This process will be followed prior to the individual being granted access into the building. More in-depth information may be found in this document: Screening Procedure.

STAFF SCREENINGS

OCS Staff members will self-attest daily through Timekeeper and submit to a symptom screening and temperature check upon arrival. They may only come onto campus if they screen without symptoms or a fever. Staff will also be expected to monitor their symptoms throughout the day and take leave if they demonstrate symptoms. This is a cultural shift for our staff who are committed to our mission of supporting students and who often work through feeling "under the weather."

All individuals, including visitors, will be screened for symptoms and have a temperature check by an OCS screener upon arrival at a school and upon entering the main office.

Note for Principals: Designated staff will be needed to: (1) screen temperatures; (2) confirm screening questions and collect forms; and (3) to "rove" to oversee social distancing in the lines at the stations designated for car riders, bus riders and student drivers. These individuals need to be identified by the principal, trained by the school nurse, and be aware of their particular duties ahead of time.

The Isolation Room

Students screening positive upon arrival or during the school day will wait in the sick/care center (isolation room). There, they will be seated six feet apart, at minimum, from any other individuals. They will wear masks. They will be also monitored by the nurse or delegated caregiver, until they are able to leave school or a parent can pick them up.

- Isolation room personnel will evaluate students for exposure, positive COVID-19 symptoms, as well as repeating the temperature check. Nurses will also make further assessments.
- If a group of students exhibit similar symptoms, they will be in an care center (isolation room) as a cohort, wearing face coverings and maintaining a minimum of six feet of distance among them.
- If it is determined that a student who was placed in the care center (isolation room) is there due to a communicable disease, that student must be picked up by a parent/guardian; they will not be permitted to ride school transportation. If the student drives, it must be determined that it is safe for them to drive before they leave campus.

Timeline for Readiness:

10/5-10/9 - Maintenance will be in charge of the delivery and setup of care center (isolation room) equipment.

10/7 - Nurses or site administrators will list care center (isolation room) locations in the building.

10/9 - EHS - Order will be placed for needed air purifiers.

Care Center (Isolation Room) - Definition and Use

Information for Administrators

Isolation and quarantine help protect the public by preventing exposure to people who have or may have a contagious disease.

- Isolation separates sick people with a contagious disease from people who are not sick.
- Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

Purpose of an Care Center (Isolation Room)

In OCS, and in other schools across our nation, care center (isolation room)s are now required to separate sick students and staff with contagious diseases from people who are not sick (e.g. regular diabetic care, migraine care, asthma attack, injury). Our state requires school systems to separate sick and well students in the school, upon arrival and during the school day.

Care Center (Isolation Room) Necessities

Ideally, a care center (isolation room) should be separate from an area where well students come for attention. The room should have no purpose other than isolation. The room should be proximate to the health office if possible, should be well-ventilated (either by the ability to open windows or through the ability to filter air through a HEPA, or at the least, a carbon filter). Ideally, the area should:

- Contain a sink with running water and a bathroom, or be closely adjacent to such;
- Contain a hand sanitizer station;
- Be located in close proximity to a primary exit;
- Be large enough to accommodate approximately 4 students sitting six feet apart; if this is not possible, please identify a "spill-over" area if needed for sick students.

The school principal should work closely with the school nurse and the director of EHS to establish a site in each school and to identify additional delegated staff to assist in this room as needed.

Isolation rooms must be manned by, or within visual contact, of an individual, be it the school nurse or delegated staff. These individuals must be trained in the appropriate use of PPE in various circumstances. A dedicated training program, conducted by the school nurse, and reminders (i.e. posters in the room) should be utilized to train these personnel. Logs must be kept and accurately reflect times in and out and care provided.

An appropriate supply of PPE should be maintained in the isolation area. PPE includes face masks, face shields, gowns and gloves. Cloth face masks are not considered PPE; they are an infection control measure. Delegated PPE is being provided by our state for free for 2 months, including gowns, surgical masks and reusable face shields for use by the school nurse and other delegated personnel who will be providing care in this room.

Additional supplies for the care center (isolation room) should include but are not limited to:

First aid supplies, hand sanitizer stations, additional masks, a dedicated thermometer, biohazard bags and trash disposal, appropriate cleaning supplies.

Care Center (Isolation Room) Management

Students who are referred to the care center (isolation room) include but are not limited to:

- Students who present on arrival to school with positive COVID-19 screens. This will be any student who discloses that they have been exposed to or diagnosed with, COVID-19. This also includes students who have a fever greater or equal to 100.0F on screening, as well as students who report at least one symptom designated on the student screening checklist.
- Students who present at any time with symptoms of COVID-19 or any other communicable disease
- Students who are unable to contain respiratory secretions
- Students with vomiting or diarrhea

Personnel who work with sick students in the care center (isolation room):

- Must be trained in the appropriate procedures for donning and doffing PPE by the school nurse. A PowerPoint and visual demonstration and return demonstration will be required.
- Must be trained in appropriate procedures for caring for potentially infectious student
- Should stay six feet apart from these students unless it is necessary to provide care

Students in the care center (isolation room):

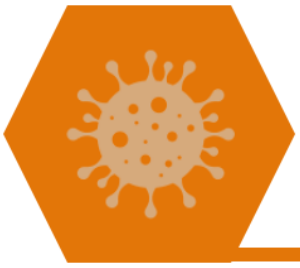
- Student is referred to nurse from screening personnel or during school day
- Student is masked, or given a mask, when entering care center (isolation room)
- Nurse or staff members washes hands and dons appropriate PPE for situation
- Nurse or staff members repeat screening questions and take temperature as indicated in procedure for screening and document on screening log
- Nurse will perform further assessment if necessary
- If students present with positive history, exposure or symptoms of COVID-19, the student will be sent home per protocol.
- Parents will be provided with written information about when their child may return to school.

Students leaving school will be provided written expectations about when they can safely return and how to continue to participate in remote learning. The following OCS Guides have been developed and are aligned with recommendations from the NCDHHS for your reference:
Parent Information: When Sick Children May Return to School
Parent Information: When Sick Children May Return to School - Spanish

Information Sharing

Confidential documentation of who has been in the sick/care center (isolation room) will be kept by the school nurse for the purpose of contact tracing if necessary. In the event contact tracing is necessary, the school nurse will contact the health department communicable disease (CD) team. Information provided to this team is the same as for any communicable disease protocol we follow in the schools (i.e., for pertussis, measles). Information shared will include close and classroom contacts, bus rider information, after school participation and sports participation or extracurricular participation (if that is allowed at this point). The Memorandum of Agreement with Orange County Health Department allows for this sharing of information, as does the fact that COVID-19 is a reportable communicable disease.

References: StrongSchoolsNC Public Health Toolkit and the Reference Guide for Suspected, Presumptive, and Confirmed Cases of COVID-19.



HOW TO HANDLE SUSPECTED, PRESUMPTIVE & CONFIRMED COVID-19 CASES

The following link will direct you to the reference guidebook from NCDHHS, specifically on handling suspected, presumptive and confirmed cases of COVID-19 (K-12):
https://files.nc.gov/covid/PHT-ScreeningReferenceGuide_6.30.pdf
This link will automatically update as new information is added/as the document is edited.

Surveillance

Surveillance is the ongoing, systematic collection, analysis, and interpretation of health-related data in order to plan, implement and evaluate our infection control practices. Surveillance is done by school nurses and other school staff for the purpose of determining whether our school community is experiencing clusters or outbreaks from COVID-19 or other illness.

Reporting

Orange County Schools are required by law to report positive COVID-19 cases in staff and students to the Orange County Health Department. The State of North Carolina publically posts the number of positive COVID-19 cases in their report: Outbreaks and clusters in school settings

School nurses and administrators will work collaboratively with the OCS District Team and the Orange County Health Department with regard to reporting a positive case in the school system. The school superintendent, school nurses and administrators will receive direction from the Orange County Health Departmentwhen and under what circumstances it becomes appropriate to communicate to staff and families about cases.

Confidentiality will be maintained e.g. names or other identifying information will not be shared when communicating with staff, families or community members).

Clusters vs. Cases of COVID-19

Cluster data in schools is released; however, the numbers of positive cases are not. Positive cases in a school are not necessarily in the scope of control of school personnel/protocols/environment. For example, several students could have attended the same birthday party, and the epidemiological “link” is not the school, but the party.

According to experts at NCDHHS, a cluster in a school is indicative of a school-based spread. The existence of a cluster also suggests that there has been a breakdown of implementation of the requirements from NCDHHS.

Experts say that schools can actually help to prevent the spread of COVID-19, when all protocols are followed by students and staff—by all involved.

Contact Tracing

Contact tracing is the identification and monitoring of all persons who might have been exposed to a person diagnosed with COVID-19. Contact tracing is used by health departments to prevent the spread of infectious diseases. Contact tracing helps protect you, your family, and community by:

- Letting people know they may have been exposed to COVID-19 and to monitor their health for signs and symptoms of COVID-19.
- Helping people who may have been exposed to COVID-19 get tested.

- Asking people to isolate/quarantine themselves from others as directed by the health department or their health care provider if they are a close contact.

What Does "Exposure" or "Close Contact" to COVID-19 Mean?

Exposure to COVID-19, or being in close contact, is defined as someone who was within 6 feet of an infected person for a cumulative, total of 15 minutes or more over a 24-hour period, starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the infected person is isolated. 15 minutes or more cumulatively within one day could be considered exposure (e.g. 5 minutes in at arrival, 5 minutes at lunch, and 5 minutes at dismissal). Any person who has had close contact to someone who has tested positive for COVID-19 should quarantine for 14 days after the last close contact. If no symptoms develop nor do they have a positive COVID-19 test, they may return to school after the 14-day quarantine. Please see our Reference Guide for Suspected, Presumptive, or Confirmed cases of COVID-19 for more information.

Factors which are considered when defining close contact include:

- proximity (closer distance likely increases exposure risk)
- the duration of exposure (longer exposure time likely increases exposure risk)
- whether the infected person has symptoms (the period around onset of symptoms is associated with the highest level of viral shedding)
- if the infected person was likely to generate respiratory aerosols (e.g., was coughing, singing, shouting), and
- other environmental factors (crowing, adequacy of ventilation, whether exposure was indoors or outdoors)

The infected individual's identity is not discussed with contacts, even if asked. This process assists in identifying potential infected people who have been exposed to illness.

School nurses will work closely with the Orange County Health Department in identifying close contacts and providing appropriate follow-up for prevention of spread of COVID-19. Individuals determined to be in close contact may include: other students, staff, bus drivers, etc. It is the school nurse's responsibility to notify close contacts of possible exposure and the need/importance for them to isolate for their protection and for the protection of others.

EXPECTATIONS FOR PRINCIPALS PRIOR TO REOPENING

Administrators will select certain staff to be trained as Delegated Caregivers in the event that the school nurse is occupied in another location, with another student, or unavailable. See staff training section for details on the responsibilities of the delegated caregivers. School nurses will work with their

administrators in communicating where and how students will be referred to the school nurse/delegated caregiver. This communication may be done during a faculty meeting.

Administrators will select a space for a care center (isolation room) with the help of their school nurse by October 1, 2020. (Refer to section on Care Center/ ISOLATION ROOM for guidance with the requirements for these spaces.)

School administrators will also include the following topics at the faculty meeting closest to the Plan B re-opening. School nurses should be available to assist with discussing these topics/resources.

Mental Health Assistance is Available at:

- Call 211 (assistance for COVID-19)
- Hope4NC Helpline: 1-855-587-3463
- Health Office Guidelines: When & Where to Refer
- Stay Home or Go to School Flowsheet

Expectations for Principals Regarding Attendance & School Operations

Administrators will:

- Discourage the use of perfect attendance awards and other such incentives as they encourage all students and staff to report to school, even if they are feeling slightly "under the weather."
- Identify job functions and designate additional staff, such as screeners and delegated caregivers, as well as the care center (isolation room) and health room assistants, and plan for alternative coverage of school nurses by cross-training staff for these duties.
- Plan for possible academic calendar changes, particularly in relation to breaks due to inclement weather and exams.
- Implement school absenteeism monitoring systems to track student and staff absence and compare against usual absenteeism patterns at the school. Alert the school nurse about spikes in student and/or staff absenteeism.
- Provide opportunities for remote learning if the student is ill or if a school closure occurs.
- Instruct school nurses and delegated caregivers as to whom to contact if a student goes home sick, so that learning can continue while the student is out of school.

EXPECTATIONS FOR STAFF & STUDENTS FOR IN-PERSON LEARNING

Hand Hygiene

Handwashing, using the proper techniques, is the preferred method for good hand hygiene. Staff should reinforce hand washing during key times such as: before, during and after preparing food; Before eating food; after using the toilet; after blowing your nose, coughing or sneezing; after touching

objects with bare hands which have been handled by other individuals and whenever your hands are visibly dirty.

Handwashing Steps Video

Step 1: Wet hands with safe running water

Step 2: Apply enough soap to cover wet hands

Step 3: Scrub all surfaces of the hands – including backs of hands, between fingers and under nails – for at least 20 seconds

Step 4: Rinse thoroughly with running water

Step 5: Dry hands with a clean, dry cloth, single-use towel or hand drier as available

Hand Hygiene Tips to Reinforce: Wash your hands often, especially before and after eating; after blowing your nose, coughing, or sneezing; going to the bathroom, and whenever your hands are visibly dirty. Always wash hands with soap and water, if your hands are visibly dirty.

Hand Sanitizer

Staff and students should ONLY use hand sanitizer as an option when there is no access to soap and water. If soap and water are not readily available, use an alcohol-based hand-sanitizer that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.

Hand sanitizers kill germs on hands but do not remove them. While sanitizers can quickly reduce the number of germs on hands in many situations, they:

- Do **not** get rid of all types of germs*
- May not be as effective when hands are visibly dirty or greasy
- Might not remove harmful chemicals from hands like pesticides and heavy metals

*<u>NOTE:</u> *Hand sanitizers **do not** kill norovirus (the common cold). Washing hands with soap and water is the best defense against norovirus.*

How to Properly Use Hand Sanitizer:

- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

Note: Staff should monitor students when using hand sanitizer (especially among younger students): Ensure that children with skin reactions and contraindications to hand sanitizer use soap and water. Notify the school nurse of this condition.

With Regards to Hand Hygiene, Administrators Will Ensure:

- All staff promote and demonstrate regular hand washing and positive hygiene behaviors
- Custodial staff maintain adequate and clean bathrooms
- Custodial staff keep bathrooms and classrooms stocked with adequate supplies for hand hygiene
- Custodial staff will stock and maintain supplies of hand sanitizer located at handwashing stations such as: classrooms, and near entrances and exits of buildings and hallways (high-traffic areas)

CLOTH MASK/FACE COVERING

Per Governor Cooper's Executive Order 180, a cloth mask/face covering must be worn at all times indoors. This expectation is for all students, staff and essential visitors to our schools and worksites. **There is an exception for school districts. Per the North Carolina Department of Health and Human Services (NCDHHS), school staff CAN remove their cloth mask/face covering while alone in a room (i.e., a classroom, an office).**

In order to help decrease the spread of COVID-19, all students, parents/guardians, staff, and visitors must wear a cloth mask/face covering while in campus buildings and on campus grounds. A cloth mask/face covering must fit over the nose and mouth, be secured under the chin, fit snugly against the sides of the face, and be secured with loops or ties to the sides of the face. In addition, students and staff must wear a cloth mask/face covering while on buses or on district transportation vehicles that transport more than one person.

What to Know:

- A cloth face covering/mask may not protect the wearer, but it may keep the wearer from spreading the virus and germs to others.
- In an encounter of two people, if a cloth face covering/mask is worn by both, then the likelihood of spreading the infection is further reduced.
- The preferred face covering is a cloth face mask (multi-layer).
- All face coverings/masks must cover the nose and mouth, going under the chin, and without gaps around the sides.
- Per the CDC, when selecting or sewing a cloth face covering/mask, make sure it is made of two layers of tightly woven cotton, such as quilting fabric or cotton sheets. T-shirt fabric will work in a pinch. As with any fabric, it is less protective if it becomes wet. **Make sure to wear a face covering/mask that is cleaned often and is dry upon placing it over the nose and mouth.**

You may launder cloth face coverings using hot water and soap. The mask may be dried at high heat or it may be air dried.

- It is recommended that cloth face coverings/masks either be freshly washed daily or rotated in a 3-day cycle.
- A minimum of five reusable face coverings/masks will be provided to all students and staff upon return to in-person learning. Disposable face coverings/masks (adult through pediatric sizes) will also be available at the front office for those students or visitors who may need them.
- It is recommended that staff provide their own face coverings/masks to ensure proper fit.

GAITERS AND FACE MASKS WITH VENTS

Guidance from the CDC as of January 13, 2021 can be found here:
CDC: Your Guide to Masks

With regard to Gaiters and masks with vents, the latest guidelines from the CDC do not support either as being *most* effective for mitigating the transmission of COVID-19 and virus particles.

In this document, there has not been a reference **to date** as to whether Gaiters or face masks with vents are allowed. However, this topic has been addressed in Cabinet and Principals' meetings.

The consensus of leadership is that Gaiters and face coverings with vents are NOT acceptable at OCS. Administrative and School level leaders agree this is best, due to the science and all recommendations provided by both the ABC Science Collaborative and the Orange County Health Department.

Therefore, OCS is of the position that Gaiters—even if they are double layered, per the CDC—and face coverings with ventilation are NOT allowed in OCS. *(Updated 2-1-21)*

CDC Guide to Masks
Also, according to the CDC, some face masks/coverings work better than others. To read the latest Scientific Brief for more information on this topic, click here:
https://www.cdc.gov/coronavirus/2019-ncov/more/masking-science-sars-cov2.html

Exceptions for Wearing a Cloth Mask/Face Covering

As a general rule, cloth mask/face coverings are REQUIRED; and exceptions are made on a case-by-case basis with appropriate staff (i.e., the EC facilitator, school nurse, or principal) for those not wearing a mask. Considerations include learning needs, safety, and any potential alternatives. Students with exceptions should be noted in the PowerSchool medical alert. In this case, 100% Remote Learning (OCS Virtual Academy) may be recommended for the safety of the child.

Cloth masks/face coverings should not be required for individuals who:

- Cannot tolerate a face covering due to any medical, behavioral condition or disability (including, but not limited to, any person who has trouble breathing, or is unconscious or incapacitated, or is otherwise unable to put on or remove the face covering without assistance)

Parents/guardians should contact their school nurse if they have concerns that their child cannot wear a face mask.

Staff should consult with Human Resources. Individual circumstances will be taken into consideration along with applying the most stringent public health prevention measure possible. Safety is our highest priority; this is for the students' safety, the staff member and for the safety of those around them.

- Students and staff must wear masks inside and outside unless eating, taking a physically distanced mask break or if they are alone in an office/classroom, or not within six feet of another person outside.
- Mask break options will take place outside and/or when 6 feet separation from others can be assured.
- Masks shall be stored in a manner to protect from contamination after being taken off.
- Students and staff will be provided with a break away lanyard and water resistant, zippered pouch to safely store masks while taking a mask break, eating or drinking.
- Students and staff should have an extra clean mask in a zip-lock sealed bag available on campus.

Please note that bandanas, tie-on fabrics, other coverings with gaps or those that are thinly layered are not allowable alternatives as they do not meet the CDC guidelines for a face covering.

All students and staff will be taught/trained on best practices for:

- Putting on and taking off face coverings
  How to Wear and Safely Remove a Mask
- Respiratory etiquette (how to safely cover a cough or sneeze)
  Cover your Cough/Sneeze
- Avoiding touching the face
  How to Protect Yourself and Others

FACE SHIELDS

Face shields do not protect an individual or those around them unless they are paired with a mask. Face shields can be reused but must be decontaminated per CDC guidelines after each use. Staff using face shields must obtain special training in their usage and cleaning. It is anticipated that face

shields are used rarely and can be reused. Staff working in the care center (isolation room) may need to pair the face shield with a surgical mask. Other staff who wish to wear face shields must contact Human Resources. Parents/guardians who have children in special circumstances should contact their school nurse or EC facilitator to discuss the use of face shields.

In the Isolation Room: Face shields must be worn along with surgical masks by staff in the care center (isolation room) when:

- Monitoring, assisting or providing care for a symptomatic person.
- Performing/Administering an ordered respiratory-related health care procedure that carries the risk of aerosolization (such as nebulizer treatment, respiratory suctioning, etc.). During these procedures, there is the potential to aerosolize infectious particles in the event a student is COVID-19 positive. For more information, see: CDC: FAQ for School Administrators
- Since risk for exposure to asymptomatic COVID-19 during some aerosolizing respiratory procedures such as nebulizer treatments is not fully understood, it is recommended that schools identify a separate space when these procedures are needed. The space should not be the health room that is typically used for the care of well students (e.g. providing medications, diabetic care, etc.). If it is not possible to identify a separate space, it is recommended that staff use a separated area somewhere within the care center (isolation room).

In the School Building: The recommendation for all staff and students using face shields is that they also wear a cloth face mask (the caregiver in the sick/care center (isolation room) must wear a surgical mask since they are giving high risk care).

If staff or students cannot wear a mask with the face shield, it is allowable by the Governor's Executive Order No. 147 and NC Department of Health and Human Services to wear only a face shield in the following situations (includes but may not be limited to):

- As a substitute for individuals who have difficulties wearing a cloth face covering
- As a substitute for teachers or others while they are interacting with students/others who need to be able to communicate in a way that requires the mouth to be visible, for example:
    - Those who are deaf or hard of hearing
    - Students receiving speech/language services
    - Infants and young children in early education programs
    - Students with Autistic Spectrum Disorder (ASD)
    - English-language learners (ESL)

There are products such as transparent/clear masks or face coverings with a see-through panel in the front, but availability may vary depending on the setting and supply. If available, a transparent face mask may be a better option for protection that allows visibility. However, if a transparent face mask is unavailable, a face shield may be used as a substitute until or unless a transparent mask becomes available.

As a general rule, masks are required when wearing face shields. Exceptions are made on a case by case basis with appropriate staff (EC facilitator, School Nurse, and the principal) for those needing to use a face shield instead of a mask. Considerations include: learning needs, safety, and any potential

alternatives to the shield. Students with exceptions should be noted in the PowerSchool medical alert. Staff in this situation must contact HR. Remote learning or working may be a safer alternative.

If face shields must be used without also wearing a mask, they should wrap around the sides of the wearer's face and extend below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.

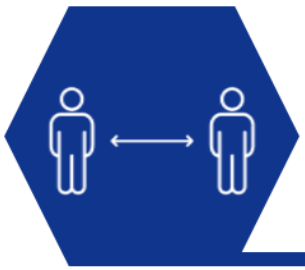
Additional protective measures should be encouraged when only a face shield is worn, such as increasing ventilation in the space and maintaining social distancing.

Wearing a Face Shield:

- Position the face shield over face and secure on brow with the headband
- Adjust to fit, comfortably (should fit snugly)
- Be conscious of not touching the face shield with hands, even if wearing gloves, to avoid contamination

Removing a Face Shield:

- Grasp ear or head pieces with ungloved hands and lift away from face
- Place in designated space for cleaning. The outside front of the face shield is considered contaminated after use until cleaned. The "clean" parts are the elastic headband and/or earpieces of the face shield. The "dirty" part is the shield itself.
  Tips from the CDC for cleaning Face Shields
- Face shields should be assigned to one wearer and labeled if reused.
- Always perform hand hygiene upon removal of the face shield.



SOCIAL DISTANCING

Social distancing has been identified as a key measure to prevent spread of COVID-19. All staff, students and visitors must practice social distancing. According to the CDC six feet between individuals is considered appropriate social distancing.

All district building administrators are taking actions to ensure that spaces support health and safety with regard to adhering to social distancing requirements. These actions include:

- Limiting access within the building to meet social distancing requirements
- Installing floor/wall decals to ensure six feet distancing in offices, breakrooms, restrooms, and areas where staff and students may congregate
- Designating/marking any one-way entrances and exits

- Posting Information signage (to include bilingual signage) at building entrances, restrooms, breakrooms, areas of possible congregation, and throughout the buildings to reinforce good social practices.
- Flow patterns, designed by building administrators will ensure the promotion of social distancing. Changes to foot-traffic flow through buildings and onsite pathways may be considered.
- Designating three to four building locations for daily arrival and departure. Health screening will occur upon arrival. Once the major arrival has occurred for the day, the building will be locked and have only one entrance/exit point. If class change requires doors to be opened, those doors will be relocked at the end of the transition period.
- Allocating individual spaces for ealtimes, which will be at least six feet apart, and utilizing outdoor spaces as weather permits.
- Arranging furniture and decluttering classrooms to encourage social distancing. This action may require that some furniture be marked or removed, and that protective barriers be installed;
- Discontinuing in-person activities that involve bringing people together in large groups.

Practical Guidelines for Social Distancing

- Social distance of 6 feet or more should be maintained. Masked staff and students are only allowed to be in closer proximity, for less than 15 cumulative minutes in a day. This is because in some rare cases, masked staff and students may, for conferencing or comfort, not be distanced at 6 feet.
- Consider restructuring of outdoor play and physical education to accommodate social distancing. Outdoor play at any given time will be restricted to a single “pod” (see pod definition below).
- 50% capacity of students per physical classroom (“pod”), which allows for at least 6 feet distance from others and a private designated workspace allocated per student in each classroom. Each allocated space will have visual designation for students to follow and stay within.
- Individual allocated spaces for mealtimes will be at least 6 feet apart with the use of outdoor spaces as weather will allow.
- Use of markers/items, such as beach towels, for social distancing during outside learning/meals.
- Materials will not be shared between students unless they are first sanitized by students or staff.

SHARED ITEMS

To protect the health of staff and students, sharing of equipment and supplies shall be kept to a minimum, and may only allow for essential items.

- All shared items shall be quarantined for 72 hours if possible; if quarantine time is not possible, items shall be cleaned and disinfected (with an approved disinfectant) prior to reuse.
- Books and soft items can be checked out; however, upon returning such items, they shall be quarantined for 72 hours. A 72-hour quarantine of books is an effective way to decontaminate them after being handled by staff or students. No attempts should be made to disinfect books with cleansers.
- Communication will be required for families to ensure they feel safe using books and to discourage them from attempting to clean books at home. When students, staff, and families understand what OCS is doing to mitigate risk, it is our hope they will be less likely to attempt their own disinfection methods at home.
- Staff should wear a face mask and avoid touching their face when moving items into quarantine. After handling books, they will wash their hands for 20 seconds following CDC guidelines. Handwashing is recommended over hand sanitizer because the former removes dirt and oils and the latter does not. Dirt and oils can be transferred to books and damage them.
- If a dedicated quarantine space cannot be established, staff can place books on designated tables until the quarantine period is over so that staff do not accidentally hand the items. It is not advised to tightly seal the bags/totes because this can create potentially-damaging microclimates within the container.

VISITORS & GROUPS IN SCHOOLS

Movement by students between classes will be minimized. Teachers will be coming into the classrooms when appropriate by grade level and age of students. Steps will be taken to minimize student movement throughout a building and to prevent mixing between cohorts. Student movement within the building will be marked with signage, prior to the start of the return to onsite instruction. The markings will indicate specific routes of travel designated and floor markers/or other items to ensure there is allowance for at least six feet for social distancing whenever possible.

Cohorts & Pods

Students will be organized in classes or “pods” of 8-15, and further into grade level “cohort” groups of 16-45 in order to control prevention of spread of infection. As much as possible, movement of students will be kept to a minimum and staff will rotate only among an organized cohort group to minimize cross-over.

Visitors

Only essential visitors will be allowed in district campuses in an effort to protect the health and safety of our community by minimizing the number of people on school sites. All efforts will be made to keep even necessary visitors to a minimum. These measures include the use of virtual or telephone

meetings with families and guests. Visitors will also be granted entry by appointment only and they shall remain in their cars until the time of their appointment. Visitors should call the front office upon arrival.

Once inside, visitors shall sign in and conduct symptom screens and temperature checks prior to being granted access beyond the main lobby.

For School Locations:

- Sign in will occur at the LobbyGuard station.
- Visitors will sanitize hands before and after use of the equipment using the sanitizer provided or their own. They should also be wearing a face covering.
- Front office staff will conduct the symptom screening and temperature check. Only elevated temperatures (greater or equal to 100 degrees F) will be recorded.
- If a visitor screens positive for either symptoms or temperature, they are not allowed to stay in the building and shall be instructed to promptly exit the building.
- Upon leaving the office, all visitors must immediately conduct proper hand hygiene practices before traveling through the rest of the building.

For District Building Locations:

- Sign in process will occur at the front office.
- Visitors will read the sign-in procedures posted and attest responses to the symptom screening questions to the front office staff member present.
- If positive responses are given, the visitor will be instructed to leave the building.
- Front office staff shall conduct a temperature screen on the visitor. If the temperature is above 100.4℉, the visitor shall be instructed to promptly exit the building.
- The visitors shall sign in and record reason for visit. (e.g. meeting and with whom)
- Upon leaving the office, all visitors must immediately conduct proper hand hygiene practices before traveling through the rest of the building.

Staff Meetings

All meetings or training sessions which require employees to gather, based on current mass gathering guidance from state and local government, will be completed virtually unless outdoor space is available, and at least six-foot distancing can be maintained, with masks. Large assemblies and gatherings will be postponed until further notice. Certain staff training must be done in person, (e.g. delegated caregiver training), but participants will use social distancing and separate training supplies.

CLEANING & DISINFECTING FACILITIES

Cleaning and disinfection are strategies used to minimize the spread of the COVID-19 infection. Buildings will be thoroughly cleaned and disinfected throughout the day and every evening. Multiple times a day, custodians will perform the following duties, among others:

- Cleaning and disinfecting water fountains;

- Cleaning and disinfecting bathroom surfaces; monitoring hand soap and products;
- Wiping and disinfecting touch points in hallways, common areas, and classrooms, if applicable. (Our disinfectant is an EPA-approved disinfectant for COVID-19.) Note: Adequate supplies, for those specific spaces and equipment, will be available in all areas to support cleaning/disinfection.
- Ensuring that staff who are onsite actually are and will remain safe and healthy by providing training and making sure they have access to needed supplies.

Maintenance and custodial staff will also be required to:

- Reinforce frequent hand hygiene and procure needed supplies. They will also prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand rub (hand sanitizers) in each classroom, at entrances and exits, and near lunchrooms and toilets.
- Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.).
- Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)
- Use sodium hypochlorite at 0.5% (equivalent 5000ppm) for disinfecting surfaces and 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for cleaning staff

Water Fountain Usage

In response to COVID-19, staff, students, and visitors will be prohibited from drinking directly from the water fountains. Water fountains may be used to refill individual water bottles only. In addition, water sampling will be conducted frequently in district buildings. All staff are encouraged to bring their own reusable water bottles. Water bottles can be filled in water fountains, using the proper techniques that will be demonstrated by school staff. Additional information/details can be found in the School Buildings section.

REQUIRED SIGNAGE FOR OCS FACILITIES

Posters/Signage will be placed in strategic locations as reminders and general education for staff, students and visitors by the start of Plan B reopening.

Administration will ensure poster placement as follows: All Entrances that will be used for staff, students, families and other visitors:
Know Your W's
Know Your W's - Spanish

All Entrances that will be used for staff, students, families and other visitors AND in the nurse's office, sick/care center (isolation room) and in each school wing:
Signs and Symptoms of COVID-19
Signs and Symptoms of COVI-19 - Spanish

Nurse's Well Room and Sick/Isolation Room:
How to Safely Wear & Remove Mask Poster
CDC: How to Remove Gloves Poster
CDC: Poster on Donning & Removing full PPE

Classrooms:
Cover Your Cough
Cover Your Cough - Spanish

In Student Bathrooms (near sinks):
A variety of age-appropriate posters on avoiding germs and proper hand hygiene

In Staff Bathrooms and near Hand Hygiene stations:
Handwashing Steps Poster (staff bathrooms at minimum; may also post in student bathrooms)
Handwashing (Germs) Poster
Handwashing (Germs) Poster - Spanish

In Staff Bathrooms:
How to Safely Wear & Remove Mask Poster
How to Safely Wear & Remove Mask Poster - Spanish

In Teacher's Lounges:
How to Safely Wear & Remove Mask
How to Safely Wear & Remove Mask Poster - Spanish

STAFF TRAINING PROVIDED BY HUMAN RESOURCES

All individuals perform better and are less anxious when properly trained. Therefore, specific training will be required of OCS personnel. Online instruction is currently available and required by **ALL** staff:

Public School Work (PSW) 850: "Covid 19: How to Protect Yourself & Others" covers:

- Handwashing
- Cloth face mask info as well as cleaning and removing

- Symptoms of Covid 19 and a link for when to stay home
- Basic cleaning

Staff may also view these additional videos:

- Hand-washing Steps Video
- CDC How to Safely Wear Face Coverings
- How to Safely Wear & Remove Mask Poster
- Putting Gloves On and Off Video
- Donning & Removing Gloves Video

STAFF RESPONSIBILITIES

Staff should be attesting on Timekeeper and having their temperature taken upon arrival. If staff screen positive, they should go home immediately and notify their supervisor.

Stay Home or Go to School Flowsheet

Screening Procedure & Forms:
Screening Procedure
Screening - Elementary

Screening - Elementary - Spanish
Screening - Middle-High & Visitor
Screening - Middle-High & Visitor - Spanish
Staff Roles FlowChart

SCHOOL NURSE RESPONSIBILITIES

School nurses will be conducting in-person training 2 weeks (minimum) for specific staff prior to Plan B re-opening. Dates for training sessions will be planned with the administrator.

Screener Training: Student and Visitor Screening Procedure Training, including where screening will occur, what materials to use(properly) and what to do if someone screens positive.

Delegated Caregiver Training: Delegated Caregiver Training for Well Room and Isolation Room, including use of appropriate PPE, contact tracing log, what materials to disseminate to students/families, and school exclusion/re-entry criteria

Caregiver Protocol and Related Forms:
Caregiver Guidelines Overview

Isolation Room Operations
Delegated Caregiver Training for PPE & Isolation Room
Contract Tracing Log Sick-Isolation Room
Attendance Tracking
Parent Information: When Sick Children May Return to School
Parent Information: When Sick Children May Return to School - Spanish
Donning and Removing Full PPE Video
CNA Skills - Donning and Removing Full PPE Video

TOPICS FOR TEACHERS TO COVER WHEN STUDENTS RETURN TO SCHOOL

Student education is a key method of having everyone in the buildings comply with prevention strategies. Administrators will inform teachers of their need to provide the following student education in the classroom during the first week of in-person instruction. Teachers should ensure they understand the information and contact their school nurse with any questions. Teachers should use age-appropriate teaching methods. The information may need to be re-taught or reinforced periodically. Teaching tools include those suggested on the topics below. If a teacher uses a different teaching method, the content must come from an approved health care source. Make every effort to minimize stigma in the classroom. All school staff will make every effort to set a positive example for the students by performing hand hygiene, wearing a mask and maintaining social distancing. For students who need additional assistance with these skills, please refer them to the school nurse.

Topics of instruction must include:

Respiratory Etiquette
Cover Your Cough
Teachers and students are to keep their masks on during this demonstration.

Face Coverings
How to Wear and Remove a Face Mask
Teachers should demonstrate using a clean face mask while wearing their own; no teacher or student should take off this mask during the teaching session. Teach students how to remove their mask, fold

in “dirty side in” and place it in a bag or pouch. A break-away lanyard with a zippered pouch will be provided by the school district and will be used during meals and mask breaks.

Hand Hygiene
Step 1: Wet hands with safe running water
Step 2: Apply enough soap to cover wet hands
Step 3: Scrub all surfaces of the hands – including backs of hands, between fingers and under nails – for at least 20 seconds
Step 4: Rinse thoroughly with running water
Step 5: Dry hands with a clean, dry cloth, single-use towel or hand drier as available

More on Handwashing
Handwashing for Elementary Video

Handwashing for Older Elementary and Middle School Video

Handwashing for High School Video

What to know about Handwashing and Using Hand Sanitizer

Additional Resources:
Link to NASN videos (these videos address face coverings, hand hygiene and social distancing and are easy to understand for students of all ages)

Social Distancing
Help students understand the concept of six-feet distancing. Reinforce social distancing in the classroom, hallway and other locations. Talk to students about why social distancing is important, and who they should keep distance from.

COVID-19 Signs and Symptoms
Signs and symptoms of COVID-19
Use this link and review the information contained within with all students regarding signs and symptoms of COVID-19.

ADDITIONAL SAFETY RESOURCES FOR STUDENTS

Use age-specific health education. Below are suggestions on how to engage students of different ages on preventing and controlling the spread of COVID-19 and other viruses. Activities should be contextualized further based on the specific needs of children (language, ability, gender, etc.).

Preschool

- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently
- Sing a song while washing hands to practice the recommended 20 second duration.
- Children can “practice” washing their hands with hand sanitizer
- Develop a way to track hand washing and reward for frequent/timely hand washing
- Use puppets or dolls to demonstrate symptoms (sneezing, coughing, fever) and what to do if they feel sick (i.e. their head hurts, their stomach hurts, they feel hot or extra tired) and how to comfort someone who is sick (cultivating empathy and safe caring behaviors)

- Have children sit further apart from one another, have them practice stretching their arms out or ‘flap their wings’, they should keep enough space to not touch their friends.

Elementary School

- Make sure to listen to children’s concerns and answer their questions in an age-appropriate manner; don’t overwhelm them with too much information. Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe.
- Introduce the concept of social distancing (standing further away from friends, avoiding large crowds, not touching people if you don’t need to, etc.)
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
- Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, by putting colored water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water
- Put a small amount of glitter in students’ hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water
- Have students analyze written scenarios to identify high risk behaviors and suggest modifying behaviors. (For example, a teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands after with a handkerchief then goes to class to teach. What did the teacher do that was risky? What should he have done instead?)

Middle School

- Make sure to listen to students’ concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
- Introduce the concept of social distancing
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
- Remind students that they can model healthy behaviors for their families
- Encourage students to prevent and address stigma. (Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings)

- Build students' agency and have them promote facts about public health.
- Have students make their own Public Service Announcements through school announcements and posters
- Incorporate relevant health education into other subjects:

Science can cover the study of viruses, disease transmission and the importance of vaccinations
Social studies can focus on the history of pandemics and evolution of policies on public health and safety

Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens

High School

- Make sure to listen to students' concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe:
    - Introduce the concept of social distancing
    - Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands, Encourage students to prevent and address stigma
    - Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings.
- Incorporate relevant health education into other subjects:
    - Science courses can cover the study of viruses, disease transmission and the importance of vaccinations
    - Social studies can focus on the history of pandemics and their secondary effects and investigate how public policies can promote tolerance and social cohesion
    - Have students make their own Public Service Announcements via social media, radio or even local tv broadcasting
    - Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens

For ALL Students

Children and young people should understand basic, age-appropriate information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID-19 through reputable sources such as the CDC, NC Department of Health & Human Services, and local health departments. Be aware of fake information/myths that may circulate by word-of-mouth or online.

HUMAN RESOURCES

Human Resources (HR) has identified essential Human Capital Management guidance for Principals regarding the following topics:

- Return to Work Expectations
- Substitutes
- NCEES and Observations
- Staffing

Return to Work Guidance

A comprehensive Return to Work folder has been added to your HR School folder to include the information below as well as other key HR support documents to assist you and your staff: **HR Folder**

OCS Return to Work Guidance 10 5 20

Substitutes

The board approved substitute teachers for the 2020-2021 school year. OCS Human Resources will continue to accept applications for substitute teachers, however, names will not be recommended to the board (unless it is a long term situation) until January of 2021.

Long term substitutes will continue to be approved as needed. Keep in mind that the board approved new daily rates of pay for long term substitutes: $150 for non certified and $200 for certified.

All of the approved substitutes completed comprehensive training to help them adjust to remote instruction (Plan C) in addition to safety practices for Plan B. Additional training can continue to be pushed out through the use of Public School Works. Thus far, all Returning Substitute Teachers have completed the following trainings:

- Introduction to Remote Instruction (Virtual Live Meeting with C&I)
- Guidelines for Wearing and Removing a Mask, Removing Gloves, and Handwashing (Public School Works)
- COVID 19 How to Protect Yourself and Others (Public School Works)
- Managing Stress and Anxiety During Coronavirus (Public School Works)
- Zoom Meetings for Educators (Public School Works)
- North Carolina Safe Child Act - Module 1, 2, 3 (Public School Works)
- Bloodborne Pathogens (Public School Works)

- Lockdown Training (Public School Works)
- Policy Assurance (Letter)

First and foremost, Principals still have the flexibility to assign internal staff to substitute as needed in short term situations. If assigning a teacher assistant/support staff makes more sense, administrators should have the freedom to do so even in Plan B.

An **approved list of substitutes** with contact information is shared with Principals and Assistant Principals. While we are not using The Absence & Substitute Management System (AESOP) while in Plan C, we will return to using AESOP to secure substitutes in Plan B. It is anticipated than even in Plan B, substitute teachers will need much more extensive information than in the past in order to be successful. Therefore, we are encouraging teachers to call substitutes beforehand whenever possible to discuss classroom routines and expectations. AESOP can also allow teachers to set a preferred substitute list. Please also note that teachers can set a preferred sub list in AESOP.

An **OCS Substitute Resources During COVID-19 Google Site** has been developed to share resources with Substitute Teachers. As we move to plan B, information will be added for easy access and communication with substitute teachers. In addition, all Returning Substitute Teaches have an Orange County email account. They have been instructed to only use their Orange County email account to communicate with school personnel and central office staff. This is imperative as they will not be able to access items such as the Google Site or Public School Works from personal accounts.

Staffing - High Risk Staffing: Americans with Disability Act (ADA)

In collaboration with Principals and Supervisors, staff who requested ADA **(Americans with Disabilities Act)** accommodations to work remotely were temporarily approved while the district opened under Plan C. On September 18, 2020, HR reached out to each Principal and Supervisor with a list of staff who were temporarily approved for remote working to confirm their eligibility to continue to work in a remote setting. When reviewing the request, Principals should also review the job description to consider if the employee can continue to perform the essential functions of the job remotely.

Moving forward, staff should contact Teresa Cunningham-Brown if they believe that they have a medical condition or disability and want to request an accommodation.

Principals and Supervisors should give priority for the virtual academy or remote working opportunities to staff who have requested remote working. Once the list is provided to Principals and Supervisors they will provide feedback regarding the request for the employee to continue in their remote work assignment, HR will consult with Principals/Supervisors and then contact each employee regarding the outcome of their request. HR will continue to collaborate with Principals and Supervisors to review and approve individual requests for reasonable accomodations. Based on the list provided to Principals and Supervisors they will continue to work with HR to consider if the staff temporarily approved for ADA accommodations can perform the essential functions of their job while remaining in a remote working or virtual setting.

The measure for making such a determination for approving remote working is that the requested accommodation is reasonable, that the accommodation is not an undue burden on the district, and that the employee can complete the essential functions of the job outlined in the job description **(OCS Job descriptions).**

New ADA Guidance for Pregnant Women from the CDC
Guidance for Pregnant Women (last updated November 9, 2020)

HR will continue to meet with all employees who requested enhanced PPE as their reasonable accommodation. HR has been working in consultation with Sara Pitts, Director of Safety to determine the appropriate PPE based on the request. Following the meetings, Principals and Supervisors will be copied on emails confirming which PPE or other reasonable accommodations that the employee is approved for. For staff requesting plastic barriers at their desk, these requests are being assessed on an individual basis and HR will reach out directly to Principals or Supervisors for input.

Below is COVID-19 information/forms accessible to Orange County Employees via the staff intranet. These forms will continue to be utilized during Plan B where applicable.

- **OCS Job Descriptions**
- **Americans with Disabilities Act**
- **COVID-19 High-Risk Accommodations (ADA) Form**
- **COVID-19 Overview of Leave Options**
- **FAQs - Personnel Concerns for School Re-Opening During COVID-19**
- **OCS Leave Options and High-Risk Accommodation Requests**
- **Remote Working Resources:**
  - **Remote Working Procedure**
  - **Remote Working Agreement**
  - **Remote Working Log**
  - **Teleworking Policy**

NCEES Guidance During COVID-19

NC Department of Public Instruction (NCDPI) approved the North Carolina Teacher Evaluation Instrument for Remote Instruction. Attached are to memos, one for administrators/evaluators and one for teachers/certified staff. Please read carefully before proceeding. There are action items listed in the memo that need to be satisfied before you can begin the observation process as well as guidance for conducting observations.

In addition, OCS is providing Principals with a **walk through tool** to support school based administrators. The walk through tool assists in providing feedback to teachers as well collecting informal data in remote instruction. Curriculum & Instruction (C&I) is currently exploring technology options to make the walk through tool more user friendly.

The memo for certified staff will be sent out from HR to the "All Certified Staff" email group. The second memo will be shared with school based administrators and other evaluators through email and the **HR Principal Notes.**

- **COVID NCEES Guidance for Administrators/Evaluators**
- **COVID NCEES Memo to Teachers/Certified**
- **20-21 Year Round Evaluation Calendar**
- **20-21 Administrator Evaluation Calendar**

NCEES Resources

NC Educator Effectiveness System (NCEES) Webinars 2020-2021 with registration links, descriptions, dates and times are posted on the **NCEES Google site.**

Webinars are scheduled for Tuesdays from 4:00 to 5:00 p.m. unless otherwise designated. All will be recorded and posted to DPI's YouTube **NCEES Playlist** and also on **NCEES Google site** which will include the presentation links for later viewing.

- **Instructional Leadership for Principals**
  School administrators are expected to set high standards for the professional practice of 21st century instruction and educator assessment. This session will focus on the elements of best instructional and school practices and the collaborative structures within the school for the design of highly engaging schoolwork for students. Evidence, artifacts and questions for the self-assessment and evaluations for School Executive Standard 2, Instructional Leadership will be reviewed.
- **PD Office Use to Create Learning Opportunities**
  This hands-on training webinar will cover in depth how to manage a local NCEES Public School Unit Professional Development (PD) Office within NCEES PD component to create all types of Learning Opportunities
- **New AP Series Meeting 2**
  New assistant principals need consistent ongoing support. This New Assistant Principal NCEES Series will offer numerous meetings over the 2020-21 school year. Each meeting will address *timely topics* to support NCEES, ensuring fair and reliable practices for assistant principals to support teacher growth. An agenda outline for all 8 meetings has been developed. In addition, participants will have a link to submit questions and ideas for topics/ standards to be covered throughout the series.
- **NCEES "Do you know ?" Tips**
  Do you know what you don't know? In this session participants will learn tips that may help improve timely processing within NCEES on the My Staff page, the Staff Evaluation page, professional development and more.
- **Cultural Leadership for Principals**
  This session will:
  - Examine the practices that reflect Cultural Leadership
  - Recall how to ensure teachers share their instructional resources
  - Understand the importance of a leaders visual presence

- Identify failure as an opportunity to begin again
- Explore the impact of efficacy and empowerment on student achievement.
- Provide evidence, artifacts and questions for the self assessment and evaluation.

- **Using Staff Groups, PD Playlists**
  Participants will learn how creating Staff Groups in NCEES can be utilized for evaluation and professional development, and will be creating Professional Development Playlists.

Informal Observations

Informal observations provide valuable opportunities for principals to give teachers brief, informal feedback between formal observations to help teachers grow and build their capacity which leads to improved student outcomes. It is expected that principals will conduct regular informal observation in both remote and in-person learning settings. Classroom observations by school and district leaders should be so routine that teachers and students become used to them and that doing so does not interrupt lessons when an observer "walks" in the classroom whether in-person or virtually. Below is a sample framework for class meetings and an informal observation tool that can be used to provide teachers with informal feedback on their virtual class meetings.

- **Sample Framework for Class Meetings**
- **Informal Observation Tool for Remote Learning**

Additional Human Resources Links

Key HR Documents and Forms

The Role of Non-Classroom Staff

There are a variety of school-based non-classroom personnel who support both students and teachers. In in-person only, hybrid (in-person and remote), and full virtual learning models, all staff will continue to play a crucial role in the academic success of the students in Orange County Schools. Non-classroom-based staff are key in meeting the needs of teachers and students throughout the school year, regardless of the instructional model implemented. In many cases, federal and state law mandates that supplemental instructional services be provided to students by certificated staff in these positions. To maximize the impact of the staff

members across the district, non-instructional roles will support students and teachers in Plan C: Remote Learning 2.0 and Plan B: Hybrid (in-person and remote learning) during the 2020-2021 school year.

Principal Tools

As in the past, HR will continue to send "Principal Notes" with reminders and information needed throughout the year. **HR Principal Notes.** *(accessible by principals only)*

EQUITY

Equity is at the heart of everything we do and every decision we make in Orange County Schools. **Equity in Education** requires putting systems in place to ensure that **every** student has an equal chance for success. That requires understanding the unique challenges and barriers faced by individual students or by populations of students and providing additional supports to help them overcome those barriers.

According to Orange County Schools' Board Policy 1030:

The concept of educational equity goes beyond formal equality to fostering a barrier-free environment where all students, regardless of their race, class, or other personal characteristics, have the opportunity to benefit equally in order to succeed and thrive. An emphasis on equity calls on every adult to treat every student as capable of success and recognizes the uniqueness and strengths of each student allowing for differences in time, attention, instruction, and support to ensure that all students can succeed academically and participate responsibly in our community. Equity is an interruption of systems, structures, policies, and practices which privilege some students while discriminating against other students. Strategies that promote equity are intended to ensure fairness by the following:

1. *Countering biased behaviors that cause harm to specific groups.*
2. *Countering unfair policies, programs, and practices that consistently result in negative outcomes for groups who are disadvantaged by these actions.*
3. *Negotiating, re-allocating, and sometimes re-imagining resources, opportunities, and supports when equal distribution of these things (one size fits all) results in inequitable outcomes that do not adequately meet specific needs and interests of all groups of students.*

This is a very critical and emotion filled time in our nation, state, county and school district. We are in the midst of what is, for some, an awakening to systemic racism and for others, a long overdue movement towards equity. Orange County Schools Board Policy 1030, Equity in Education, was established in an effort to eliminate racial intolerance, other forms of intolerance, inequities of opportunity, and academic disparities in Orange County Schools. The text below provides clarity on expectations in OCS with regards to equity and seeks to answer some questions about equity in education in Orange County Schools and what that means for instruction and teaching practices. It also provides the overall equity focus and direction of the district that **every** Orange County Schools employee is expected to support and uphold.

FAQs - EQUITY

The FAQs below are intended to provide clarity on expectations in OCS with regards to equity and seek to answer some questions about equity in education in Orange County Schools and what that means for you and your instruction and teaching practices. It also provides the overall equity focus and direction of the district.

What is Equity? OCS Policy 1030 Equity in Education defines equity as an interruption of systems, structures, policies, and practices which privilege some students while discriminating against other students. Equity goes beyond formal equality to fostering a barrier-free environment where all students, regardless of their race, class, sexual orientation, gender identity and expression, religious/faith tradition, family structure, geographic origin, and ability/disability, have the opportunity

to benefit equally in order to succeed and thrive. Equity calls on every adult to treat every student as capable of success and recognizes the uniqueness and strengths of each student.

I've heard people talk about "equity work." What does that mean to me and to my work in the classroom and in Orange County Schools? Equity is not just about good intentions. It is the work that we do to remove barriers and create new systems of support. Effective equity work requires a deliberate focus at three levels, Individual Beliefs, Classroom/School Practices, and District/Systemic Change.

Individual Beliefs	Classroom/School Practices	District/Systemic Change
Self awareness Recognition of implicit bias Relationship building High expectations Valuing family and culture Trust Commitment to equity and self growth Being reflective	Shared ownership Culturally relevant instruction Historically accurate lessons Multiple means of assessing knowledge Family engagement Restorative practices Equity walks	Equity intentional curricular mandates Equity intentional professional development Culturally relevant instructional initiatives Culturally responsive environments Community partnerships Allocation of resources Board policies

What are the expectations for schools regarding equity?

- All OCS staff, school and department is expected to uphold and advance the equity work of this district as defined in Policy 1030.
- All OCS staff must be trained in implementing Policy 1030.
- Every school has a School Based Equity Team, which consists of teachers, administrators, and Student Support professionals from their building, and every School Based Equity Team has an Equity Lead. The Chief Equity Officer will be meeting regularly with Equity Leads. Each month there will be a district wide focus on an equity topic. Equity Leads will assist in developing activities and compiling resources for teachers, staff, and district leadership. School Based Equity Teams will engage staff in discussions and provide staff with support around the monthly equity topics.
- Middle and high schools are expected to provide students with a survey on equity and inclusion. Schools will be provided with the survey and instructions on how and when to distribute to students.

I am nervous about doing equity work in my school. Can we wait to do this after we have more training and curriculum materials? Orange County Schools has partnered with the Intercultural Development Research Association (IDRA) to provide staff with quarterly equity related training throughout the school year. Some of the topics of the first session include the difference between Diversity, Equity and Inclusion, an introduction to bias, and honest conversations about root causes of disparities. The dates for the first sessions are:

Intercultural Development Research Association Equity Training - Sessions		
Friday, October 30	1:00-2:30 p.m.	Central, Cameron Park, & Grady Brown Elementary Staff

Friday, October 30	3:00-4:30 p.m.	All Middle School Staff
Friday, November 6	1:00-2:30 p.m.	Efland Cheeks Global, New Hope, Hillsborough, & Pathways Elementary Staff
Friday, November 6	3:00-4:30 p.m.	All High School Staff
Friday, January 29	1:00-2:30 p.m.	Efland Cheeks Global, New Hope, Hillsborough, & Pathways Elementary Staff
Friday, January 29	3:00-4:30 p.m.	All Middle School Staff
Friday, February 5	1:00-2:30 p.m.	Central, Cameron Park, & Grady Brown Elementary Staff
Friday, February 5	3:00-4:30 p.m.	All High School Staff
Friday, April 9	1:00-2:30 p.m.	Efland Cheeks Global, New Hope, Hillsborough, & Pathways Elementary Staff
Friday, April 9	3:00-4:30 p.m.	All Middle School Staff
Friday, April 16	1:00-2:30 p.m.	Central, Cameron Park, & Grady Brown Elementary Staff
Friday, April 16	3:00-4:30 p.m.	All High School Staff

OCS will also continue its partnership with Pacific Education Group to continue to provide Courageous Conversations about Race training to OCS staff. However, professional development is only one of the ways that staff can increase their cultural proficiency and become more comfortable in engaging in equity work. In addition to professional development, each month there will be a district focus on an equity topic. Every school has a School Based Equity Team, which consists of teachers, administrators, and Student Support professionals from their building, and every School Based Equity Team has an Equity Lead. Equity Leads will assist in developing activities and compiling resources for teachers, staff, and district leadership. School Based Equity Teams will engage staff in discussions and provide staff with support around the monthly equity topics.

I am nervous about doing equity work in my school. I don't know enough. Equity work **requires** continuous self reflection, the identification of gaps in knowledge and awareness, and a commitment to actively seeking resources to address one's gaps. In addition to professional development opportunities, all OCS staff have access to the OCS Equity Resource Library. The Equity Resource Library contains book titles, articles, podcasts, equity leaders to follow on social media, films and other media resources. My recommendation is that staff begin with the Self Work and Personal Reflection folder. The Equity Resources Library is constantly being updated with resources so feel free to go back to the resource wherever you feel you need more knowledge.

I know students have been organizing against systemic racism, but I am nervous about talking to students about race and racism. Should I even have this conversation or should I just focus on getting things back to normal and

stick to my content? Unfortunately for many Black Indigenous Students of Color, racism is the norm but, as equity minded educators, it's not the normal we want for our OCS students. Racism cannot be ignored and silencing students who want to dismantle systemic inequities actually perpetuates those inequities. All OCS staff have access to the OCS Equity Resource Library and within the Resource Library is a folder dedicated to talking to students about race.

Here are some tips to get you started:

1. Create space for student voices and center the voices of students of color. The best way to learn about race and culture and to build connections is through narrative and truth, so allow students to speak their truth and tell their stories. The district recommends the use of restorative circles to allow students to safely talk about their experiences.
2. Allow students to help develop class norms that will keep them safe, ensure those norms are followed, and immediately address it when they are not. Students of color, and other students who have experienced intolerance, often deal with open and subtle acts of violence against them. They need to feel safe to express and share their stories without fear of retaliation.
3. Speak your truth. If you're still doing your own self work, admit this to students. This is a great time for shared ownership; let them lead the class while you listen and learn from them. Don't be offended if students call you out if you have caused a racial harm. Remember that students of color often deal with open and subtle acts of racial violence against them and they will no longer be complicit in their oppression.
4. Culturally relevant teaching calls for incorporating student's lives and what's happening in their world and community into the course content. Discussions about current and historical race relations and racism should be part of your course content, as should discussions about the accomplishments of people of color and recognition of their contributions.
5. When a racial incident happens, Speak Up. Immediately call it out, support the targeted student(s), and use restorative practice techniques to implement healing.

How do I support my teacher of color colleagues in equity work?

- Do the work. White privilege is real and it means that you have power, even when you don't recognize you have power. Be committed to doing all that you can to advance racial equity. When a racial incident happens, Speak Up. Spend time talking to other white staff members about what you can do to dismantle systemic racism.
- Do **your** work. All OCS staff have access to the OCS Equity Resource Library. Staff are recommended to begin with the Self Work and Personal Reflection folder. For a quick read, Teaching Tolerance has an article entitled, What White Colleagues Need to Understand.
- Don't be offended if a teacher of color colleague calls you out if you have caused a racial harm. Remember that teachers of color often deal with open and subtle acts of racial violence against them (microaggressions), and many will no longer be complicit in their oppression.
- Elevate the voice of staff of color. Although all OCS staff have access to the Equity Resources Library, you can't just read and research your way into equity. The best way to learn about race and culture and to have conversations with people of color.
- Recognize the experiences of people of color as truth. Just because it hasn't happened in your experience, doesn't mean it hasn't happened. People of color are often discredited because their experiences are not shared by white people, and as such, their experiences are

outside the realm of possibility for most white people. The recent video of the killing of George Floyd, while painful and infuriating for black people, was not a surprise for black people as was for white people. This was another incident in the long historical reality of black people.

I have already read a lot about racism and don't really need any more training or school-wide or district-wide work on this. Is there a way for people like me to opt out? Orange County Schools is taking active measures to create culturally affirming and relevant classrooms and schools. Cultural proficiency **requires continual** self-reflection to check one's assumptions, perspectives, interactions, discourse, etc. Equity work is an ongoing process and effective equity work requires a deliberate focus at three levels, Individual Beliefs, Classroom/School Practices, and District/Systemic Change. To opt out at any level, is to opt out of creating equitable outcomes for the students of Orange County Schools, which isn't an option. The training, resources, activities, etc. are intentionally selected to move you towards cultural proficiency.

We're already being asked to do so much. I don't really have time to find a way to squeeze antiracism and equity work into my already packed instruction. How do I even fit it into a remote setting? Ensuring equity in your teaching and instruction is not another thing, it is the thing, it's just good teaching. Dismantling inequity takes time. We didn't get here overnight and we won't have a new system built in one day or even one year, but we can make continual moves to create more equitable classrooms and schools. Also know that as a district, Orange County Schools is committed to supporting you as you work towards equity minded instruction. Equity Mindsets and Culturally Affirming Teaching in a Remote Setting

I have some questions that weren't addressed here. Who do I contact? This is not an exhaustive list, instead, it is a working document. If you have additional questions, contact Dr. Dena Keeling, Chief Equity Officer, dena.keeling@orange.k12.nc.us or, if you feel more comfortable, you can submit your questions to your School Based Equity Team. Every school has a School Based Equity Team, which consists of teachers, administrators, and Student Support professionals from their building, and every School Based Equity Team has an Equity Lead. Dr. Keeling will meet regularly with Equity Leads. They will discuss staff questions and update this document. The identity of submitters will remain anonymous, only questions and answers will appear in the document.

CURRICULUM & INSTRUCTION

The OCS team has been hard at work, planning for every possible reopening school plan for our district. Part of that planning includes ensuring that you--our teachers and instructors--have every resource to help you succeed with online and in person teaching. We respect you as our experts in teaching. You know our students and what works for them the best! That's why we purchased new online curriculum resources and transitioned existing core and supplemental curriculum to a blended format through the Canvas Blueprint Courses to serve as resources for you. Additionally, research

based best practices and curriculum resources for in person instruction are also available in the event we transition back to some form of in person teaching.

During the first quarter of this school year, teachers and support staff have been able to customize current curriculum materials with the new online curriculum to best meet your students' diverse learning needs and to convert your in-person curriculum to a blended one, (curriculum that can be seamlessly used in both online and in-person settings). This seamless transition of resources will be especially critical as we work to serve the needs of learners in person and remotely simultaneously. Teachers are using elements of the new online curriculum in our summer school program, with good reviews from teachers, students, and parents.

Plan B Instructional Models from Other Districts

Plan B Hybrid Instructional Model: Just **1** Example

Hybrid: In-person Learners **Remote Learners: Hybrid Remote & 100% Remote**

Note: All students (in-person and remote) have their device. The teacher has two monitors/screens: one facing the wipe board where the instruction is so all students (in-person & remote) can see the content via their device; the other is placed so the teacher can see the remote learners. All students utilize their device to access the content, digital tools, instructional resources, etc. Of course, in-person students also have the advantage of actually seeing the instruction unfold and engaging with their teacher and each other in-person. Students working remotely can ask questions and engage as well. Per teacher judgement, all students have opportunities for synchronous and asynchronous instruction which includes variations in screen time.

PRINCIPLES of REMOTE TECHNOLOGY & LEARNING

On Tuesday, September 29, 2020, the OCS Board of Education approved the return to school for preschool and exceptional children (EC) beginning October 27. Small groups of students in all other grades may begin returning Under Plan B with the start of the second semester (January 2021); and staff members who feel safe may begin a slow return to schools to acclimate to new safety measures and to get used to being back in the classroom.

Plan B is the Hybrid Model for all students. Lessons and instructional activities will be delivered in both live (synchronous) and recorded (asynchronous) formats. Social-emotional learning opportunities will continue to be provided for students and staff. Our upgraded version of hybrid learning (Remote/In Person) will include the following:

- Live, direct core instruction in person (synchronous)
- Independent work for students to complete (asynchronous)
- Submission of assignments
- Meaningful feedback and grading
- Attendance taking
- Remote and in person learning that provides both structure and flexibility for students, teachers and families

A hybrid learning schedule is not the same as a traditional school schedule. Therefore, the Hybrid Learning schedule will not follow the same structure as a typical instructional day in a school building. One alphabetized cohort of students will attend classes in person Monday - Thursday while the other alphabetized cohort of students will attend classes remotely. These cohorts will rotate each week on an A week/B week schedule. Friday mornings will be used to provide additional support for selected students synchronously, while all other students are learning asynchronously. Friday afternoons will be used for teacher professional development, planning, and collaboration. Extended lunch times are provided to afford students the time needed to pick-up lunch from the district and to do other things such as work on assignments, participate in an advisory, and/or engage in additional small groups or 1:1 instruction.

INSTRUCTIONAL BEST PRACTICES: REMOTE & IN-PERSON LEARNING

Remote vs. In-person Teaching

In the asynchronous (remote learning) portion of the hybrid/blended learning model, teachers and professors use online media to deliver notes, lectures, and related course materials. Students review these materials at home and at their own pace.

In the synchronous (in-person) portion of the hybrid/blended learning model, classrooms are transformed into hands-on work periods where the teacher–who will have already delivered his or her lecture digitally–is free to field questions, engage class-wide discussions or offer other means of instruction and support.

What will in-person and remote instruction look like for my student?

In-person

- All students access course content in Canvas
- Teachers will develop mini lessons to deliver specific standard or skill based instruction as well as learning activities in which students engage in learning activities to use the skills and develop proficiency in the standards

● Teachers will work with students in small groups/one-on-one to address questions and misconceptions based on content learned remotely. Teachers will also meet with small groups of students ready for challenges, enrichment and/or extensions.
● Teachers will continue to monitor students' SEL needs as outlined in the table above.

Remote
● All students access course content in Canvas
● Delivering pre-recorded lessons and activities/assignments based on standard aligned content while students are working remotely
● Providing learning activities in which students engage in learning activities to use the skills and develop proficiency in the standards
● Connecting with students at least once a week remotely via Zoom to support their SEL needs, guide students through the learning experiences, and provide opportunities for students to ask questions, ensure all students remain active and engaged learners while they are working remotely.
● Teachers will continue to monitor students' SEL needs.

Synchronous vs. Asynchronous Learning

Shift From **"Pre-COVID-19"** **Synchronous Learning**	**Shift To** **" During COVID-19"** **Asynchronous Learning**
❖ **Live Instruction**	❖ **Pre-Recorded Instructional Videos**
❖ **Teachers and Students Working at the Same Time**	❖ **Students Access the Content on their own Time**
❖ **Content is Long and Sustained**	❖ **Short Snippets of Info with Interactivity**
❖ **Might Cover Multiple Concepts**	❖ **One Concept at a Time**
❖ **Content is Consumed all at One Time**	❖ **Content is Consumed in Chunks**
❖ **Content is Standard Aligned**	❖ **Power Standards/Key Topics Aligned**
❖ **Face-to-Face Time**	❖ **Brief Check-Ins and Office Hours**

Key Principles of Remote Learning

Teachers check-in on students while they are learning asynchronously in a variety of ways. Some of these include, but are not limited to:
● Having a morning meeting with remote students to check in on learning needs and to also get a pulse on mental and emotional needs.

● Check ins at the end of day or class as well can be used to gather data about learning needs. ○ These check-ins could be a Zoom meeting or a task to accomplish with the use of Canvas discussions, Google forms, Nearpod, PearDeck, Padlet, etc.
● Students will spend less time on computers and more time focused on learning activities and experiences.
● Since live Zoom classes are a heavy drain on home internet and bandwidth, this will alleviate the strain and stress on families caused by at home technology issues.

Instructional Design Principles for Remote Teaching and Learning

The purpose of the Instructional Design Principles for Remote Teaching and Learning is to assist teachers and administrators with the transition from in-person/face-to-face instruction to remote instruction. **The principles listed below were developed in alignment with NC Department of Public Instruction (NCDPI) and the NC State Board of Education. This tool will be used as a metric for success to guide our adjustments in practice.** With support and professional learning opportunities, educators will become proficient in the Instructional Design Principles for Remote Teaching & Learning. The progression we will use to measure growth in these critical areas is the Connected/Blended Learning Progression for Educators. **<<OCS REMOTE LEARNING GUIDANCE>>**

Suggested Best Practices

- Commit to a response time for emails, discussion board posts, and submitted work (i.e., email within 24 hours, discussion boards within 48 hours, and submitted work within 72 hours)
- Post announcements regularly in your class
- Host daily class meetings for whole group instruction
- Host regular office hours for individual student questions

Community

Community is established in a classroom when there is a feeling of fellowship with other students and the teacher through the sharing of common attitudes, interests, and goals. Everyone benefits from what each person brings to a class when the teacher creates a learning environment that supports and encourages all contributions. A teacher can build community in their remote learning class by:

- Arriving early or staying late to speak with students during class meetings
- Playing music before class starts
- Giving learners an opportunity to share personally through introduce yourself discussion board posts and other 'getting to know you' activities
- Creating opportunities for students to share with their voice and image during synchronous class meetings

Student Engagement

Engagement in the remote learning classroom should be active, not passive. Students process more deeply and retain more information when they are actively working with information in their lessons, not just reading texts or listening to a lecture. Remember - the one who does the work does the learning. A teacher can build engagement in their remote learning class by:

- Requiring students to complete different types of learning activities – posting to discussion boards, taking assessments, turning in assignments for teacher feedback
- Creating active lessons for class meetings. Students should not just *sit and get* during instruction.

  Build in opportunities for student engagement by:
  - Breaking up your lesson into short mini-lessons with activities and opportunities to practice. Give students something to do every 2-3 slides.
  - Asking questions that students must respond to in the chat or on the whiteboard
  - Using polls or quizzes
  - Giving students opportunities to work in small groups
  - Using Guided Notes - a notetaking guide with strategically placed blanks. Students fill in the missing information as the instructor leads the lesson.

Tools	Strategies for Student Engagement
Interactive Whiteboard	● During class meetings, teachers can use the whiteboard to keep students engaged in the material. ● Design activities that learners must respond to using the whiteboard tools by typing or drawing. Remember that using the whiteboard will be new for most learners. ● An agenda slide can be inserted into class every 20 minutes. Behind the scenes, this slide also signals the teacher to shift eye contact from those in the classroom to those online and vice versa, alternating attention from one location to another. This 20 minute timer coincides with the maximum duration for any single exercise. ● Offer a practice activity to give them the time and opportunity to figure out how the tools work. Be sure to set expectations on how to use the whiteboard during class. Be prepared to promptly erase items that don't meet these expectations. As an instructor, you will need to know how to quickly disable whiteboard privileges for learners who don't follow the expectations. This is essential so that a safe learning environment is not compromised.
Chat	● One way to keep students engaged in the learning process during the lesson is to pose questions that they must respond to. Students who may not raise their hand in an in-person classroom may feel more comfortable sharing a response in chat. ● Students can also ask questions and provide insights during the lesson. ● A system of cues announces in advance which students will be asked questions in the subsequent 20 minutes of class. This roster can alternate between in-person and online students, giving students in either location time to prepare their minds and their technology for a response. ● Wait time is important when asking questions in the classroom. This gives students time to prepare a response. Wait time is especially important in the remote learning classroom. Students may have delays in video and audio feed due to equipment, network, or bandwidth limitations. Students may type or click at different speeds. Here are two chat techniques to use in your synchronous remote learning classroom lessons. ○ Technique: Waterfall Chat Ask a question and tell your students to type in their answer but wait before hitting send

	until you tell them to. This allows for students to not see each other's answers until all are shared. It will show common answers and keep your students from being influenced by others perspectives. ○ Technique: Think Pair Share If you're using a remote learning classroom tool that allows students to send private messages to each other, Think Pair Share can easily be replicated in the remote learning classroom. 1. Pose a question for students. Give them time to think about and prepare a response. Silent wait time is best. Give the students 30sec-2min. 2. Have students share their response with a partner. Students should send a private chat to the person below them. If a student is at the bottom of the participant list, they will send their chat to the person at the top of the participant list. 3. Students will be managing two chat conversations – the person they are sending a chat to and the person that is sending a chat to them. Give students 2-3 minutes to complete their conversations.
Breakout Rooms	● Small group work is a great way for students to collaborate with and learn from each other. Breakout Rooms allow you to easily move learners to small groups and then return them back to the main room for whole class instruction. Breakout Rooms are full featured self-contained classrooms. Learners can see and talk with one another, use a shared whiteboard, send chat messages, and share documents and screens. Instructors can work with learners in each Breakout Room privately making it the ideal setup for providing one-one or differentiated instruction. ● Have a clear deliverable from the group. Sometimes the deliverable may be the same for in-person and online groups; other times, it can be effective to give groups different objectives and let them know it. That way, the online students will be aware that their group's outcomes are distinct contributions to the larger class discussion and their voices are as important as those of in-person students. ● If appropriate, you can direct all student groups (in person and online) to upload their deliverables to the learning management system as an assignment or discussion board entry for further asynchronous interaction. You can then increase cross-collaboration by having students comment on the other groups' contributions.
Polling	● Polling tools like PollEverywhere or Mentimeter prompt students to respond with an entire sentence through any internet-connected device. Students in the classroom and online can see these responses in real time in a web browser. These open-ended polls are ideal to solicit opinions, identify clusters of similar and divergent responses, and begin a classroom discussion to actively explore the topic at hand. ● Other options that permit a wider array of question types -- such as open-ended responses, word clouds or clickable images -- include Poll Everywhere and Sli.do. Those sites offer free polling services up to a limited number of participants and enable students to ask questions that can be voted up or down.

Importance of Regular Feedback

An essential part of any classroom learning experience is specific and thoughtful feedback from the instructor to the learner. In remote learning classes, feedback offers a double advantage. Not only does it give students the information they need about their learning progress, but it also sustains their engagement in the classroom learning community.

There are two types of feedback that are often found in remote learning classrooms.

1. Acknowledgement feedback confirms or assures the student that some event has taken place. For example, a time stamp on an assignment submission through the new online curriculum.
2. Informative feedback is evaluative and given in response to a student question or submission. This feedback may be in response to an email message, discussion board post, or an assignment turned in for grading.

The new online curriculum allows teachers to create self-grading assessments. While this saves time and offers teachers immediate feedback, it shouldn't be the only way students receive feedback. Classwork should offer a balance of self-graded assessments along with assignments and activities that require specific and thoughtful teacher feedback.

Accessibility & Lesson Planning

In remote learning classes, accessibility refers not only to each student's ability to easily and effectively participate in the class, but also to students of all abilities to participate in the learning activities.

Systems and materials in the remote learning class must also be accessible for all students, including those with impairments and learning challenges. For example, rigorous and thoughtful review of the features of the audio/video enabled meeting space, etc. is required to meet the needs of student populations with unique needs. Additionally, remote learning classes must offer a variety of activities that serve all types of learning styles. They should work to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning whenever possible. For example, many remote learning classes rely heavily on text-based presentations of information. Not all students take in information well just by reading. Consider multiple means of representation, expression, engagement in both the learning and assessment activities planned for the class.

FERPA – Family Educational Rights & Privacy Act

Remote learning offers exciting opportunities for students to learn outside of the brick and mortar classroom environment. While these opportunities are exciting, carefully choosing systems to run a remote learning class that protect the student's privacy and personal data is essential. Remote learning must ensure that the systems they use protect personal data in accordance with best local policies as well as state and national laws.

Class Recordings and Live Streaming

- **Class Recordings**--Recordings of classes held in the audio/video enabled meeting space are popular in the remote learning model. Fully understanding what is captured in these recordings will help the teacher to know what precautions to take or permissions to obtain to use recordings as part of the class materials.
- **Live Streaming--**When we transition to Plan B, teachers will be allowed to live stream their classes.

Student Login Names

Under Family Educational Rights & Privacy Act (FERPA) guidelines, students are to be publicly identified using their First Name/Last Initial (or First Initial/Last Name). First names create a greater sense of community in the classroom. Students who have a choice of login name should enter the remote learning classroom using their First Name and Last NameS(day of birth) (ex: Michelle Lawson would login as Michelle.LawsonS13).

SUPPORT for SOCIAL-EMOTIONAL LEARNING

Orange County Schools recognizes that a student's social-emotional well-being is paramount to their academic success. Orange County Schools also recognizes that the Coronavirus pandemic may have affected students' coping skills and the ability to process all that is happening in our world today. As such, OCS will continue to support students through various methods including community support.

Orange County Schools Student Support Services will provide social-emotional learning support through restorative practices, journaling, and social-emotional learning lessons, as well as individual and small group sessions. Additional social-emotional supports and strategies as well as professional development for staff are outlined in the following documents:

- Social Emotional Support and Strategies
- SEL Supports for Staff--PD for Administrators, teachers and Lead Circle Keepers
- SEL Roadmap-A template for schools to use to build their school SEL plan (Schools will update their SEL plans as the team moves from plan C to Plan B)

- Remote Crisis Protocol
- Student Safety Assessment Protocol

It is the expectation that schools will utilize and build upon social and emotional learning, as well as mental and physical health supports currently in place. School-based administrators are expected to work with their Student Support, School Equity, School Improvement and Multi-Tiered Systems of Support (MTSS) Teams to develop a school re-entry plan for social-emotional learning that would be implemented upon the students' return. Orange County Schools' Student Support Services team will provide a document for the schools to use. Click here to access the document: SEL Roadmap. Orange County School has partnered with Panorama to provide district-wide SEL surveys, the first of which will be administered in September and at least 5-6 more times this school year. The data from the surveys would help drive the focus for social-emotional learning at the school level as well as provide support and resources. In addition to the data collections, teachers are expected to have social-emotional support embedded in their lessons and the schools should have a strong focus on social-emotional learning during their advisory time.

CLASSROOM PROCEDURES & ROUTINES

When using technology to connect with students, getting them used to the procedure will increase the time spent learning and less time logging on, pulling up resources, and other steps. Once practiced, these become second nature. Keep the procedure consistent, reinforce and remind for the first few weeks until the time students spend going through these steps are reduced significantly. In your first weeks of remote learning, take time to teach students how to:

- Login to all systems that are a part of the class
- Contact the teacher
- Get logistical and technical help with their device
- Turn in assignments and take assessments
- Expectations for participation in the class
- Setup, test, and troubleshoot hardware in the audio/video enabled meeting space

Instructional Expectations

Remote teaching may seem quite different from in-person teaching. However, remote teaching is simply another way to deliver instruction to students. While students may interact, complete assignments, and take assessments in different ways, the design behind remote classroom tools is meant to mimic in-person interaction in the classroom. Instructional expectations and best practices for remote and/or in person learning are captured in this document. Areas of focus are engagement, online presence, community, procedures and routines, feedback, accessibility, universal design, class recordings, FERPA, and suggested best practices. In addition to these initial guiding principles, teachers, administrators and district personnel will continue to customize instructional expectations to account for instructional time, checking for understanding, equity, choice, and flexibility, connection and

communication with families as well as social emotional learning.

Instructional Tools

Making remote learning work for all students is challenging. To help you along, we've grouped the tools according to some key needs teachers have when setting up remote learning classrooms. These needs - communicating and messaging effectively, facilitating discussion, assessing learning, delivering lessons, and more - are also critical ways teachers can create remote learning experiences that keep students interested and active. Instructional Tools/Resources

Orange County Schools (OCS)
CTE and Cultural Arts - Guidance for Re-Opening During COVID-19

(Updated March 3, 2021)

Below are the details of moving from Plan C to Plan B (Hybrid - instruction, and learning). Plan B is vital to the hands-on learning in CTE and Cultural Arts classrooms. Lab and activities are vital to the learning process and mastery of core content. All Orange County Schools staff will complete training through Public Schools Works training sessions by September 31, 2020.

Each teacher must know and follow all general safety, cleaning, and hygiene procedures as well as know and follow specific procedures for their program area.

Introduction

Schools must review and follow the local decision-making when deciding to offer individuals in-person practices and rehearsals. The recommendations of local and state authorities in addition to the guidelines outlined below should be implemented and followed to ensure a successful program. *Orange County School District Staff will continue to monitor the CDC (Center for Disease Control) and other federal and state agencies to determine any modification to the guidance*.

Sanitizing, Cleaning, and Hygiene

For guidance on sanitizing and cleaning please reference the ***Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools***. See the Student Health & Safety subsection titled “Cleaning and Hygiene” and the section titled, “STUDENT LEARNING: Academic Implications of NCDHHS Requirements” which has recommendations for sanitizing lab settings per DHHS. Each teacher must know and follow all general safety, cleaning, and hygiene procedures as well as know and follow specific procedures for their program area.

Hand Hygiene

- Hand hygiene (handwashing or alcohol-based sanitizer) should be followed. Soap and water for 20 seconds of vigorous washing or if hands are not visibly soiled following CDC recommendations for hand sanitizer.
- Frequent hand hygiene is needed after touching high touch surfaces, when entering or exits rooms, before practices, and after using the restroom.

All Class Requirements:

- Follow the guidelines provided in the above resource and the specific program guidelines at the bottom of the CTE and Cultural Arts sections.
- Students MUST **wash hands** at the beginning and end of the in-person lab activity/experience. *Classrooms without sinks, must have students hand hygiene with hand sanitizer.*
- Sinks in classroom and lab settings will be equipped with soap and paper towels. Teachers must have their school create a work order if soap and paper towels are needed. Teachers in labs without a sink will request a hand sanitation station.
- Students will wear any and all required **PPE** throughout the classroom activities/experience.
- Students MUST practice safe **social distancing** within the classroom and lab space of at least six feet. Equipment, stations, and desks will be set to allow for social distancing. Teachers will ensure the classroom is set up prior to the first day of in-person instruction. Teachers will ensure that 6-foot distances are clearly marked throughout the classroom and lab areas.
- Teachers MUST train students on all **COVID safety measures** just as teachers train all students on the safety of equipment in labs.
- Class size reduced to no more than 50% capacity with staggered schedules to allow all students to have the opportunity to perform hands-on activities.
- Time MUST be allowed between activities for proper cleaning and disinfecting of high-touch surfaces and equipment used.
- Staff will clean, and disinfect tables, chairs, shared equipment, and high touch surfaces between classes and/or cohorts. (doorknobs, phone, student and teacher laptop, mouse, and light switches).
- When possible, all lab equipment should be numbered. For example, in a lab with hammers, the hammers should be numbered and each student should use the numbered item assigned to them.
- Disinfect shared classroom/lab materials between uses OR provide supplies labeled and assigned for individual student use.
- As much as possible, choose activities that limit the use of shared equipment, and any close contact between students.
- Nonessential visitors and activities involving external organizations or individuals should be limited. Consider virtual presentations or prerecorded presentations in lieu of in-person engagement.

Apparel and Textile Production I & II

- students must practice safe social distancing within the lab space. For example, teachers should spread sewing machines out in the room to provide the proper social distance for students.
- sewing machines should be used by only one per student per class and should be cleaned or disinfected between classes.
- when students are using limited equipment such as sergers and irons, they can wear disposable gloves, and the equipment should be cleaned or disinfected between classes.
- students should have individual supplies (thread, fabric, scissors, pins, marking tools, notions, measuring tapes). These supplies should be kept in individual bags/boxes.
- alternate students between laboratory experiences and other learning activities.

Core Construction, Construction Technology, Woodworking, Agricultural Lab courses

- Outdoor work may be possible some of the time, but social distancing in the labs (inside or outside) will be required.
- Students should not be required to be on an actual job site.

- Habitat home construction site may continue to provide work-based, hands-on learning opportunities, if the site agrees and students, with parent approval and support, agree.
- All shared tools and equipment will be wiped with a disinfectant prior to use and prior to the end of each class.
- As much as possible, tools should be numbered and assigned to individual students. Sanitizing solutions must be approved for the material being disinfected (wood, metal, plastic) as to not damage the equipment/tools.
- As much as possible, create a set of tools and equipment to be used by individual students when they attend in-person class/labs.
- If the equipment is not assigned and cannot be disinfected with a solution, the equipment will need to be quarantined (not used) for 72 hours.

Extracurricular Club Meetings (CTSO - Career Technical Student Organizations)

CTSO clubs may still meet but must follow guidelines under the Governor, county and city orders, and Orange County Schools.

As much as possible, continue to have CTSO meetings virtually.

If meeting in person, maximum of 10 people indoors or 25 people outdoors. Must have enough space for everyone to be socially distanced at least 6 feet apart from each other and all must wear a mask.

Food and Nutrition

- Practice social distance within the lab space.
- Use more individual recipes (think each student should prepare a small individual pie instead of the whole kitchen-group preparing a whole pie).
- Separate sampling into individual portions before eating.
- Alternate students between laboratory experience and other learning activities.
- Conduct weekly kitchen cleanings.
- Wash aprons/chef jackets, towels, and all other cloth items such as pot holders after each lab experience.
- Require students to wash their hands at the beginning of the experience and frequently throughout.
- Follow CDC guidelines on not sharing food inside or outside of the classroom.
- Use of dishwasher (if available) for cleaning or eating utensils, paper products can be used if a dishwasher is not available.
- Dispose of any uneaten food and require all food to be consumed inside the classroom.
- Maintain recommended social distancing while consuming food.
- Limit time students have masks off for eating - keeping social distance as a priority while eating.
- ADDED 12/22/2020: When eating in the classroom and masks are off for a maximum of 15 minutes, there will be NO TALKING!
- ADDED 1/7/2021: Ensure students have access to ample sanitizing solutions and add cleaning and disinfecting of high-contact surfaces (cabinet handles, refrigerator doors/handles, equipment handles, etc.) to the list of student duties upon completion of their lab.

Firefighter

- Limit sharing of equipment and tools.
- As much as possible, equipment and tools will be numbered and assigned to individual students to limit cross-exposure.

- If quantities are not sufficient to assign each student individual equipment, equipment that can not be disinfected shall be quarantined for 72 hours prior to use by another student to prevent cross-exposure.
- A designated space shall be identified to allow for equipment to be quarantined.
- All tools and equipment will be wiped with a disinfectant prior to use and prior to the end of each class.

Internships

Most off-site learning will be discontinued; however, some businesses with proper safety measures may still offer internship opportunities. Orange County Schools will still allow students to engage in internship work for course credit if the business follows CDC guidelines for COVID safety and the student, with parent approval and support, agrees.

HN43 Nursing Fundamentals

The current program requires 270-300 hours. The hours may be reduced based on the following:

- Amount of time spent on theory instruction, in the laboratory (to include skills demonstration, student practice & student proficiency checkoff), and clinical hours.
- Total Program Hours cannot be less than 150 hours.
- Programs must notify the Nurse Aide Specialist if they need to decrease Total Program Hours.

Theory content knowledge instruction can be provided virtually. Students **must** complete curriculum skills in the laboratory setting. This includes teacher demonstration of skills, student practice, and skills proficiency check-off. Skills cannot be demonstrated online or by video. Students **cannot** video themselves performing a skill and send a video to the teacher to demonstrate skill proficiency.

Students must complete 40 hours of clinical. These hours can occur at the approved clinical site or as scenario-driven in the school laboratory. If for some reason a program is unable to use the laboratory at the high school, they may use another approved state Nurse Aide Laboratory (community college or private Nurse Aide Training Program).

- Once the student has completed all of the above at 75% or greater, they will receive a Certificate of Completion and be eligible to attempt the North Carolina Nurse Aide 1 Certification Exam.
- Districts that are on Plan C for 2020-2021 will need to make provisions for students to complete the laboratory portions of the class.
- Clinical experiences may continue to provide work-based, hands-on learning opportunities, if the site agrees and students, with parent approval and support, agree.
- *If students are unable to complete laboratory and clinical hours, they should be transferred to HN42 Nursing Fundamentals and Non-Practicum.*

Project Lead the Way

- All tools and equipment will be wiped with a disinfectant prior to use and prior to the end of each class.
- As much as possible, tools should be numbered and assigned to individual students.

Classes with Desktop Computers

- Computer stations will be numbered.
- A specific computer station number will be assigned to a specific student. I.e. Student A is assigned to computer 1.

- Computer stations will be spaced to keep social distance between students of 6 feet. If stations cannot allow for social distancing, then spaces will need to be designated every other space for use.
- Students will use hand sanitizer before they enter the class and as they leave the classroom.
- Teachers will use alcohol wipes to disinfect the keyboard, mouse and monitor. The alcohol wipe should be damp when cleaning the devices. Please refer to the alcohol wipe guidelines in the cleaning and disinfecting section under operations.
- ADDED 12/22/20202: Consider using a laptop only.

General Resources CTE

NCCTE Guidance for Re-Opening During Covid-19 v4
Click here for a link to the document: NCCTE Guidance for Re-Opening During COVID-19 v4

ACTE: High-quality CTE, Planning for a COVID-19 Impacted School Year
An excellent CTE specific resource to consider is the ACTE publication titled ***High-quality CTE, Planning for a COVID-19 Impacted School Year***.

Advance CTE: Prioritizing CTE Through and Beyond COVID-19
Advance CTE's new resource is designed to help states identify and prioritize those actions and activities that will ensure that learners stay supported and that CTE programs continue to grow and thrive.

Prioritizing CTE Through and Beyond COVID-19 is a tool CTE leaders can use when planning for short- and long-term priorities. The resource asks CTE leaders to reflect on the past and future impact of COVID-19 on CTE learners and programs, consider how to use data and engage the field to make informed decisions, and identify key action steps to assist the state in preparing for and implementing strategies to provide quality, equitable CTE this coming year.

Click here for a link to the document: ***Prioritizing CTE Through and Beyond COVID-19***

ADDED: Jan 7, 20201 LEAD FCS Guide to Safe and Effective Family and Consumer Sciences Programs

This guidance document was developed as an easy way of locating information needed to (re) open the FCS classroom and related activities. Industry has been included where deemed appropriate. See links below for additional information. LEAD FCS Guide to Safe & Effective FCS Programs

General Cultural Arts Guidelines for Band, Chorus, Theatre, Visual Art

March 2021 Update Letter to Families about Band and Chorus in English and Spanish

March FAQ for Families about Band and Chorus in English and Spanish

Guidelines
- Self-isolation – if you are sick, stay home.
- Practice social distancing before, after, and during class.
- Choose activities that minimize the use of shared equipment, instruments, tools, and music.

- All shared equipment and tools will be disinfected before use and after use. If an item cannot be disinfected with cloth and cleaner, the item will be quarantined for 72 hours. A designated space will be identified for quarantined items.
- Choose activities that limit close contact between students.
- Avoid activities that require touching, singing, and/or playing in circles.
- A NO TALKING POLICY will be required while practicing with band masks or during the transitions of a personal mask to a band-specific mask.
- No clothing or towels may be shared during practices or rehearsals.
- No sharing of food or water will be permitted during practices.
- Students will be assigned a seat or area of the classroom.
- Mark standing/sitting spots on the floor for students.
- All students should face the same direction in the classroom (no circles or semi-circles).
- Teachers/Conductors should face the classroom/chorus/band/orchestra with as much distance away from the first row of singers (possibly install a plexiglass shield or wear goggles).
- Project information and music rather than hard copies (continue to follow copyright laws when sharing music). If hard copies are provided, students should not share copies.
- Classes can utilize other classrooms or spaces for sectionals or small group rehearsals in order to allow for social distancing.
- Blended Learning/Flipped classroom utilizing technology platforms is suggested.
- Minimize the use of soft surfaces like cloth-covered chairs or area rugs that are more difficult to clean or disinfect.
- Record class rehearsals to share with students who cannot attend school due to illness or compromised immune systems.
- If teaching in a large space, consider the use of a system to broadcast instruction due to increased social distancing (ex. A Microphone with a portable system or an app with a BlueTooth speaker). Louder speech spreads more aerosols.

Per Orange County School District Plan Guidance, students, faculty, staff, and visitors must observe a minimum of 6-feet of physical distancing, when possible.

When actively practicing in the band, it is recommended that staff and students in the band maintain at least a 10-foot distance, if possible. This requirement will apply only to the band and its associated groups.

Band

- Band groups will be allowed to conduct practices and training indoors at increased physical distances with approved air purifying devices. (See the air-purifying section below)
- Attendance at each practice will be taken for tracking purposes and/or for potential contact tracing efforts.
- A seating chart must be created by the band director prior to practicing.
- The band will be allowed to play inside with these mitigating strategies:
    - specialized band masks,
    - bell covers, and
    - Recommended physical distancing of a 10-foot square
- Before setting up, students and teachers should practice hand hygiene steps.
- When masks are being exchanged from personal mask to band mask, NO TALKING, and ALL in the classroom will make the exchange at one time. For example, “It is now time to put on your specialized band mask, there will be NO TALKING. Now, quickly remove your mask, and put on your band mask.”

- When playing inside, a band mask must be worn at all times and wind instruments must have a bell cover.
- When playing inside, it is recommended the students be physically distanced 10 feet. A **minimum** physical distance of 8 feet (trombones must be minimum of 9 feet), but the **preferred physical distance is 10 feet.** Physical markings are required to show student position and location.
- The active playing of wind instruments must not exceed 30 minutes. When outside, a 5-minute break is required before continuing to play. When inside, the air must exchange at least once before playing resumes. An air purifier or similar will assist with this air exchange.
- When playing indoors, a large space (such as an auditorium) can be used to ensure physical distancing is accomplished.
- Outdoor playing of wind instruments is still advised and is allowed by OCS.
- If the band will play outside, the band directors will work with the school administration to determine the best outside location that is close to the classroom, safe, and reasonable. The infrastructure of the outdoor space must be considered to reduce setup and take downtime to reduce the impact on remote students while in-person students set up.
- Outdoor band ensembles may need the use of up to two practice areas for spacing.
- Everyone must wear a mask at all times.
- OCS purchased specialized band masks and instrument bell covers. When playing instruments, students will wear specialized band masks and bell covers.
- Please see the International Coalition Performing Arts Aerosol Study which says, “bell covers are 1 highly recommended as "masks" for the instruments. Bell covers can be made of multi-layered high denier nylon material and provide a barrier for aerosols.”
- Music stands will not be shared to assure social distancing.
- Limit numbers of students in storage areas at any one time. Students should use 70% alcohol wipes to clean up touched surfaces in the storage room and discard the wipe on the way out of the storage room.
- Avoid sharing of any equipment (i.e. percussion mallets, sticks, and accessories). Any equipment that must be shared (i.e. keyboard instruments, etc.) needs to be disinfected before and after each use.
- Do not release water and “spit” from instruments onto the floor. Consider using disposable “puppy pads.”
- Directors consider using a portable amplifier to keep your voice at a low conversational volume with a mask.
- Teachers should use the most effective mask possible since they are assumed to talk the most in a classroom. While an N95 mask is best, there could possibly still be a shortage, so use the closest to an N95 you can find available.
- Students should all face the same direction to minimize exposure.
- Trombones should have an additional three feet of distancing to accommodate the extension of the slide making their space 9x6 instead of 6x6.
- Outdoor rehearsals are best when possible - for marching and concert bands. A large outdoor tent would help shelter students from the sun while maintaining better circulation of air.
- Limit rehearsals to allow the HVAC to circulate air from outdoors or filter air through the room. The Performing Arts and Aerosol study recommends 30-minute rehearsals. Five-minute breaks for outdoor rehearsals, and at least one “air change” for indoor rehearsals.

K-5 General Music/Art:

- Use instruments such as guitar and ukulele rather than recorders. If recorders are used, students should play them at home during remote instruction, not in the classroom.
- If possible create student instrument packets with unpitched percussion so there is no sharing between students and classes.

- Plan lessons that limit the number of singers and instruments.

Chorus/Choir

- Singing is ideal and preferred outdoors, but the ABC Science Collaborative does support indoor singing when students are 8 feet or more physically distanced and properly masked.
- Singers will always wear masks. OCS has purchased specialized singers masks for student use.
    - https://www.broadwayreliefproject.com/singersmask
- When masks are being exchanged. NO TALKING and ALL in the classroom make the exchange at one time. For example, “It is now time to put on your specialized chorus mask, there will be NO TALKING. Now, quickly remove your mask, and put on your chorus mask.”
- Limit singing rehearsals to no more than 30 minutes. When outdoors, a break of 5 minutes is required. When inside, singing must stop until the air has exchanged at least once. An air purifier or similar will assist with this air exchange.
- Humming with closed lips should be an encouraged practice during indoor classes.
- Each singer should have their own materials. Do not share materials. No music storage should be available for student use.
- Deliver music electronically to students whenever possible. If hard copies are provided, students should not share copies.
- Avoid touching, choreography, singing/playing in circles. Stretching or “warm-ups” activities should not require touching or exaggerated exhalation.
- For developing choirs, consider repertoire that encourages successful part-singing and flexibility of parts to include: Partner Songs, Ostinato Songs, and Canons (ACDA Doc page 107)
- When possible choose a repertoire with digital teaching resources already available
- Live-streamed concerts with limited audience for family members (ACDA Tech Resources page 92)
- Expose students to virtual performances (ACDA Doc page 95)

Theatre

- If singing or playing instruments in theatre class, please refer to those sections above and follow that specific guidance.
- Teachers will use a voice amplification system and students will rehearsal with softer volumes.
- Create separation in large spaces to rehearse smaller groups simultaneously in order to comply with social distancing requirements.
- Minimize numbers of students in rehearsal rooms and theatres by rehearsing scenes or sections.
- Students should be provided with their own theatre props, make up, costumes and all other equipment for class, rehearsal or performance. Sharing of these items should not be allowed and disinfect all items after each use.
- When rehearsing/performing musical numbers follow the guidelines for choral music and choreography should follow guidelines for dance education.
- Students should not be required to use costumes until final rehearsals and performances.
- When dressing rooms are needed, utilize bathrooms and nearby classrooms to comply with social distancing requirements.
- Consider plays with small casts or A/B casts (double casting).
- Rehearsals should be limited to 30 minutes with at least a five minute break.
- Curtains and drops should be flown out or drawn open during rehearsals.
- When possible use recorded music for rehearsals and performances.

Visual Art

- Where appropriate place tools in containers of disinfectant until needed or items should be stored in an individual closed container that is disinfected at the end of each use, prior to being returned to storage.
- Supplies that have been taken home should be disinfected when returned to the classroom or be quarantined for 72 hours.
- Teachers should demonstrate proper handwashing and cleaning of tools, equipment and media.
- Open top trash containers are preferred to prevent touching the lid.
- Teachers should consider a staggered schedule when planning for use of school media/tools by class (for example pastels for class 1, paint for class 2, scissors for class 3) in order to give cleaning time between use.
- Special considerations for use of clay
    - Store clay in a safe place out the student's reach
    - Tools used will be sterilized or quarantined (72 hours) between use.
    - Consider simple hand-building techniques that do not require shared supplies or use disposable supplies (plastic spoons, craft sticks, etc).
    - When reconstituting clay after student use, use 1 part bleach to 4 parts water (can be increased to 1 part bleach to 9 parts water) to spray the surface of the clay before bagging and storing.
    - Clay issued to students should not be shared.

Performances
Discontinue in-person activities that involve bringing together large groups of people or activities that do not allow for social distancing (assemblies, performances, field trips, etc.) *This order is subject to change and must be approved by the Orange County School Board in conjunction with the guidance of the District Staff and Administration.*

Air Purification Devices

The use of supplemental ventilation (such as air purifiers, bi-polar ionization, etc.) to increase the overall room airflow and filtration is highly recommended. Currently, a decision on the type, style, and system planned for these schools is forthcoming.

General Resources for Cultural Arts

Recommendations for ARTS EDUCATION as North Carolina Reopens Schools
Click here for a link to the document: ***Recommendations for Arts Education as North Carolina Reopens Schools***

North Carolina BandMasters Association
Click here for a link to the document.

NCDPI Arts Ed Remote Learning resources - Arts specific content links for lessons, virtual field trips and remote teaching strategies.

NCDPI Arts Webinar Archive - All of the arts content webinars are archived at this site

Guidance for arts classes - Links to ongoing research on aerosol transmission and to documents on best practices for safely resuming in person arts classes

Air Table - resource enabling NC music educators to share lesson plans and tips with NC music educators as we pivot to remote learning. Teachers, please submit a lesson to share. This resource is available to teachers starting August 17th.Here is a Video Presentation to show you how to use this resource.
Virtual Learning Resources for music educators by the National Association for Music Education (NAfME) Archived webinars to support remote teaching
NC K-8 Music Standards
NC 9-12 Music Standards
NC 9-12 Theatre Standards
North Carolina Symphony Concert
ACDA resources
NC Visual Arts Standards
Art of Education resources
The North Carolina Museum of Art lessons
NFHS instrument cleaning guidelines

General Resources

The State Board of Education (SBE) and NC Department of Public Instruction (NCDPI), in consultation with the North Carolina Department of Health and Human Services (NCDHHS), have developed *Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools* in response to the COVID-19 public health crisis. The purpose of the guidance document is to support NC public schools and communities in developing plans and strategies for reopening schools in the 2020-21 school year. As public school units (PSUs) work to operationalize these recommendations, it is critical to be intentional and prepared for change as the year unfolds considering public health needs. CTE encourages all district administrators to consult that document for non-CTE specific reopening guidance.

Guidelines for AIG

As teachers prepare to teach AIG students remotely, the following principles and guidelines will assist in ensuring high-quality program offerings. These documents will provide clarity on expectations in OCS for teachers who are teaching these courses. These expectations are closely aligned with the expectations set forth by the OCS Remote Learning plan submitted to the state of NC on July 20, 2020. Guidelines for AIG

Guidelines for Preschool

As teachers prepare to teach Pre-K students in a remote/hybrid environment the following principles and guidelines will assist in ensuring high-quality program offerings. These documents will provide clarity on expectations in OCS for teachers who are teaching these courses. These expectations are closely aligned with the expectations set forth by the OCS Remote Learning plan submitted to the state of NC on July 20, 2020. Guidelines for Pre-K

Guidelines and Expectations for Exceptional Children

Please see this document for information regarding guidance and expectation for serving students with disabilities, EC staff specific PD, compliance in a remote/hybrid environment and other useful resources. The manual will provide guidance on how to serve students in the remote/hybrid environment on the settings defined on the continuum. Additionally, there is guidance on conducting IEP meetings, assessments, professional development and cleaning procedures for Durable Medical Equipment that must travel between home and school. EC Manual for 2020-2021: Plan B

ASSESSMENT GUIDANCE

A balanced assessment system involves both formative and summative assessments to determine how well students understand and can apply what they learn. We use a variety of assessment tools to monitor student performance. These tools are not limited to standardized and teacher-created tests; they also include a variety of means to allow students to demonstrate mastery through activities such as portfolios, projects, and self-assessments, written and oral presentations, labs and other appropriate measures. Resources and professional development will be provided for staff to support effective and appropriate assessment practices in the remote learning environment, including limitations tied to test security and fidelity in assessment administration. List of Assessments for 2020-21

The basis of a strong school improvement plan is a thorough assessment of the current state of the school. Given the importance of data-based problem solving, school staff will need to understand and have access to data that address the purpose of assessments. Procedures and protocols for administering assessments and data use, will allow school staff to use data to drive their decision making.

Some assessments are required by the state and federal government, while others are chosen by Orange County Schools (OCS) to improve student, school, and district performance. The state assessments our students participate in are dependent upon decisions made by the NC Department of Public Instruction (NCDPI) and the NC State Board of Education (SBE). As a result, they are subject to change.

During the 2020-21 school year, we will administer following summative assessments:

- End-of-Grade (EOG) Reading/Language Arts & Math Grades 3-8
- End-of-Grade (EOG) Science Grades 5 & 8
- End-of-Course(EOC) English II, Biology, NC Math 1 & NC Math 3
- NC EXTEND1 Grades 3-8, 10 & 11
- Read to Achieve (RtA) Grade 3 Alternative Reading Assessment

North Carolina-developed assessments are curriculum-based tests designed to measure the objectives found in the state-adopted content standards.

Other assessments that we are required to administer annually by state and federal law include:

English Language Screener

- W-APT™ & WIDA™ Screener

Measure of English Language Acquisition

- ACCESS® & Alternate ACCESS®

College & Career Readiness

- Pre-ACT®
- ACT®
- ACT WorkKeys®

Orange County Schools will also administer the following during the 2020-21 school year:

First Week of School

- Kindergarten Readiness Assessment = OCS Common Informal Screener

First 10 Days of School

- 4th Grade Diagnostic Reading Assessment (new requirement this year) = Exact Path

Beginning of Year, Middle of Year, & End of Year

- K-3 Universal Screener = mClass
- K-3 Reading Assessment = mClass
- Cumulative Benchmark = Special Edition EOGs Grades 4-8 in Reading & Math, NC Math 1, NC Math 2
- K-12 Diagnostic Assessment = Exact Path

Regular Intervals

- Progress Monitoring = Exact Path
  Teachers can use Exact Path to create quizzes and tests to assess how well their students learned the skills taught in their classes for that lesson/unit.
- MTSS Interventions = aimswebPlus
  Teachers should use this to customize interventions for each student during MTSS time.

Some assessments may not be available due to security and availability online, therefore, they may not be administered. NC Department of Public Instruction has not obtained a waiver of testing requirements for the 2020-21 school year. When our district shifts to **in-person** learning, our reopening plan will include students taking assessments on the days they are scheduled to be in the school building. Students who choose to participate in the Virtual Academy will be scheduled to complete **in-person** testing at the school where they are enrolled.

OCS 2020-21 School Year Assessments	**Remote Administration Dates**
Kindergarten Readiness Assessment	First Week of School
Grade 4 Reading Diagnostic Assessment Exact Path	First 10 Days of School
Special Edition EOG Grades 4-8 Reading & Math, NC Math 1, NC Math 2	By October 30
K-3 Universal Screener mClass	BOY=First 20 instructional days in September MOY=First 20 instructional days in January EOY=First 20 instructional days in May

K-3 Reading Assessment Exact Path	August/September January April/May
Grades K-12 Diagnostic Exact Path	August 24 - October 16 January 25 - February 12 April 12 - April 30

**NOTE: 7/14/20 North Carolina Department of Health and Human Services Guidance requires at all times in a classroom: both (i) six feet of distance between a student and a teacher and (ii) face coverings worn by students. In addition to remote learning use, we should keep these requirements in mind when selecting resources and scheduling assessments for this school year.*

MEANINGFUL FEEDBACK & GRADING

Orange County Schools is committed to providing our students with an educational program based on instructional practices that are rooted in educational research and support student achievement. To support these efforts and establish a system where assignments and assessment both inform and drive instruction as well as provide an accurate measure of a student's academic achievement, we will incorporate meaningful feedback and an equitable grading practice in every content area to ensure all learners' academic success is measured with fidelity. Grading & Assessment

In recent years, research has confirmed what most teachers already knew: Providing students with meaningful feedback can greatly enhance their learning and achievement. The articles below provide more information about the benefits of providing meaningful feedback to increase student achievement:

- 5 Research-Based Tips for Providing Students with Meaningful Feedback
- How Meaningful Feedback for Teachers and Students Improves Relationships
- Seven Keys to Effective Feedback
- Giving Students Feedback: 20 Tips to Do It Right

PROFESSIONAL DEVELOPMENT

Data shows that the number one in-school factor for increasing student achievement is teachers. Teachers have a very significant, lifelong impact on all of their students. This impact involves not only the teaching of particular academic skills, but as importantly, the fostering of student self-esteem, which is associated with increased motivation and learning. In an effort to build, strengthen and expand teachers' remote teaching capacity in particular, a robust professional development series combining district and school driven topics has been developed for the 2020 - 2021 school year.

Effective professional development enables teachers to develop the knowledge and skills they need to positively impact student achievement. COVID-19 requires teachers to be effective in both in-person and remote learning environments. In an effort to to build, expand and strengthen our teacher's ability to deliver high quality instruction in both in-person and remote learning as well as to address the academic and social emotional learning needs and challenges of their students, dedicated professional development and planning time has been built into the weekly schedule every Friday afternoon to include related planning time. Digital Learning Coaches (DLCs) will assist with facilitating PD on Fridays. However, PD can also be provided by other staff school-based such as teachers, Literacy Coaches, Administrators as well as by Central Office staff.

Teacher Workdays

Teachers are required to work their normal eight hours including lunch. They should coordinate with their school principals if trading hours to meet the needs of the students and families by offering evening office hours or conducting sessions with students outside the regular school hours. For example: Instead of holding office hours at 3:00 to 3:30, a teacher might trade that half hour and hold office hours from 6:00 to 6:30 when parents may be more readily available. If the teacher's work day hours are 7:30 to 3:30, then the teacher would end the work day at 3:00 and hold office hours at 6:00. Principals are to keep a record and document the traded time and the work completed.

Inclement Weather Days

Due to the significant loss of instructional time, inclement weather days will be remote learning days during the 2020-2021 school year.

FRIDAY GUIDANCE

Friday AM - School Teams will create customized plans. This may include:

- Additional small group sessions with students; office hours, etc. for a portion of the morning
- SEL check-ins with students
- Individual planning for teachers
- PLC collaboration within and across schools
- PD facilitated by school or district

Friday PM - Professional Development for Instructional Staff

All students are expected to be engaged in learning Monday - Friday. On Fridays, all students will continue to engage in learning asynchronously;

Friday afternoons are reserved for professional learning for instructional staff. Friday afternoons will consist of required Professional Development (PD), planning & collaboration for instructional staff. Research supports ongoing PD for instructional staff. Effective professional development enables teachers to develop the knowledge and skills they need to positively impact student achievement. COVID-19 requires teachers to be effective in both in-person and remote learning environments. In an effort to to build, expand and strengthen our teacher's ability to deliver high quality instruction in both

in-person and remote learning as well as to address the academic and social emotional learning needs and challenges of their students, dedicated professional development and planning time has been built into the weekly schedule every Friday afternoon to include related planning time. Digital Learning Coaches will assist with facilitating PD on Fridays. However, PD
can also be provided by other staff school-based such as teachers, literacy coaches, administrators as well as by Central Office Staff.

ATTENDANCE - GUIDANCE

Attendance in school and participation in class are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Orange County Schools Board Policy 4400 outlines compulsory attendance laws for North Carolina as well as excused and unexcused absences. Expectations and guidance for how Student Attendance will be taken in Plan C and Plan B. **(Updated 2-7-21)**

After three absences, a member of the school team will establish follow up communication to put additional supports in place. After six absences, families will be notified in writing of their violation of the Compulsory Attendance Law of North Carolina. School Counselors and School Social Workers will initiate contact with the student and their family. After ten absences, families will be notified in writing of their violation of the Compulsory Attendance Law of North Carolina. School Counselors and School Social Workers will call the student and their family as well as make a home visit.

The district has developed an attendance letter for our schools to share with families. This letter details student and family expectations. It is available here in English and Spanish.

Guidance on Student Work Assignments

Given that all students may not have access or internet accessibility in our process of work submission there may be multiple ways by which a student can provide responses. Be mindful that students may not have the capability to print and scan from home. The work students receive should be interactive and online. Flexibility is essential.

GUIDANCE for GROUPING STUDENTS

Guidance for Grouping Students in Preparation for Plan B: Alternating Weeks

Due to the uncertainties related to the spread of the coronavirus, OCS will implement Plan C: Remote

Learning for all students for at least the first nine weeks of school. When it's safe to do so, the district will shift to Plan B: Hybrid (in-person and remote learning). In Plan B, students(except those signed up for the OCS Virtual Academy who will continue receiving 100% remote instruction), will be divided into two groups: Group A and Group B based on their last names: A-K and L-Z. (Consideration for same day attendance will be given to parents/guardians who have children in the same household with different last names outside of the A-K and L-Z breakdown.)

SCHOOL SUPPLIES

As in previous school years, schools will provide parents/families with a list of school supplies students will need to be successful when learning remotely and in-person this school year. Schools may also "recommend" supplies such as headphones and jump drives.

In an effort to continue supporting our student population with the greatest needs, a fee category has been added in K12 Payment Center to accept donations to support Student Remote Learning. These donations will be used to purchase supplies, such as headphones, for our students in need. Anyone can contribute by going to the K12 Payment Center k12paymentcenter.com website and entering a donation in "Student Remote Learning."

COMMUNICATING with PARENTS/FAMILIES

There's plenty of evidence that shows positive communication between parents and teachers helps improve academic performance. Ongoing communication is essential to ensure students' success in all learning models. As such, schools are expected to:

- Continue weekly ConnectEd messages to families
- Provide parents with their student's schedule
- Provide parents with information about an overview of what their student will be learning for the week/marking period/semester in core content areas
- Communicate students' accomplishments/successes/noteworthy work /participation/engagement/positive behavior, etc. as well as any concerns as to parents and appropriate staff as needed
- Respond to all communications from families/students within 24-48 hours (during remote weeks); 24-48 hours (Plan B)
- Call, text, email, use US mail, etc. as needed to ensure effective communication

RESOURCES FOR FAMILIES

NC Department of Health and Human Services created a family-facing brochure that can be shared directly with families to provide more insight into what school reopening will look like.

- What Families Can Expect When Schools Reopen
- Lo que las familias pueden esperar cuando regresemos a la escuela

The following PowerPoint presentations walk through what families can expect when schools reopen:

- School Reopening.pptx
- Reapertura de las escuelas.pptx

- Orange County Schools Resources for Families (added 8.14.20)
- OCS Remote Learning 2.0 Information Session
- OCS Middle & High School Band Information Session
- OCS Virtual Academy Grades K-8 Information Session Spanish
- OCS Virtual Academy High School Information Session Spanish

SUPERVISED LEARNING LABS

Supervised Learning Labs (SLLs) are meant to support students' educational and academic success by honoring our families' financial resources and responsibilities, and by supervising their children's learning while they are at work.

Under Plan C (all remote learning), Orange County Schools established SLLs for our families by partnering with the YMCA and with Pleasant Green United Methodist Church (will serve as a host site in Phase 2).

Moving into Plan B (remote and in-person learning), Orange County Schools will continue to provide in-person supervision and support for students in the SLLs while they are engaged on remote learning weeks with their teachers. In addition, Phase 3 of the initiative will be implemented, adding Central Elementary School as an additional site. We hope to accommodate up to 30 students as space allows. The SLL program at Central Elementary School will be free of charge to DSS families with a current DSS subsidy voucher. This site is equipped to offer a free program because it is a 5-star licensed facility.

The district continues to receive consultation and direction from the Orange County Health Department as well as the Metrics Taskforce. The health and safety of our students and staff remain the top priority of Orange County Schools, especially during these unprecedented times.

Please note that at each SLL facility, OCS will follow the North Carolina Department of Health and Human Services guidelines for health, safety and sanitation as are outlined in its Public Health Toolkit.

Supervised Learning Labs are focused on balancing three important priorities:

- Supporting our families' financial security by providing a place for children to continue learning while their parents are at work
- Providing a safe, in-person learning for students that will help to enhance academic success
- Preparing students and families for re-entry under Plan B

Phase 1 - YMCA Chapel Hill-Carrboro Opportunity

The Chapel Hill-Carrboro YMCA has provided child care / supervision for students from March to present, serving up to 2,000 children daily. The YMCA has utilized the OCS Welcome Center gymnasium and classrooms for the SLL.

Location: Welcome Center Gym (The Chapel Hill-Carrboro YMCA is the community partner)
Number of Students Served: Up to 75
Hours:
7:30 am to 3:30 pm (academic-day program) - $24
3:30 pm to 6:00 pm (after-care program) - $15.40
Registration link for YMCA Program at OCS Welcome Center
Families should select the Orange County Schools Welcome Center option during registration.*This program* ***DOES NOT*** *accept the Department of Social Services' subsidies because it is an offsite, unlicensed provider.*
YMCA Contact: Aubrey Vinson, (919)-987-8846 or Aubrey.Vinson@YMCATriangle.org

Phase 2 - Off-Site OCS Remote Location

Proposed Location: Pleasant Green United Methodist Church
Number of (K-5) Students Served: Up to 20
Start Date: September 21
Hours: 8:30 am to 4:00 pm
Cost: FREE for McKinney Vento, ESSA families. This site **does not** accept Department of Social Services' subsidies because it is an offsite, unlicensed provider. For more information, please contact your school's social worker.
Transportation: Free for identified students

Phase 3 - On-Site OCS Location

First Potential Location: Gravelly Hill Middle School
Potential Number of Students Served: Up to 50
Start Date: December 7

Hours: 7:00 am to 5:00 pm (all-day program) Free to DSS families
Cost: This site **will** accept Department of Social Services' subsidies due to being an onsite, 5-star licensed provider.

Who should I contact for more information?

Contact Richard Lewis, Director, at the OCS School Community Relations Office: 919-732-4166 ext. 5 or richard.lewis@orange.k12.nc.us.

Supervised Learning Lab Phase 3 DSS Subsidies Accepted if you are interested in your child(ren) potentially participating in an OCS Supervised Learning Lab (Phase 3), please complete this **FORM**. We will keep you informed of future enrollment and application updates based on the information you share. This option is FREE to families with a current DSS voucher.

Looking for Licensed Child Care?

The North Carolina Department of Health and Human Services (NCDHHS) has set up a child care hotline (1-888-600-1685) where families can call to get information about local options for infants through children age 12. The hotline is open Monday through Friday 8:00 a.m. to 5:00 p.m. When families call the hotline, child care referral specialists will provide referrals to licensed child care programs that are open and have vacancies for the age of the child(ren) for whom care is being requested. As of the beginning of August, there are currently about 30,000 slots available for school-age children in licensed child care across the state, but availability varies from community to community.

FAQs – SUPERVISED LEARNING LABS

Q: **What are Supervised Learning Labs (SLLs)?**
A: Supervised Learning Labs are sites that will provide supervised learning for students, K-8, whose parents must work. They will be held in locations in the district where Orange County Schools students (K-8) will be supervised by non-school based staff while they are receiving remote instruction through their computers from their teachers just as they would if they were home and while their parents are working. The district endeavors to roll out SLLs in three phases; priority for the limited number of seats will be given to McKinney-Vento and ESSA students and students receiving free and/or reduced meals.

Q. Why is there a fee for students to participate in SLLs?
A. In Phase 1, the YMCA SLL program is free to select students and have multiple options to support families who express an economic need. In Phase 2, the SLL is free of charge to McKinney Vento or foster families. As we progress into Phase 3 this resource will be provided free of charge to families who receive DSS subsidies. We are grateful to our partners, who can provide spaces at no cost, allowing OCS to serve students and families while keeping costs as low as possible.

Q. Will all families pay the same fee?
A. No. During Phase 1, the YMCA will utilize a sliding/priority scale to determine weekly fees on a case-by-case basis. During Phase 2, OCS will provide the SLL free of charge for identified students attending the off-site location. During Phase 3, onsite Supervised Learning Labs will be free to families with a current Department of Social Services' voucher.

Q. There are limited seats. How will students be selected to participate?
A. Priority for the limited number of seats will be given to McKinney-Vento (homeless) and ESSA (foster care) students. To meet the needs of our families, we are focused on supporting our families' financial stability, allowing them to go to work while we provide safe, in-person options for students that support their educational and academic success.

Q. Will teachers be onsite to supervise and support learning for students participating in the Supervised Learning Labs?
A. No. Neither classroom teachers nor certified staff will be reassigned or hired to be physically onsite to supervise and support learning for students participating in an SLL. Teachers and other certified staff are needed to provide virtual and in-person instruction to all students under Plans C and B, respectively.

Q. Who will be onsite to supervise and support students with the instruction they will receive remotely from their teachers at the Supervised Learning Labs (SLLs)?
A. Caring and qualified, non-school based staff will be hired by the YMCA for SLL Phase 1. Orange County Schools will also hire non-school based staff for Phases 2 and 3. SLL staff will support students onsite and in-person with the instruction and assignments they will receive from their regular classroom teachers, virtually during remote learning times.

Q. What kind of support will the SLL staff provide to students?
A. SLL staff will be on-site and in-person. Their duties include: answering questions, ensuring students are focused, engaged, following directions and completing assignments; checking students' work; giving feedback; and monitoring behavior, as well as facilitating scheduled activities and breaks. The staff will also supervise meal / snack times.

Q: What curriculum will students in the SLLs follow?
A: While in the SLL, students will follow the Orange County Schools curriculum and engage in the lessons and activities provided through the remote instruction they will receive from their regular classroom teachers. Non-school based staff will be onsite and in-person at the SLLs to facilitate learning and academic productivity.

Q. Will students need to bring their devices to the SLL or will devices be provided?
A. Yes. Students will need to bring their district issued iPads and Chromebooks to the SLL each day in order to access the virtual lessons assigned by their regular classroom teachers.

Q. Will school supplies be available for student use at the SLL?
A. Students are expected to bring their own school supplies (i.e., notebooks, pens, pencils, books, scissors, crayons, etc.). However, limited supplies may be available at the SLLs for students to use.

Please note per safety and health guidance, students will not be allowed to share any school supplies including textbooks.

Q. What safety requirements will be followed at the SLL? Will students and staff be required to wear masks?
A. Your child's safety is of the utmost importance to us. Our programs will adhere to CDC guidelines, directives from the NC Department of Health and Human Services, NC Department of Child Development and Early Education, as well as Orange County Schools in conjunction with our local health authorities. We will adjust our practices as guidelines may change.

Face coverings are expected at all times--while indoors and outdoors. The sharing of supplies will be limited, and frequent hand washing will be expected. Field trips are not permitted. SLLs will allow only a limited number of guests/visitors for specific purposes. (e.g., visitors from DSS, professionals who are delivering special services, etc.) We will practice social distancing whenever possible, provide non-contact physical/enrichment activities, and allow for intermittent breaks to clean and sanitize surfaces, furnishings, etc. Students will be expected to wash or sanitize hands frequently.

Q. Will transportation be provided?
A. Transportation will be provided during Phase 2 for identified families. Families participating in SLLs during Phase 3 will be responsible for transportation to and from the location.

Q. Will meals be provided?
A.Yes. Meals will be provided in Phases 1, 2 and 3. Meals will be provided free of charge for students who are eligible for free and/or reduced lunch. Students may also choose to bring their own meals and snacks from home; however, for safety purposes they will not have access to a refrigerator or microwave.

Q: Will this program follow the school calendar with regard to teacher workdays, holidays, etc.?
A: Yes. Supervised Learning Labs will follow the board approved OCS school calendars while schools are operating virtually under Plan C.

Q: Do students need to attend everyday?
A: No. Students may opt to attend only on the days they have a need for supervised learning. The YMCA program does have a daily rate option.

Q. How can families register for a SLL? And what are the windows of time for registration?
A. **Phase 1:** Families can register for the YMCA option by visiting:
https://www.ymcatriangle.org/programs/school-programs/scholastic-support-centers
OCS families should select the Orange County Schools Welcome Center option.

Phase 2: Students are registered through the OCS Student Services Department. Please contact your school's social worker for details.

Phase 3: This program will be located at Central Elementary and will be FREE to families with a current DSS voucher.. If you have questions, you may contact Richard Lewis, Director of the OCS School Community Relations Office: 919-732-4166 ext. 5 or richard.lewis@orange.k12.nc.us. Please use **THIS FORM** to submit your information to stay informed about Phase 3 of our Supervised Learning Labs.

Q. Why is Orange County Schools opening Supervised Learning Labs, but not reopening schools?
A. A Supervised Learning Lab is NOT the same as a school. Supervised Learning Labs provide supervision and an extension of virtual learning for students whose parents must work. Priority for the limited number of seats will be given to McKinney-Vento and ESSA students and students receiving free and/or reduced lunch. Supervised Learning Labs will not be facilitated by Orange County Schools' teachers or other instructional staff. Caring and qualified, non-school based staff will be hired to supervise students while they are receiving remote instruction through their computers from their teachers--just as they would if they were home. *Additionally, a lot of the external variables that are available in schools will not be present in the Supervised Learning Labs in an effort to reduce exposure to COVID-19.*

Q.Will the Supervised Learning Labs comply with Orange County health and safety requirements?
A.Yes. Current Orange County guidance requires no more than 10 people in a single space/room and at no more than 50% full capacity for a facility overall. Students and staff must wear a face covering, remain at least 6 feet apart, and wash their hands frequently. Supervised Learning Labs will adhere to all local health and safety mandates.

Q. Why is Orange County Schools partnering with the YMCA to facilitate a Supervised Learning Lab?
A. In an effort to meet the needs of families who have to work, OCS is partnering with the YMCA to provide a voluntary service where a small number of students can learn remotely while their parents are working, which benefits our students and their families. The partnership will also help the school district prepare for Plan B. The YMCA will be using an unoccupied OCS facility and not an unoccupied school. The facility can hold more than 200 people, but the YMCA SLL will only accept up to 75 students. This is well below the 50% facility capacity requirement. With six rooms and a large gymnasium, there is enough space to adhere to all social distancing requirements there. The YMCA will hire its own staff to supervise the students as they work to complete assignments on their computers from their teachers. The YMCA began to offer supervised childcare programs to essential workers in March. To date, the YMCA has served approximately 2,000 students each day in its summer camps. We know that working families need options, and OCS will model the YMCA's successful experience as we prepare for Plan B and for Phases 2 and 3 of the Supervised Learning Labs.

ATHLETICS

Orange County Schools (OCS) recognizes the benefits of athletic participation for student-athletes, and it is our desire to have our coaches and student-athletes return to preparation and competition. The North Carolina High School Athletic Association NCHSAA recently released new athletic calendars outlining when high school athletic seasons are allowed to resume. This guidance indicates when individual high school sports may begin tryouts, practices, and competitions. School districts may start sports no earlier than the prescribed dates outlined in the link above, but they are not obligated to start on those dates.

The plan in the link below was developed based on the principles outlined in the document: NCHSAA Return to Sports Guidelines and Return to Sports and Exercise during the COVID-19 Pandemic: Guidance for High School and Collegiate Athletic Programs. The plan describes the best practice procedures for returning to sport and exercise following a period of prolonged physical distancing for students/athletes of Orange County Schools. This plan will be a living, working document, that is continually reviewed and updated as the organization and our community changes. This plan applies to all staff members (e.g., athletic trainers, physicians, athletic administrators, coaches, strength and conditioning staff, school administrators, advisors) of Orange County Schools who are associated with athletics.

If you have any questions or need additional information, please feel free to contact me, Jason Johnson, Executive Director of Student Support Services and School Improvement, at jason.johnson@orange.k12.nc.us.

Copy of COVID-19 Return to Athletics Policy & Procedures

TECHNOLOGY

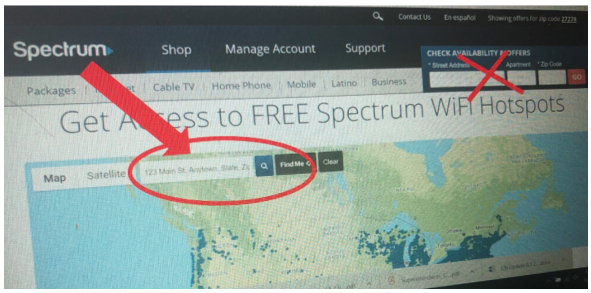
The district is extending the 1:1 device program by providing Ipads to all kindergarteners and Chromebooks to all first, second and third graders. To ensure teachers have the technology to support their blended model of instruction, the district is providing teachers with upgraded laptops and flat

panels in their classrooms equipped with miracast technology to support live streaming and fully tech-integrated teaching and learning. New devices are expected in the first part of October and media specialists will distribute to the teachers at their schools. Teachers will need to return their old laptops at the time of picking up their new device.

Currently there is no estimated delivery date for the new Chromebooks for grades 4-12. The students in grades 1-2 will continue to use their rented devices. The rentals were rented for six months. Once these deliveries arrive, schools will schedule a distribution plan.

Families can pay their tech fee of $20 at their school or via this link: k12paymentcenter.com. Waivers are available upon request. For students and staff needing hotspots for wifi access especially during total online learning, they are to contact their school principal.

Students with no connectivity can travel to locations such as any secondary school parking lots for hotspot service to download school work and to upload assignments. Students can then work offline. The district provided flash drives for teachers to upload coursework and for students to download their completed assignments. The district will continue to seek alternative methods for providing students access to coursework.



Spectrum is also providing free wifi access and locations can be found here Free Spectrum WiFi HotSpots. Please note where the address should go to get relevant information.

WiFi access is available in public spaces and parking lots outside of local businesses. A full list of these locations can be found here.

Answers to frequently asked questions can be found here: Remote Learning Tech Support

Policies

The following two policies have been revised by the Board of Education to allow for class recordings.

Policy 4700 Student Records: Permission of the parent/guardian or eligible student is not required for the release of information that is designated as “directory information” by the Board. The Board further designated the following as directory information in the context of a Board-sponsored online video conference platform: a student’s name, photograph/pictorial representation, and any audio or video of a student transmitted during a virtual class session. This information may be disclosed upon request in the format of an audio/video recording of the virtual class session only to a student who is currently enrolled in the given course/class that has been recorded.

Policy 3228 Video and Audio Recording in Classrooms: Parent/guardian permission is required prior to video or audio recordings. This policy applies to recording of in-person classroom activities and does not apply to remote instruction or virtual classes.

District Digital Learning Coaches

The primary responsibility of the Digital Learning Coach (DLC) is to provide on-going job-embedded training and coaching to teachers and other staff to deepen their understanding of best practices in instructional technology and its integration to improve teaching and learning. The Scope of Work will be directed by the district to ensure alignment, calibration and consistency across all schools. This will mean the DLCs will be allotted to support all thirteen schools. All schools except the two comprehensive high schools will receive two days of support from DLCs. The two comprehensive high schools, due to their size, will receive four days of DLC support.

District Tier

- Align the mission, resources and objectives of the instructional technology program with the NC Essential Standards, NC State Standards and the district's strategic priorities.
- Engage in collaborative planning with district staff to identify and support the needs of students, staff and the community.
- Facilitate the development of blended, hybrid and fully online learning.
- Facilitate equity of access for diverse and appropriate edtech tools and resources.
- Evaluate and collaboratively select edtech tools and resources based on research and data.
- Engage in professional development to explore creative applications and to stay relevant in the industry.

School Tier

- Support NC Digital Learning Competencies (students, teachers, administrators).
- Facilitate collaborative planning using data-driven decision-making on Digital Learning including the school improvement planning process.
- Actively explore and integrate emerging technologies, resources, and innovative practices to support teacher practice and student learning.
- Ensure that the instructional technology program tools and resources support the diverse developmental, cultural, social, and linguistic needs of students and their communities.
- Support Digital Citizenship for students Pre-K-12.
- Foster collaboration within the school community to facilitate design, delivery, and assessment of instructional objectives that promote learner competence and confidence with tech skills.

Teacher/Student Tier

- Facilitate collaborative planning with teachers to design inquiry-based, student-centered instruction using various and appropriate resources and edtech tools to promote creative and innovative student learning.
- Coach teachers in successfully implementing differentiated remote and blended models of instruction integrating innovative ed-tech tools.
- Provide professional development addressing instructional theory, practice and resources that promote student-centered learning, relevancy, tech skills, collaboration, critical thinking and creativity.
- Provide job-embedded coaching resulting in global digital literacy, awareness and understanding of best practices in instructional technology and its integration to improve teaching and learning.

PROPER USE & PURPOSE of OCS TECHNOLOGY GUIDANCE

To ensure students and the adults who may be supporting them are clear about the appropriate use of OCS technology, before teaching a lesson or engaging with students online, teachers should state or post the following:

> *"Please be reminded that the OCS administrative procedures regarding appropriate use of technology, social media and email continue to apply to our online instruction. In addition, this session may not be recorded without the instructor's consent. A description of the applicable procedures is provided on the district's website--see Policy 3325/7320: Technology Responsible Use. Thank you for your cooperation."*

Message for Parents/Caregivers

As we begin this new school year, we want to remind families that the standards of conduct we expect at school will also apply while using virtual platforms and OCS technology. Our students and families deserve to feel safe in remote classroom spaces just as they expect to be safe in our buildings. Inappropriate language or images, bullying, harassment, or disruptive behavior in virtual meetings or classes will not be tolerated. This type of conduct will result in discipline which may include suspension from live remote instruction and/or loss of OCS technology privileges. Law enforcement may be contacted to address online behavior that endangers the safety of others or may violate criminal statutes.

Parents, please speak to your children about the importance of online safety and following school rules during remote instruction. If you or your child witness any harmful behavior during remote learning please contact your teacher or school administrator immediately.

> *"Please be reminded that the school rules regarding appropriate use of technology, social media and email continue to apply to our online instruction. When you are in this remote classroom you are in school, and can be disciplined for misbehavior, including loss of OCS technology privileges. In addition, this session may not be recorded without the instructor's consent. A description of the applicable procedures is provided on the district's website--see Policy 3325/7320: Technology Responsible Use. Thank you for your cooperation."*

TRANSLATION & INTERPRETATION SERVICES

“Language access” means providing Limited English Proficient people with reasonable access to the same services as English-speaking individuals. The two main legal bases for language access are Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on national origin, and 2000’s Executive Order 13166, which affirms Title VI’s language access requirement and outlines additional requirements.

How to Request OCS Translation and Interpretation Services

The translation service will provide written communication between two languages (English and a target language).

Our goal is to fulfill your request in a timely manner. In general, please allow 3-5 school business days for completion of requested translations. If it is a larger document (more than 10 pages), please allow 5 to 15 school business days. After completing this request you will receive an email confirmation with the approximate completion time of your requested translation. The interpretation service will provide an interpreter that is fluent in both languages (English and a target language) and can communicate verbally between parents, students, staff, and members of the community.

Please allow seven days in advance to schedule a meeting. Please indicate your name and contact information, the topic of the meeting, time, location and length of the meeting.

Link to Translation and Interpretation services request form

OCS Website Features Language Translations

The Orange County Schools’ website features language translation services for all components of the website. To change the language, select the “Translate Language” option in the top right-hand corner of the website at www.orangecountyfirst.com. Then select the language you want the website to translate to.

Family Liaisons

On June 18, the Board of Education approved new positions to assist schools with improving communication at the schools. All of the Family Liaisons must be bilingual. One-fourth of our student population is Latino, therefore it is important that our schools are able to communicate with our families whose primary language is not English. However, the Family Liaisons will not only support Latino families, they will support all families, particularly those who are traditionally underserved due to race, socio-economic status, or first-generation students.

OCS Family Liaisons are bilingual. They will facilitate parent academies throughout the year virtually and in person when safe to do so. Parent Academy sessions will include programs to educate parents about resources that are available to them to support their children’s school success throughout K-12. Family Liaisons will have office hours at all OCS schools to provide onsite support to schools and families as needed. The Family Liaisons report to Sandra Blefko, OCS Family Outreach Coordinator, Communications Department.

FAQs – FAMILY LIAISONS

What are the main responsibilities of the Family Liaisons?

- Connect with OCS families and assist them schools and its related resources.
- Coordinate and facilitate programs for students and families via the Orange County Schools Parent Academy.
- Develop and maintain resources for families and provide parenting and referral information.
- Support and assist the principal or administrator with their weekly ConnectEd call by providing translation services.

How do I request the interpreter services of the Family Liaison? If you need to schedule a parent conference and will need interpretation services, please submit an Interpretation Request. If you have an emergency, call and the Family Outreach Liaison designated to your school.

What are the hours that the Family Liaison is likely to be at the school? Two of the Family Liaisons are full- time employees and one of them is part-time. Full-time employees will work a traditional 8:00 AM to 5:00 PM with a 1-hour lunch from 12-1. A part-time employee will work four hours only from 9:00 AM to 1:00 PM. However, if the Family Liaison has been participating in a Parent Night the day before, then they will come later the following day. Be mindful that these Family Liaisons are going to be serving different schools. They should not work more than their allotted hours.

Is the Family Outreach Liaison like a Social Worker? No, the Family Outreach Liaisons will support and assist families and staff in making connections to resources. They can assist and provide support to our social workers and counselors.

Who will they work with? Family Outreach Liaisons will work with **all** families that express needs for additional support and assist connecting them with the proper resources or staff to assist them.

Why do they need to be bilingual? Family Outreach Liaisons will need to be able to communicate with **all** of our community members including our Spanish-speaking families.

FAQs – PARENT ACADEMY

OCS Family Liaisons will facilitate Parent Academy sessions throughout the 2020-2021 school year (virtually and in-person when safe to do so). Parent Academy sessions will include programs to educate parents about resources that are available to them to support their children's school success throughout K-12.

What is the Orange County Schools Parent Academy? The OCS Parent Academy will be held

throughout the school district. Each offer will have a focus on current topics that are of importance to our families, with the intention of keeping parents “in the know”. Held in the evenings at a designated school. These nights will occur throughout the school year.

Who is leading the Parent Academy? The Communications department will be creating a calendar of events, contacting parents, and stakeholders promoting and doing the logistics of each event.

How can I participate in a Parent Academy session? If you wish to participate via volunteering or if you have an idea for the OCS Parent Academy’s session topics, please contact Sandra Blefko, Family Outreach Coordinator, at sandra.blefko@orange.k12.nc.us.

What are some potential topics will we see offered by the Parent Academy?

- How to navigate kindergarten enrollment?
- What is the Virtual Academy?
- How do I create an email account?
- How do I create a learning environment for my child while he/she is at home?
- How can I support my child’s social and emotional needs during virtual learning?
- How do I advocate for my child in an IEP meeting?
- When do I need to register my student (high school) to take the SAT?

TRANSPORTATION - GUIDANCE

As the Transportation Department prepares for the 2020-2021 school year, we want you to know that we are focused on providing the safest transportation service for our families, aligned with the requirements and recommendations set forth by the North Carolina Department of Health and Human Services and North Carolina Department of Public Instruction. The requirements and/or recommendations that will be in place for students being transported under Plan B are in the sections below.

Transportation will generate a parent letter with procedures/processes for Plan B, to include requirements and consequences for when a student forgets their face mask, when there is no parent supervision at the bus stop and/or when student bus behavior needs to be addressed.

- Parents/guardians are required at the bus stop for all school aged children to help with safety, social distancing, and in the case of a symptomatic student.
- The 1st offense is a warning; 2nd offense is a 1-week suspension from the bus; 3rd offense is suspension from the bus for the rest of the school year.
- A One-Time Parent Attestation Form is still a requirement to ride an OCS school bus.
- Hand sanitizer will be available for all age groups.
- Temperature taking on the school bus
- Step-by-step process

Bus Stops

- Parents/Guardians are required to accompany students in **all grade levels** to the bus stop to ensure safety, proper social distancing (6 ft. apart) and to make sure students pass the temperature screening process to be allowed to board the bus. It is the duty and responsibility of each parent or their adult designee to provide supervision at the bus stop.
- Please have students ready at the bus stop 10 minutes before regular scheduled pick-up time.
- Cloth masks/face coverings are required at the bus stop and before entering the bus. The face covering must be worn properly, fully covering their nose and mouth the entire time at the bus stop and while students are being transported on the bus.
- Parents/Guardians will be able to use the "Here Comes the Bus" app to track the real time location of their child's bus.

  Here Comes the Bus app - sign up information - English & Spanish

Bus Entrances

- Upon boarding the bus and while students are being transported, face coverings are required for all students and adults on OCS buses and other transportation vehicles. Wearing cloth face cover is most important when students and staff cannot maintain six feet of social distance between each other.
- Each student will have their temperature taken prior to boarding the bus daily.
- Following the NCDHHS and NCDPI recommendations and guidelines, hand sanitizer (with at least 60% alcohol) will be provided to each driver and safety assistant in 8-ounce bottles for personal use and for use by middle and high school students (upon request). Drivers will squeeze or pump the sanitizer into the student's hands when they board the bus. Middle and high school students can request hand sanitizer when entering and exiting the bus. Hand sanitizer will only remain on the school bus while the bus is in use and transporting students; it will not be stored on the bus. Drivers and safety assistants will report to the Transportation Department for refills on hand sanitizer.

  How to apply hand sanitizer (video)

Health Screenings - Attestation Forms for Transportation

A one-time Transportation Parent Attestation form will be required for all students who are assigned to ride a school bus. The form must be completed and submitted to the driver on the first day the student boards the school bus. By signing the form, the parent/guardian attests to the following:

- I will screen my child every morning, every day, for the 2020-21 school year and will NOT send my child to school if the answer to any of the questions above is YES.
- By sending my child to school on any given day, I certify that I have screened my child on that day and the answer to ALL of the questions above is NO.
- If my child is diagnosed with COVID-19, I will not send them to school until they meet the criteria for return.
- I understand and agree with the Student Transportation Services, Overview of District Health and Safety Measures contained on the reverse side of this form: (Updated 2-10-21)

Transportation Parent Attestation Forms (Updated 4-5-21)
Transportation Parent/Guardian Attestation Form - English
Transportation Parent/Guardian Attestation Form - Spanish

Note: In addition to the Transportation Attestations, the Screening Forms below will be used upon arrival at school: (Forms Last Updated 4-5-21):

- OCS Screening forms Screening Form Screening Form - Spanish
- OCS Screening forms for those who **cannot** answer for themselves English Spanish

The Transportation Parent Attestation forms will be:

- Mailed to families
- Available on the OCS Transportation Return to School website - Return to School / Transportation
- Available for pickup at all school locations

The Transportation Parent Attestation form will also be available for pickup at the following meal distribution locations:

- Supper Club Mobile Home Park
  211 Supper Club Rd, Mebane NC 27302 (near mailboxes)
- Cedar Grove Community Center
  800 NC Highway 86 N Hillsborough, NC 27278
- Fairview Community 10:00 a.m. -1:00 p.m., which includes the following locations: 432 Tulip Tree Drive, Hillsborough NC 27278 (Fairview Community Gardens) Corner of Dixie Avenue and Wildaro Court, and 195 Torain Street, Hillsborough NC 27278
- 4959 Howe Street, Durham NC 27705 11:30 a.m. - 12:00 p.m.
- 5901 Wilkin Drive, Durham NC 27705 12:10 p.m. - 1:00 p.m.
- Riley Hill Park Community - 10:00 a.m. - 11:30 a.m.
- Mobile Acres 1 & 2 - 11:30 a.m. - 11:45 a.m.
  Mt. Hermon Church Rd.
- Stonegate - 11:50 a.m. - 12:10 p.m.
  Mt. Hermon Church Road
- Terry Fuqua Parkway - 12:15 - 12:30 p.m.
  University Station Road
- Arbor Hill - 12:35 - 12:45 p.m.
  Highway 7012
- Quick Silver 12:45 - 1:00 p.m.
  Highway 7012

School bus drivers will also have copies of the forms on the buses.

The One-Time Transportation Parent Attestation form will be kept on file at the transportation department for the duration of the 2020-2021 school year. Parents/guardians are required to screen their child every morning and on every day, as stated on the front side of the attestation form. Per the attestation, they also agree to keep their child at home if the answer to any of the screening questions

is YES. As such, students will also be symptom screened and temperature checked upon arrival to school, not at the bus stop.

Seating on Buses

Due to seating capacity limits and restrictions, and per the NCDHHS recommendation to keep students grouped together as much as possible from day to day in case of the need for contact tracing, the following will apply:

- Students will sit one student per seat or two students per seat if from the same household. No more than two students will be allowed per seat. For example, 72-passenger max capacity school buses can transport at least 24 students or up to 48 students if at least two students sit together from the same household.
- All areas above seats have been labeled with alphabet letters to help students identify their assigned seats.

- OCS Transportation will only be for students who have a bus assignment. In addition, students requiring bus transportation must ride to and from their designated bus stop.

  Students not assigned to a particular bus will not be allowed to ride on any other bus except the one to which they are assigned. This applies to the morning and the afternoon. Notes for rides home with relatives and friends will not be honored while under Plan B because of the limited seating restrictions. Due to the ridership limits, students waiting outside in the morning at an address different than their own will not be transported to school.

  If a new student enrolls and needs bus transportation they will be assigned to a bus within 48 hours. As such, same day service from any school will be unavailable. To obtain maximum ridership during Plan B, bus ridership on each bus must be the same for AM and PM; therefore, student bus stops will be the same in the AM and PM. If a student does not ride the bus for several consecutive days without any communication to the transportation department, we will be unable to save the transportation spot and it will be assigned to another student. It will be imperative to notify the school about any illness or situation that would keep your student from their assigned spots on the bus.

- Students will not be allowed to ride the bus to return home if a student becomes sick during the day or does not pass the temperature symptom screening upon arrival to school. Parents/guardians will be contacted by the school to transport students home and must follow set district procedures to return to school (click link below for more information).
  Parent Information: When Sick Children May Return To School
  Parent Information: When Sick Children May Return To School-Spanish

At the School

- Student attendance will be taken on the bus by the driver upon arrival (morning) and departure (afternoon) at the school to stay consistent with NC DHHS guidance for contact tracing purposes and to maintain health and safety to the greatest extent possible for our students and staff. Drivers will use a copy of the seating chart to take student attendance by highlighting the students' names as they exit the bus at the school each morning and upon boarding the bus in the evening to be transported home. The attendance sheets will be kept on the school bus in a designated binder by date. Attendance Sheet Example
- Upon arrival at school, all bus riders will exit the bus, maintaining social distance and wearing a face covering, and proceed to the designated screening station to go through the temperature screening process prior to entering the school building.
- At dismissal, all bus riders will board the bus, one student at a time, maintaining social distance and wearing a face covering. Students will sit in their assigned seat.
- Schools will need to identify how they will dismiss students from classes to board the buses. Examples include: dismissing one class at a time or dismissing by school bus number

Disinfecting/Cleaning

- Orange County School buses will be disinfected daily by the driver or safety assistant between each group of transported students each morning and afternoon using an EPA approved disinfectant spray ensuring all frequently touched surfaces (eg, surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles, five point harness car seats and secure locks, etc.) are disinfected. School buses will be deep cleaned once a week or as needed by the driver or safety assistant. Drivers and safety assistants will receive disinfecting and cleaning training (please see table below under driver and safety assistant training).
- Doors and windows will be open when feasible, weather permitting during disinfecting and cleaning to let the bus thoroughly air out and to let the disinfectant spray dry.Students will not be present when the bus is being disinfected and/or cleaned.
- Disinfectant spray will not be stored on the school bus but will be stored at a designated location at each school location.
- Drivers will complete a disinfecting and cleaning log which will be kept on the bus in a designated binder.
- Should the transportation department be notified of a case of COVID with one of the riders, the bus will be taken out of service for 24 hours before being deep cleaned. Once it is safe, the bus will be put back into service to transport students.

Disinfecting Video

Disinfecting Log

Deep Cleaning Video

Deep Cleaning Log

Driver and Safety Assistant Training

Drivers and safety assistants will receive training conducted by Transportation Staff on **October 19, 2020 and October 20, 2020**. Drivers will be notified of their training date. The drivers and safety assistants will receive a training manual to keep with them on the bus while transporting students for reference when needed. Attendance will be taken at each training session and training manuals will be signed out by each driver and safety assistant to document who received the training and manual. The drivers will receive the step-by-step training in the link below, which was developed by the OCS Transportation Department and is aligned with NCDHHS and NCDPI requirements.*

**It is advised that families who utilize OCS Transportation take time to review the information in the training document below, as it contains detailed information about procedures and protocols that bus drivers will be responsible for in order to keep students safe and as healthy as possible while on OCS school buses*

DRIVER PLAN B- STEP BY STEP DAILY PROCEDURE TRAINING DOCUMENT

Additional Training Documents & Videos	
Driver Attestation Process	Coming soon!
Ocs Return To Work Procedures	Ocs Safe Return To Work Procedures
Hand Washing And Hand Sanitizer	Hand Washing Steps - Video Hand Washing - Document Hand Sanitizer - Video Hand Sanitizer - Document
How To Properly Put On & Remove A Face Mask And Gloves	How To Properly Put On And Remove A Face Mask And Gloves - Video How To Safely Wear And Take Off A Mask - Cdc Document How To Remove Gloves - Cdc Document

Student Attestation Form (Updated 4-5-21)	Transportation Parent/Guardian Attestation Form - English Transportation Parent/Guardian Attestation Form - Spanish
Seating Chart Requirement	Seating Chart- Document Seating Chart - Diagram
Student Attendance	Attendance - Document Attendance Sheet Example - Form
Student Bus Assignment	Student Bus Assignment
Disinfecting And Cleaning	Disinfecting & Cleaning - Training Document Disinfecting - Video Disinfectant Daily Log Deep Cleaning - Video Deep Cleaning Log
Visiting the Transportation Department	Visitor Procedures

FAQs – TRANSPORTATION

Are students required to wear face coverings and social distance at the bus stop?
Yes. Face coverings and proper social distancing are required while waiting at the bus stop.

Is a parent/guardian required to wait at the bus stop with their child?
Parents/Guardians are required to accompany students in **all grade levels** to the bus stop to ensure safety, proper social distancing (6 ft. apart) and to make sure students pass the temperature screening process to be allowed to board the bus.

What will happen if I am not at the bus stop when the bus comes to drop my child off?
If a parent/guardian or designee is not at the bus stop for a PK-3 grade student, the student will be transported back to school and the parent will be contacted to pick up the student at the school location.

How much earlier should my child be ready at the bus stop?
Students should arrive at the bus stop ten minutes before regular pick up time.

Will I be able to track my child's bus for real time data?
Parents will be able to use the "Here Comes the Bus app" to track the real time location of their

child's bus. Here Comes the Bus app - sign up information - English & Spanish

Are face coverings/masks required for students while riding the school bus?
Yes. Face coverings are required at all times for all students and adults on OCS buses and other transportation vehicles.

Will the district provide face masks for students?
Per Governor Roy Cooper's public announcement on July 14, 2020, students and staff will be provided with five reusable/washable face masks upon return to school.

Will hand sanitizer be available on the school bus for students?
Following the NCDHHS and NCDPI recommendations and guidelines, hand sanitizer (with at least 60% alcohol) will be provided to each driver and safety assistant in 8 ounce bottles for personal use and for use by middle and high school students (upon request). Drivers will squeeze or pump the sanitizer into the student's hands. Middle and high school students can request hand sanitizer when entering and exiting the bus. Hand sanitizer will only remain on the school bus while the bus is in use and transporting students.

Will my child need to submit a Transportation Parent Attestation form daily to board the bus?
A one-time Transportation Parent Attestation form will be required for all students who are assigned to ride a school bus. The form must be completed and submitted to the driver on the first day the student boards the school bus.

Will my child be able to board the bus at the bus stop if they do not have the Transportation Parent Attestation form?
The one-time Transportation Parent Attestation form is required before a student can initially board and be transported on the school bus. All bus drivers will have extra copies on the bus available for parents/guardians to complete if needed.

How can I get a Transportation Parent Attestation Form?
TheTransportation Parent Attestation form will be emailed and mailed to families. Forms will also be:

- Available on the OCS Transportation Return to School website: Return to School / Transportation
- Available for pickup at all school locations
- Available for pickup at the following meal distribution locations

How will you keep my child safe while on the bus?
Each student who will be transported on the school bus is required to wear a face covering/mask while being transported on the bus**.** Due to seating capacity limits and restrictions and per the NCDHHS recommendation to keep students grouped together as much as possible from day to day in case of the need for contact tracing, the following will apply:

- Students will sit one student per seat or two students per seat if from the same household. No more than two students will be allowed per seat. For example, 72 Passenger max capacity school buses can transport at least 24 students or up to 48 students if at least two students sit together from the same household. Seating capacity requirements (July 14, 2020)
- All seats have been labeled with alphabet letters to help students identify their assigned

seats.

Will the bus have adequate ventilation while transporting students?
When weather permits the windows will be down for more ventilation on the bus.

Will my child's temperature be taken before boarding the bus?
Each student will have their temperature taken prior to boarding the bus daily..

Will the students be social distancing on the bus?
Following the NCDHHS and NCDPI guidelines, students will sit only one student per seat unless they are siblings or from the same household and can sit two to a seat.

Can my child ride the bus if they would like to ride home with a friend or if they do not have a bus assignment?

- Transportation will only be for students who have a bus assignment. In addition, students requiring bus transportation must ride to and from their designated bus stop.
- Students who are not assigned to the bus will not be allowed to ride on any bus except the one to which they are assigned, morning, or afternoon. Notes for rides home with relatives and friends will not be honored while under Plan B restrictions. Due to the ridership limits, students waiting outside in the AM at an address different than their own will not be transported to school.

How do I get a bus assignment for my child?
Please contact the school your child attends to request a bus assignment. The school will notify the Transportation Department. Transportation will assign a safe bus stop in alignment with School Board policy and State guidelines within 48 hours of receiving the bus assignment request. The transportation department will notify the school of the bus assignment and will provide the necessary bus pass/paperwork for the student to provide to the driver upon boarding the bus.

If my child becomes sick during the day at school, can they still ride the bus home?
Students will not be allowed to ride the bus to return home if a student becomes sick during the day or does not pass the temperature symptom screening upon arrival to school. Parents/guardians will be contacted by the school to transport students home and must follow set district procedures to return to school (click link below for more information).
Parent Information: When Sick Children May Return To School
Parent Information: When Sick Children May Return To School-Spanish

How will contact tracing be conducted if needed for students who were transported on the bus?
Student attendance will be taken on the bus by the driver upon arrival (morning) and departure (afternoon) at the school to stay consistent with NC DHHS guidance for contact tracing purposes and to maintain health and safety to the greatest extent possible for our students and staff. Drivers will use a copy of the seating chart to take student attendance by highlighting the students' names as they exit the bus at the school each morning and upon boarding the bus in the evening to be transported home. The attendance sheets will be kept on the school bus in a designated binder by date.

What will happen if another student becomes sick with COVID 19 symptoms that were transported to or from school on my child's bus?
District-set health and safety protocols and procedures will be followed for contact tracing. If needed, the bus will be out of service for 24 hours and then disinfected and deep cleaned before being put back into service.

Will the school buses be disinfected and cleaned? If so, how and when? Orange County School buses will be disinfected daily by the driver or safety assistant between each group of transported students each morning and afternoon using an EPA approved disinfectant spray ensuring all frequently touched surfaces (eg, surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles, five point harness car seats and secure locks, etc.) are disinfected. School buses will be deep cleaned once a week or as needed by the driver or safety assistant. Drivers and safety assistants will receive disinfecting and cleaning training.

In addition:

- Doors and windows will be open when feasible, weather permitting during disinfecting and cleaning to let the bus thoroughly air out and to let the disinfectant spray dry. (Disinfectant spray takes 7-10 minutes to air dry.)
- Students will not be present when the bus is being disinfected and/or cleaned.
- Disinfectant spray will not be stored on the school bus but will be stored at a designated location at each school location.
- Drivers will complete a disinfecting and cleaning log which will be kept on the bus in a designated binder.

How will the drivers be notified or trained on the new process and procedures for transporting students?
Drivers and safety assistants will receive training conducted by Transportation Internal Staff on all procedures and protocols.The drivers and safety assistants will receive a training manual to keep with them on the bus while transporting students for reference when needed.

MEALS - GUIDANCE

Meal Distribution for Plan B

School meals are critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn. Research shows that receiving free or reduced-price school lunches reduces food insecurity, obesity rates, and poor health.

Lunch for Teachers During Remote Instruction: The law does not include a specific amount of time required to be allocated for a teacher's duty free lunch. The law states that a strategy for school improvement includes the following: "a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team." 115C-105.27. Policy 3430 repeats this same language as stated in the law, but likewise does not specify a particular amount of time for the duty free lunch. Under the law and policy, School Improvement General Statue115C-105.27 and School Improvement Policy 3430 nothing would prevent a school from including a specific amount of time in the school improvement plan.

Child Nutrition Guidelines for Operations

Under Plan B, we will operate up to 50% student capacity.

Latest Plans for Meal Consumption (January 2021)

Guidelines:

- Comply with NCDHHS StrongSchoolsNC: Public Health Toolkit (K-12) requirements for social distancing and minimizing exposure.
- Offer various meal service options as needed to promote social distancing, including satellite kiosks, grab-and-go meals, classroom meals, etc. to provide meals to as many students as possible.
- Allow adequate time for students to wash and sanitize hands before and after meals.
- Extend and/or stagger meal times to promote social distancing, while ensuring adequate time for students to consume their meals.
- Eliminate self-serve food items.
- Napkins and silverware (disposable) are provided directly by staff, not for individuals to grab.
- Install engineering controls such as sneeze guards in cafeteria serving lines.
- Plan to serve medically fragile students separately from other students.
- Distance markers will be placed on the floor to promote social distancing while waiting in line.
- Prohibit food-sharing.
- Limit cash transactions. Staff handling cash should not also handle food. k12paymentcenter.com
- Prohibiting eating on the school bus unless medically necessary.
- PPE will be provided to all food service staff. SOCIAL DISTANCING IN CAFETERIA
- Bagged or boxed meals with all necessary utensils, condiments, napkins, etc. is the preferred method for classroom meal service. In addition, prior to any meal service, all children should utilize hand washing or sanitizing to ensure safe eating practices.
- Should students need to use the cafeteria for lunch we will work with local health department officials to comply with all requirements. Standard Cafeteria tables seat 12 students. 6 seats on both sides. To meet social distancing guidelines each table should only seat 3 students. At the high school with 3 lunch periods; feeding approx. 300-325 students per period, would require 100 Meal Counting and Claiming Implement a system of meal counting and claiming that is consistent with federal regulations at the point of Service based on the type of meal service offered; touchless is recommended Modify student meal charge policies as needed to reflect

current practices Meal Counting will be adjusted based on type of meal service including kiosk, grab and go curbside, yellow bus delivery Staffing.

- Continuous monitoring of staff safety and well being should be practiced.
- Handling of suspected, presumptive or confirmed cases of COVID 19 will be communicated to the school nurse.
- Provide continuous training for staff in social distancing, proper hygiene, proper use of PPE and other practices to protect students, staff and others
- Determine staffing needs based on specific criteria including but not limited to location, start/end times, duties and back up/substitutes
- Provide adequate waste receptacles to allow for easy discard of disposable trays, food containers, utensils and other items
- Increase frequency of waste disposal and recycling, as needed, to support the use of disposable products
- Ensure all practices are consistent with the Food Code, HAACP, OSHA and other regulatory authorities Forms/Checklists/Supporting Documents

Meals While Students are On Campus

OCS Procedures for Breakfast and Lunch/Food and Beverage Consumption
Updated 2-1-21

Breakfast and Lunch for students under Plan B
Pre-K through 2nd Graders will pick up their breakfast in the hallway as they enter the building. CN staff will provide unitized breakfast food to students as they enter the building. CN staff will be wearing masks, gloves and practicing social distancing. For lunch these same students will have lunch delivered to their classroom. Breakfast numbers must be phoned or emailed to the Child Nutrition Managers' office one day in advance. Lunch meals must be in by 9:00 a.m. daily. There will be no choice offerings. Effective January 2, 2021, student names will need to be recorded by the CN staff due to the change from the Summer Feeding Program to the National School Lunch Program. Universal breakfast will still take place. However there will be a charge for paid lunches only. There will be no charge for free and reduced lunches.

3rd through 12th graders will pick up their breakfast and lunch in the cafeteria to return to the classroom. Child Nutrition staff will be wearing masks, gloves and practicing social distancing. Effective January 2, 2021, student names will need to be recorded by the CN staff due to the change from the Summer Feeding Program to the National School Lunch Program. Universal breakfast will still take place for all elementary students. However there will be a charge for paid lunches only. There will be no charge for free and reduced lunches.

Meal schedules to be set by the principals with the following to be taken into consideration: (A) Social Distancing. (B) Number of students to serve. (C) Time to allow Child Nutrition staff to clean/disinfect between classes.

Breakfast and Lunch for Students - 100% Remote Learning

Lunch for Students During Plan B
While remote students can have lunch/eat at anytime they are not learning, a 1.5 hour lunch block has been built into each day to allow students/families needing to pick up lunch from a district site to do so; for teachers to have lunch; for teachers or other instructional staff to meet with students 1:1 or in small groups; for students to work independently; and/or, for advisory.

Meal Pickup
Meals can be picked up at any one of the OCS Schools except Partnership School.

Also the following Locations are available for meal pick up from 10:00 a.m. until 1:00 p.m..

- Supper Club Mobile Home Park
  211 Supper Club Rd, Mebane NC 27302 (near mailboxes)
- Cedar Grove Community Center
  800 NC Highway 86 N Hillsborough, NC 27278
- Fairview Community 10:00 a.m. -1:00 p.m., which includes the following locations: 432 Tulip Tree Drive, Hillsborough NC 27278 (Fairview Community Gardens) Corner of Dixie Avenue and Wildaro Court, and 195 Torain Street, Hillsborough NC 27278
- 4959 Howe Street, Durham NC 27705 11:30 a.m. - 12:00 p.m.
  5901 Wilkin Drive, Durham NC 27705 12:10 p.m. - 1:00 p.m.
- Riley Hill Park Community - 10:00 a.m. - 11:30 a.m.
- Mobile Acres 1 & 2 - 11:30 a.m. - 11:45 a.m.
  Mt. Hermon Church Rd.
- Stonegate - 11:50 a.m. - 12:10 p.m.
  Mt. Hermon Church Road
- Terry Fuqua Parkway - 12:15 - 12:30 p.m.
  University Station Road
- Arbor Hill - 12:35 - 12:45 p.m.
  Highway 7012
- Quick Silver 12:45 - 1:00 p.m.
  Highway 7012

Effective January 2, 2021, student names must be provided when meals are distributed. Meals can only be given for enrolled students within Orange County School District.

FAQs – MEALS DURING PLAN B

Are meals being distributed at all schools?

All Schools are providing meals under Plan B as well as for those students who are remote learning at the locations listed above with the exception of Partnership School.

Will the district consider distributing meals at other locations?
Yes, the district will continually monitor meal distribution needs at available sites and will make adjustments accordingly.

What time can meals be picked up at one of the 22 food distribution sites?
Meals can be picked up between 10:00 a.m. and 1:00 p.m. Monday - Friday.

Can I pick up meals for all of my students at one site?
Yes, you can pick up meals for all of your Orange County Schools students at **one** meal distribution site. Orange County CN can only provide meals for enrolled students within this district.

Where do I go to pick up meals once I arrive at one of the meal distribution sites?
Signage will be posted upon arrival with directions on where to go to pick up meals.

Will I have to get out of my vehicle in order to pick up a meal for my student?
Yes, you do have to get out of your car and go to the kitchen door if at a school site. Staff will serve you. You must approach the bus at the distribution sites. CN staff will be wearing masks, gloves and practicing safe distancing.

What is the process for picking up meals once I arrive at a meal distribution site?
Upon arrival at the site, press the button at the entrance, and a staff person at each remote food distribution site will give you the number of meals needed.
It will be a contactless meal distribution process. Staff will be wearing gloves, masks and practicing safe distancing.

Does my student have to be present to receive their meal?
No, students do not need to be present to receive their meal.

Do I need to know my student's school identification number in order to pick up their meal?
No, currently you don't need to know your student's identification number to pick up their meal. **Effective January 2, 2021**, students' names must be provided when picking up meals because of the change to the National SchoolLunch Program. At this time, there will be a charge for paid meals. Universal Breakfast will still apply for Pr-K through 5th grade.

Am I required to show identification to pick up meals for my student?
No, parents/caregivers don't need to show identification to pick up meals for students?

What kind of meals will be provided at the meal distribution sites?
Students will be provided a bagged or boxed meal containing pre-packaged food including some fresh food such as fruit or vegetables.

Can I pick up meals for more than one day at a time?
Only on Fridays will multiple meals be distributed for the weekend.

I heard that other districts are distributing meals for five days at a time. Why isn't Orange County Schools doing that, too?
While allowable, the North Carolina Department of Public Instruction does not recommend

distributing five days of meals at one time.

Is there a charge for meals or will meals be provided for free like they were in the summer?
Until December 31st or until the Waiver is pulled Meals will be free.

Effective January 2, 2021 the following will take place:

- Free Meals: There will be no charge for students who qualify for free meals.
- Reduced Priced Meals: There will be no charge for students who qualify for reduced priced meals. The state is paying for the fee for all reduced priced meals this school year.
- Full Priced Meals: Students who do not qualify for free or reduced priced meals will be charged $2.45 at the elementary level; $2.95 at the middle and high school levels.
- January 2, 2021, Student names must be used for proper meal charges /meal reimbursement as a result of moving into the National School Lunch Program.

My student does not qualify for free or reduced price meals. Can I pay for my student's meal at the food distribution site? If not, how do I pay for their meals?
Effective January 2, 2021 students who pay for their meals, money needs to be put on their account at the Orange County Schools K12 Payment Center. The link to the K12 Payment Center can be found on the district's website here k12paymentcenter.com. Cash cannot be accepted at meal distribution sites.

How can I apply for Free or Reduced Priced Meals? Do I have to apply every year?
The free/reduced lunch application can be completed online at the following link: Free/reduced lunch online application. **Additional options consist of every household will receive an application to complete and (a) mail it to the Child Nutritionoffice, (b) scan application to margie.davison@orange.k12.nc.us. (c) fax it to (919) 245-4147, (d) drop application off and any of Orange County School or distribution site, (e) contact your school social worker, or (f) take a picture and text to OCS Child Nutrition Hotline at (984)260-8301.**

Yes, you do **have to apply every year**. School staff such as your school's Social Worker or Counselor can complete an application for you upon request. The list of Social Workers at each school can be found here.

Can I pick up meals for my children who are not enrolled in Orange County Schools?
Yes, until December 31, 2020.

Who can I talk to if I cannot pick up meals for my student(s) or have other concerns about accessing food for my student(s)?
Every school has a Social Worker. Please contact your school's Social Worker. The list of Social Workers at each school can be found here.

Who should I contact if I have any questions or concerns about meals for Orange County Schools' students?
Please contact Mrs. Margie Davison, interim Director, Child Nutrition Services, at: (919) 245-4002 or via email at margie.davison@orange.k12.nc.us. Thank you.

1. Once returning students and school locations are determined, definitive plans can be made for meal service.

2. The following will impact how meals are distributed and if they will be hot or cold meals. a). number of students at each site. b. number of schools to serve c) transportation's availability to transport food.
3. Recommendations: for small groups of students (less than 25) lunch will be delivered that day with breakfast for the following day. For 25 students or more, a CN person will produce meals on site.CN will need help with transporting food.
4. Safety training of CN staff has been ongoing since March.
5. All food delivered to students will be unitized.

SCHOOL BUILDINGS

Student and employee safety are paramount as OCS develops procedures, routines, and prepares building operations. The following will serve as guiding strategies for safety and risk mitigation:

Building and Campus Operation Hours

All Orange County School buildings and campuses will adhere to strict opening times during the reopening of our district. Each Principal will set the opening time for their facility. The time will be posted on or near the front door by October 16.

Doors will remain locked to students and visitors at their entrances until the posted time. This is the only method to ensure that all individuals who arrive on a campus participate in a temperature screening prior to entering the building, and ensure the safety of staff and students prior to the start of the school day. This is done to prevent the potential spread of COVID-19 on our campuses. Please note more information about car rider drop off is detailed in the "Information for Car Riders" section.

Parents/guardians will be restricted from entering the buildings unless special circumstances exist (this activity would have to follow safety precautions as detailed below).

All facility usage agreements with outside agencies are suspended until further notice from the Communications Department.

Ventilation

In response to staff, students, visitors, our Board of Education and the public in general, OCS has been working to ensure we can provide the best situation possible following recommended guidelines to supply adequate ventilation.

Ventilation (Link for information)

Ventilation systems have been audited and all OCS campuses have the ability to provide fresh air exchange in the buildings. The HVAC systems provide fresh air as designed and installed. Circulation of outdoor fresh air will be increased as much as possible. First by mechanically controlled methods, and secondly by opening windows and doors with weather permitting.

- Do not open windows and doors if they pose a safety or health risk to those who are utilizing the space. Health risks include asthma and allergen concerns, etc.
- Exterior doors shall not be propped open per the North Carolina fire code.
- Windows may be opened during the school day but must be closed prior to the end of the school day. Windows should not be left open for the entire day as this is counterproductive to the operation of the HVAC system. It can also cause humidity issues with equipment and within the building.
- Employees will be responsible for closing the window to their classroom or office prior to departure from campus.

The source and ability to supply fresh air in our HVAC systems comes through different methods due to the age of the facility.

The OCS Maintenance staff has conducted a districtwide system check audit to assure that systems are operating as designed. Maintenance has worked with our outside HVAC controls contractor to verify we can adjust fresh air in the buildings upon the return of occupants. This is controlled automatically by the system on a regular schedule.

The HVAC maintenance staff will be performing routine filter maintenance at all campuses two weeks prior to the return of staff and students. This will provide a consistent filter change baseline throughout the district in relation to the loading of our facilities. The OCS district uses the ASHRAE industry standard grade HVAC filter which is a MERV 8. Some areas have higher ratings as they have newer equipment and are designed for different air flow characteristics. Some HVAC air handling systems have filter bays in the air handling unit (AHU) that will accommodate thicker filtration media allowing higher MERV rated filters.

Maintenance has reviewed the fresh air supply systems on all campuses to confirm they are providing air exchange in the buildings. These systems have been set to provide the correct humidity, temperature, and fresh air by their original design. If we experience any deficiencies during the course of the return of staff and students we will also employ DPI and NCDHHS guidelines of opening windows on a schedule to increase exchange rates. It will be important that windows be closed before shutting down the building for the day.

HVAC Filter Timeline

All campuses will have filters changed two weeks prior to being fully occupied. Currently the schedule to complete this action is October 5 - 16, 2020.

Normal maintenance exchange/replacement to follow in three months January 4 - 15, 2021.

- This timeline will be adjusted in accordance with any opening date changes.

Water Systems

All water systems and features (e.g. sink faucets, drinking fountains) are safe and free of concerns.

- Custodians have completed a campus wide flushing of all sinks, water fountains, and dishmachines.
- District wide water sampling occurred on August 10, 2020 and results found the district is in compliance with EPA set standards for bacteria, lead, and copper at all sites.

Water Fountains

During plan B, water fountain guidance is as follows:

- Drinking directly from water fountains will be prohibited.
- All students and staff are encouraged to bring their own bottled water or a reusable, spill resistant water bottle equipped with a flip top lid. It is important that the mouth contact portion of the water bottle be protected during the day to prevent possible contamination.
- All water bottles should be clearly labeled with the individual's name.
- It is the responsibility of the student or staff member to keep track of their water bottles and take them home for regular cleaning.

Use will be restricted or limited to bottle refilling stations only, equipment use will be determined by the age of the student population within the building.

- Water fountains will be marked according to their use.

Water fountains in elementary schools will be blocked off or marked to restrict usage.

- Staff will assist their K-2 students with refilling water bottles as needed to prevent cross-exposure.
- Sinks and water fountains shall be designated within the building to refill water bottles.
- Staff members such as a teacher or the assigned adult will clean and disinfect the counters prior to storing water bottles for refill.
- All efforts shall be made to not touch the mouth contact surface.
- Students in grades 3-5 will be permitted to refill their water bottles at designated water fountains throughout the building if approved by the building administrator. Students shall be instructed on how to safely refill a water bottle to prevent touching the mouth contact surface.

Middle and high school age students will be permitted to refill water bottles at designated locations.

- If students need water and do not have a water bottle, they may ask a staff member for a cup to get water from a designated bottle refill station or sink.
- Additional disposable cups can be obtained from the cafeteria.

Building Capacity / Occupancy

Building capacity will be adjusted to decrease the number of students per classroom, additional classroom spaces may be leveraged to expand square footage to accommodate all students with the appropriate social distancing.

- Students will be at 50% based on student enrollment numbers per class

- OCS Custodial Staff is at 100%
- BUDD Group Custodial Services is at 100% staffing
- Maintenance Staff is at 100%

Class Size and Space

Classrooms will look different this year. OCS is currently in the process of re-organizing classrooms and learning spaces and altering daily operations to support health and safety. OCS is taking action to ensure that all classrooms and learning spaces support health and safety. These actions include:

- Staff will train students on proper hand washing and sanitizing procedures. Hand washing/sanitizing will be monitored by teachers/staff to assess compliance and retraining on proper technique will occur as needed.
- Extra time will be permitted between classroom activities for staff to properly clean and disinfect the high-touch surfaces within classrooms and other spaces utilized for instruction.
    - Surfaces may require to be cleaned with soap and water, prior to disinfection, to remove dirt and debris.
    - Staff shall use gloves prior to using a disinfectant.
    - Disinfection processes shall not occur near students.
- Students' personal items shall be kept separately and in either individual backpacks, individually labeled cubbies, containers, or lockers.
    - Locker assignments shall be completed to either allow for 6 foot social distancing or to rotate between students from different cohorts to minimize a gathering of students in a close space and prevent potential exposure.
    - For those students who carry personal items throughout the day, every effort shall be made to ensure these items fit underneath the student's assigned seat to prevent cross-exposure.
- Assign or provide individual supplies/equipment per student. If sharing of supplies must occur, it shall be limited if possible to small groups and disinfected between uses.
    - Any shared equipment shall be disinfected by the staff member prior to being used again.
        - The ability to properly clean and disinfect shared supplies/equipment is dependent on the composition or material make up of the item. The disinfection process for hard surfaces or electronics may require the use of a disinfectant (for common surfaces), windex multipurpose (for touch copier screens), or alcohol wipes (for electronics).
    - Soft or upholstered items which may be ruined by being exposed to a disinfectant (ie. books) shall either be laundered or quarantined for 72 hours, in a designated location which prevents potential cross-exposure, prior to being placed back into circulation or use. Please refer to guidance listed in the Cleaning and Disinfection portion of this document.
- Classroom seating/desks shall be arranged to allow for physical distancing of at least six feet apart for students and staff.
    - Seating charts shall be created and kept for all classes.
    - All students should face forward if possible.
    - If storage permits, remove extra desks, tables, and furniture to allow for the accommodation of students, staff, and social distancing requirements to minimize risk.

- For school locations which do not have ample storage to remove extra classroom desks, desks shall be designated for use in a manner which maintains social distancing requirements. For desks which are not to be used on a daily basis, the chair shall be removed and signage placed on the top of the desk indicating “due not use due to social distancing requirements.”

- Rugs and other soft items, which require laundering, shall be removed from the classrooms.
- Classrooms will be stocked with adequate supplies to support healthy hand hygiene behaviors (e.g. soap, hand sanitizer, paper towels and tissues),
  - Additional supplies can be obtained by contacting the site custodian.

Common and Shared Spaces

OCS will be taking actions to ensure that all spaces and buildings support health and safety. These actions will include the following:

- Limiting the total number of individuals in shared spaces to the extent necessary to ensure that six feet social distancing can be maintained when people are stationary.
  - In areas where waiting in line is expected, floor decals will be installed to indicate where individuals should stand to maintain proper social distancing.
  - Markers will be installed to indicate 6 foot distancing.
  - Maximum capacity signs will be hung at the entrance of restrooms, locker rooms, and other areas as needed to indicate the total number of people who may safely be in a space.
    - Equipment and sinks will be blocked off to restrict use in order to maintain social distancing.
  - Furniture will be arranged, removed, or seats blocked off with proper signage in break rooms, reception areas, and cafeterias so that students, staff, and visitors are separated from one another by at least 6 feet.
- Movement and traffic patterns in hallways may need to be adjusted, based on the school site, to provide adequate space and reduce the number of students in a hallway or common space.
  - Clearly marked signs shall be posted to advise of one way traffic patterns if necessary. Training shall occur to inform students and staff of changes to the building operation.
  - If two way traffic patterns exist in a hallway, students shall be reminded to walk along walls to promote social distancing.
  - Schools shall utilize strategic scheduling and available classroom spaces at set times throughout the day to promote social distancing and limit overcrowding/congregating in hallways and commons spaces.
  - All staff who are available, and not involved in classroom disinfection, shall be located in hallways and commons spaces during class changes.
  - Tables, desks, and seating, located in hallways, shall be removed if possible, or arranged and marked to limit social grouping of students.
- Cafeteras will be limited for use in Plan B. Should students need to use the cafeteria for lunch we will work with local health department officials to comply with all requirements.
  - Lunch times will be scheduled for each class or pod as long as social distancing can be maintained.

    - Staff are encouraged to eat at their desks or in break rooms. However, staff may eat in the cafeteria, if no other space is available in break rooms and alternate spaces, but will be required to social distance, clean and disinfect the tables after use.
    - Microwaves and vending machines shall not be utilized by students as they will encourage congregating and they cannot be properly cleaned and disinfected after every use.
    - Traffic patterns will need to be established to keep individuals safe and doors may need to be marked as entrance or exit if required based on space.
- Physical barriers, such as plexiglass, sneeze guards, and partitions will be installed in areas where it is difficult for individuals to remain at least 6 feet apart. (ie. reception desks, cashier station in the cafeteria).
    - Staff who have concerns regarding social distancing and would like to have an inspection of their work site completed to determine if physical barriers are beneficial, should place a work order with Maintenance, through SchoolDude, via their front office staff.
- Limit shared items within offices and common spaces. If items such as the LobbyGuard station must be utilized, individuals using the equipment shall be instructed to sanitize hands before and after use.
    - Visitor sign in procedure states that visitors shall use hand sanitizer before and after equipment, and wipe the touch screen and keyboard with alcohol wipes after use.
    - Staff utilizing shared electronics in common spaces shall wash or sanitize hands before and after use of equipment.
    - Equipment shall be cleaned and disinfected routinely throughout the day.
    - Additional supplies can be obtained by placing a work order with Maintenance.
    - Each site shall keep accurate records of any persons other than students and staff entering the building (including substitute teachers), their reason for entering, and the locations in the building to which they travel (for school sites).

- Playgrounds will be opened for use as of October 1st in order to complete annual inspections and maintenance. The following are safety guidelines for use:
    - Masks are required if social distancing requirements cannot be maintained. Individuals are permitted to take masks breaks outside if social distancing of 6 feet can be maintained.
    - Social distancing requirements must be practiced while on the playground and utilizing equipment.
    - Playground equipment, where it is difficult for students to social distance, should not be utilized until requirements can be eased.
    - Use shall be staggered to promote social distancing and cross-exposure of cohorts.
        - If possible, one cohort in a playground space at a time.
    - Students and staff shall immediately wash hands upon entering the building after being on the playground or at recess.

Entrance and Exit Doors

To ensure all staff and students who enter a campus undergo a temperature screening prior to entering a building, schools and buildings must have designated door(s)/entrances for this activity.

- All staff shall be instructed to utilize only the designated door upon arriving to the campus. Staff shall not proceed to their designated work space, within the building, prior to undergoing a temperature screening.
- Schools will need to designate entrances for bus riders, car riders, and student drivers (if applicable and separate entrances may be required for safety) to ensure temperature screening prior to entrance into the building.
- Athletics shall designate doors for the arrival and departure of students, families, and visitors.
- Social distancing markers shall also be placed outside of these doors if waiting is anticipated prior to entry.
    - Markers shall be easily identifiable and meet 6 foot requirements.

Exterior Areas Where Gatherings May Occur

Outdoor spaces where students, staff, or visitors may gather or wait shall be properly marked or arranged so to promote social distancing.

- 6 foot markers shall be placed leading up to designated temperature screening station doors where wait time is anticipated.
- Students shall social distance before and after school while on school grounds and in parking lots. Staff will direct students to clear sidewalks, parking lots, and depart campus immediately upon conclusion of the school day, practice, or event to encourage social distancing.

Arrival and Departure

Schools will need to identify how they will receive and dismiss students throughout the day, including: walkers, car riders, and bus riders. Possible options include one or more of the following:

- Once bus routes/times have been created for each school, principals will develop a schedule for his/her staff to receive and dismiss students.
- Staggering arrival and departure times of car riders and student drivers may be required to reduce the density of students present in a designated location at a time. Principals and designees shall determine the amount of students who can reasonably be in the car rider area at one time, while observing social distancing and wearing masks. Principals will need to determine an designated overflow area if the original area becomes overcrowded.
- Extra time may need to be added to the arrival schedule to account for the temperature screening to occur.
- Upon arrival, students shall exit their mode of transportation, proceed to the designated entrance in an orderly fashion while maintaining safe social distances.
- Staff shall direct students who screen negative to enter the building and proceed to their classroom. Students who screen positive shall either go home or proceed to the care center (isolation room).
- At the end of the day, students shall be dismissed by method of transport and times may need to be adjusted to maintain social distance.
- Students shall wait in their classrooms or designated locations until approved to dismiss.
- All students shall travel to their designated departure location in an orderly fashion maintaining social distancing requirements when possible.
- Bus riders can be dismissed by class, bus number, or another option to limit density and potential for gathering.

Assemblies and Meetings

- All large assemblies have been suspended until further notice.
- Meetings shall be conducted virtually whenever possible. All in-person meetings shall require individuals participating to wear a face covering, limit density, and adhere to the 6 feet social distance.

Signage

Signage shall be posted to alert staff, students, and visitors of safety practices and guidelines to maintain healthy spaces when in buildings and on grounds when necessary.

- Signage will be posted at main entrances stating that people who have recently been or are symptomatic with COVID-19 like symptoms, have been advised to quarantine, or care for someone who has been advised to quarantine may not enter.
- Signs will be posted at main entrances and in key areas throughout the school building and facilities (ie. hallways, breakrooms, common spaces) to remind students, staff and visitors to wear face coverings, wash hands, and stay 6 feet apart whenever possible.
- Signage will be in english and spanish, and consistent district wide.

Timeline for Readiness: Signage at schools - EHS

10/5-10/23 - Custodians will be in charge of the placement of floor marker decals in hallways.
School Administrators will define the layout of school kitchen and traffic patterns in hallways.

10/9 for schools starting 10/26.
10/26 for schools returning in January

Should an Individual Become Symptomatic During the School Day

If a student or staff member should become symptomatic upon arrival or at school, the following procedures will be followed:

- Suspected, Presumptive, or Confirmed Cases of COVID-19
- Exclusion
    - Individuals shall be sent home.
- Transportation
    - If a student, the student may not utilize group transportation such as the bus in order to leave the school facility. The student shall wait in the care center (isolation room) until a parent/guardian arrives to pick up the student.
- Notification
    - School staff shall alert the school nurse or district lead nurse.
    - School nurses must notify the Orange County Health Department of laboratory-confirmed COVID-19 (cases) among students or staff and work with them to follow their procedures for contact tracing.
    - School must follow the directions shared by the nurse or Health Department.
- Closure
    - Close off areas used by the sick person, including school transportation vehicles, and do not use until after cleaning and disinfecting.
    - Consult with the nurse to determine if additional areas must also be closed and if sufficient space is available to continue normal operations.

    - Health Department officials will provide guidance in situations where a closure of a facility is needed; this will be determined on a case by case basis.
- Cleaning
    - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
    - People should not be permitted in the impacted space during closure and while the area is being cleaned.
    - Open outside windows and doors (if safety permits) to increase air circulation in the areas.
        - For care center (isolation rooms) with no exterior windows, a HEPA air purifier will be provided.
    - Use an approved disinfectant to clean all high touch surfaces. Remember to also include those items that might not be cleaned daily (ie. cubbies, chairs).
    - Follow environmental health section guidance in the NCDHHS StrongSchoolsNC Public Health Toolkit for additional cleaning and disinfection recommendations.
    - The school must follow any other directions shared by the Health Department for this particular instance.
- Communications
    - The school nurse must coordinate with the Health Department to determine how to.
    - inform families and staff as appropriate
    - If a positive test is reported:
        - The Health Department will assist in notifying staff and families that there was an individual at school/bus/facility who tested positive for COVID-19.
        - A public health professional (either Health Department, school nurse, or designee) may contact staff and families if they are identified as a close contact to the individual who tested positive.
        - The notice to staff and families must maintain confidentiality in accordance with all federal and state laws.
- Health Department Next Steps
    - Health Department staff will interview the person who tested positive for COVID-19 (or family member, if is a young child). As part of the interview, public health staff will identify individuals who were in close contact (defined as within 6 feet for 15 minutes or longer).
    - Public health staff will attempt to reach out to close contacts and inform them that they need to quarantine.
    - Public health staff will recommend the close contacts be tested to identify additional positive cases.
    - Public health staff will share that close contacts testing negative will still need to be quarantined.
    -

Cleaning and Disinfecting of Buildings & Facilities

To maintain healthy spaces, buildings and facilities will be thoroughly cleaned and disinfected throughout the day and every evening.

This guidance provides recommendations on the cleaning and disinfection of schools and buildings within OCS. This guidance will be updated if additional information becomes available.

- Cleaning refers to the removal of germs, dirt, and impurities from surfaces. It does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.
- Disinfecting refers to using chemicals, for example, EPA-registered disinfectants, to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface *after* cleaning, it can further lower the risk of spreading infection.
- Disinfectants shall not be used in close proximity to students, or while students are in the classroom.
- High-touch surfaces are those areas which require more frequent cleaning and disinfection due to the amount of use or exposure to high volumes of traffic.
- Soft (Porous) surfaces
    - To clean surfaces such as carpeted floor rugs, and drapes, first remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces.
    - After cleaning:
        - Launder these items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely.
        - If items cannot be laundered, they must be quarantined for 72-hours prior to next use.
- Staff shall read the labels or safety data sheet (SDS) prior to using a chemical to ensure safe and correct usage of the product.

Disinfectants utilized throughout the district:

- All disinfectant solutions utilized in the district are approved and effective against COVID-19.
    - Alpha HP - Standard disinfectant for hard and common surfaces.
        - Spray surface and allow to air dry, contact time 10 minutes
    - Oxivir - Standard disinfectant for hard and common surfaces.
        - Spray surface and allow to air dry, contact time 5 minutes
    - Automatic chemical dispensers will be routinely monitored to ensure proper chemical concentration is present in the solution being dispensed. Recalibration will occur as needed.
    - Windex Multipurpose - For use on the touch screen of copiers.
        - Spray solution on a microfiber rag and wipe down the screen.
        - Allow the screen to air dry.
    - Alcohol wipes or swabs - For electronics such as cell phones, tablets, touch screens, computers, and keyboards.
        - Do:
            - Wipe off to remove visible contamination if present. For touch screens, use a microfiber cloth to remove fingerprints.
            - Follow the manufacturer's instruction for cleaning and disinfection products. Different devices may have different cleaning instructions.
            - Disconnect keyboard and mouse (also remove batteries) prior to cleaning.
            - Use an alcohol-based wipe, containing at least 70% alcohol to wipe down electronics but avoid ports. Use enough wipes for the surface to remain

visibly wet but not allow for liquids to pool. Once a wipe is dry, another must be used.
- Do let the screen and device air dry.

■ Don't:
- Use Windex (general) or glass cleaner on the screen as it does not kill germs.
- Use paper towels or other abrasive materials.
- Use bleach.
- Spray a cleaning agent directly on the surface of your electron device.

Staff Expectations

- In order to maintain health environments and prevent cross-exposure, all staff must engage in cleaning and disinfection of their classroom, offices, and shared spaces.
  - Teachers and school based staff will be required to clean and disinfect classroom desks and high touch surfaces between classes.
  - To assist cleaning and reduce waste, teachers and school based staff will be provided with a pair of reusable gloves.
  - After use, remove gloves, spray disinfectant solution on the outside of gloves and allow it to air dry.
  - It will be the responsibility of staff to clean and keep track of their gloves.
- Microfiber towels will be provided for disinfection of surfaces within classrooms.
- Staff shall disinfect tables, handles to coffee pots/equipment, and other shared surfaces in break rooms and conference areas before and after use.
- Spray bottles of disinfectant will be available in classrooms and throughout the building.
- How to use a disinfectant to clean a surface - Video
- Additional supplies can be obtained by contacting the site custodian.

A Timeline of Cleaning and Disinfecting Procedures for School Sites:

For schools with the Budd Group
The services provided by the contracted cleaning service will mirror procedures and timelines for OCS custodial staff.

- The designated day for deep cleaning will occur on the PD day, so no cleaning services will occur that night for buildings utilizing contracted cleaning services. This will allow the Budd Group to add extra man power to ensure the disinfection is being done correctly during the instructional week.

Additional Notes

- Bell schedules may be adjusted according to the school's daily schedule with additional time granted between class change, to allow for cleaning and disinfection to occur on high-touch surfaces in classrooms. In some locations, class changes may have to be initiated by the intercom as some equipment may not allow for modification of schedules.

- Each classroom will be equipped with a spray bottle of Alpha HP disinfectant.
- For best practices, schools shall have a small supply of pre-made sanitizer bottles (prepared by the custodians) and an adequate supply of towels available to ensure that daily operational processes are not disrupted. Note: Pre-made solutions shall not be stored for an extended period of time on the shelf prior to use.
- Daily custodians shall check inventory and restock as needed.
- **Do not throw away the microfiber towels.** Towels are to be collected and washed weekly Custodians will follow the daily day porter practices for cleaning and disinfecting on days of in-person learning. On designated PD days, day time custodians will complete a thorough cleaning of the entire campus.
    - Administrators and staff shall arrange for special cleaning with their custodian if on-site events or instruction are to occur on the deep cleaning PD day to ensure spaces are cleaned and disinfected as needed.
- Additional needs of the building can be planned through the school administrator.
- Classrooms and common spaces, throughout the building, will be cleaned and sanitized every evening on weeknights with the exception of the PD days.

Additional training:

- Training was conducted on Monday, September 21st at 10:00 a.m., in the auditorium of Orange High School, for lead custodians and day porters covering cleaning schedule and requirements for completing required tasks associated with a disinfection technician.

Facilities

Orange County Schools' Facilities and Maintenance has been working diligently on all of our campuses while our staff and students have been out due to restrictions. We have missed everyone but this has given us an opportunity to improve our district facilities. The following are things to consider upon return to our campuses. Facilities are currently engaged in many construction projects and should be near completion by the time everyone returns.

Construction Project Status

Please know that all construction contractors are required to follow the same guidelines the OCS Staff will be following. If Contractors on our campuses are not complying with COVID safety practices (The 3 W's) please contact Operations office at 919-732-4581.

Project Status by location:

- Cedar Ridge Classroom addition complete November 2020 with occupancy to follow in December 2020 - January 2021
- Orange High Geothermal Renovation Project (Proposed completion Fall 2021)

Contractors at OHS will be working in areas where students are not present.

Roofing projects will be completed by the end of October weather permitting. These roofing projects have minor impacts on any campus with no staff / student interaction.

- Efland Cheeks Office renovation is complete and can be used by staff and students.

- Vestibule Projects 1 and 2 will be completed by October 9th. Schools included are OHS, CRHS, GHMS, CWS, ALS, NHES, CES. These new entrances will be functional at all locations and will require all visitors to enter the building through the office as designed for security per the Safe Havens design and OCS / SRO collaboration. After the start of the school day, visitors entering the campus will use the main office vestibule entrance to get screened prior to entry into the building.
- Cameron Park renovation work should be completed by October the 19th. HVAC systems in the Phase I portion of the building will be up and running by October 2nd. Cafeteria and kitchen will be complete and should be ready for students by October 16.

Maintenance Department

The Maintenance Department will continue to operate in a manner which supports safe and healthy buildings districtwide. Any concerns, requests, or facility needs should come to our attention through the SchoolDude Work Order system. If it is an emergency requiring Fire Department attention or Law Enforcement please call 911 before contacting maintenance. The office number is 919-732-4581.

All employees for maintenance will be screened at the maintenance department prior to departing to school campuses.

Safety Drills

Safety drills will be performed in conjunction with social distancing within reason.

- Debriefings will occur after every drill to enhance future response.

Fire Drills

The purpose of fire drills in buildings is to ensure that everyone knows how to exit safely as quickly as possible if a fire, smoke, carbon monoxide or other emergency occurs and to familiarize building occupants with the sound of the fire alarm. In order to conduct a fire drill while maintaining safe social distances, each administrator will conduct two fire drills (current standard is one) per month to include all students who are learning on campus.

- Drills shall be conducted in a manner to include both alternative groups of students and minimize opportunities for sustained close exposure (15 minutes or more within 6 feet distance).
- Fire drill reports shall be completed for both drills and placed into the fire safety folder onsite and included in the monthly packet sent to the Director of EHS.
- Students will exit the building in a quick and efficient manner, per the school fire safety plan, while maintaining social distancing when possible.
- Once outside at the designated evacuation area, staff and students will social distance until it is safe to re-enter the building. Students and staff will be expected to social distance as possible when re-entering the building.
    - Upon re-entry, all students and staff shall wash or sanitize hands prior to returning to the classroom or learning space.
- Fire drills are required when the building is occupied by staff only. Monthly inspection reports, including the Principal's monthly inspection and 30 second monthly inspection reports, are required to be completed by each school site and provided to the Director of Environmental Health and Safety, at 919-732-8126 ext. 14003.

Lockdown Drills

The purpose of a lockdown drill is to protect the students and staff in a building from a potential emergency. OCS is required to complete two lockdown drills per year. While under social distancing restrictions, the lockdown drill will focus on communication and instruction of safe practices based on emergency scenarios, and methods utilized to account for students. Hard lock down drills will be suspended until social distancing restrictions are eased and it is safe to actively participate in emergency scenarios.

Recycling and Food Composting

During Plan B, to limit the attraction of pests, the only items which should be recycled in classrooms are paper and clean plastic/metal drink containers.

- All other items shall be disposed of in the trash can.
- Custodians will recycle items located in the classroom recycling bins per normal operating schedule.
- The food composting program will be suspended during Plan B.

FAQs for School Buildings

1. **Is construction on my child's school grounds going to affect how we travel to the building?**
   Not at this time, all construction should have no impact on vehicle or pedestrian traffic on any of our school campuses.

2. **My child is a car rider. What time can I drop them off?**
   Families will be notified by the school of the car drop off/pick up schedule. Each campus will have the time posted on or near the front door.

3. **Does the school have adequate fresh air to help reduce the risk of contracting covid?**
   While the scientific evidence is still being collected on this topic, each Orange County School building does have fresh air supplied to the building. Our maintenance department has been verifying that all systems are functional.

4. **How will the school be cleaned and disinfected?**
   Schools will be stocked with the necessary amount of cleaning supplies, located throughout, in order to ensure that cleaning and disinfectant. Classrooms and common spaces will be equipped with a properly stored bottle of disinfectant to allow for additional disinfection to occur as needed throughout the day. Cleaning and disinfection frequency schedule has been set to increase the cleaning and disinfecting of high contact surfaces throughout the building. All disinfectants utilized by the district are EPA approved as effective against COVID-19.

5. **What happens when additional cleaning supplies are needed?** Staff shall request additional supplies from their custodian. When site supplies (e.g. cleaning supplies, disposable gloves, paper towels) need to be restocked, the custodian shall place an order for necessary items. Personal protective equipment can be requested by placing a work order listing the exact type and quantity needed.

6. **What happens if someone becomes ill during the day? If someone becomes ill or is** exposed to someone who is symptomatic upon arrival at school or transportation entry, or during the school day the district will follow the NCDHHS guidance stated in Suspected, Presumptive, or Confirmed Cases of COVID-19 document. The individual will be sent home and parents/guardians will be required to immediately pick up the student. If a student, the student may not utilize group transportation in order to leave the facility. Designated school personnel will be alerted. Impacted areas will be closed until required cleaning and disinfecting practices can occur. The district will work in coordination with the Orange County Health Department, school nurse, or designee for additional directions on cleaning and disinfection, exclusion, determine close contact, and type of notification if applicable for individuals who were in close contact with the individual who was ill.

7. **If the biggest risk for COVID-19 exposure seems to be through respiratory particulates, why is there still so much emphasis on rigorous cleaning?** Surface-based cleaning and disinfection is important in combination with social distancing. While we know that most known outbreaks have come from close contact, there is risk of exposure from touching a contaminated surface and then touching one's eyes, nose, or mouth. All of the infection control measures need to be used together for added protection.

8. **Is Hand Sanitizer Safe for Schools to Use?** Making hand sanitizer containing at least 60% alcohol available for students and staff is a required component of the StrongSchoolsNC Public Health Toolkit. Alcohol based hand sanitizers with at least 60% alcohol are known to be effective against SARS-CoV-2 virus and can be placed in dispensers and other containers that are readily available for student use. This availability of hand sanitizer should not be considered a violation of 15A NCAC 18A .2415(b). While Executive Order No. 116, (Declaration of a State of Emergency to Coordinate Response and Protective Actions to Prevent the Spread of COVID-19) or another State of Emergency declaration is in effect during this school year, such hand sanitizer dispensers may be used by students without being considered a violation of Rule .2415 if handled in a safe manner supervised by teachers or other adults in accordance with the directions on the label, and bulk containers of hand sanitizer are stored according to manufacturer's instructions when not in use.

9. **Can plexiglass/barriers substitutes for distancing if masks are worn?**
   No – these mitigation efforts should be layered as opposed to thinking of them as alternatives in order to ensure the greatest possible avoidance of exposure to COVID-19.

10. **If the biggest risk for COVID-19 exposure seems to be through airborne particulates, why is there still so much emphasis on rigorous cleaning?**
    Surface-based cleaning and disinfection is important in combination with social distancing. While we know that most known outbreaks have come from close contact, there is risk of exposure from touching a contaminated surface and then touching one's eyes, nose, or mouth. All of the infection control measures need to be used together for additive protection.

11. **How should an care center (isolation room) be kept clean if it needs to be used more than once in a school day?**

NCDHHS recommends using this guidance from the CDC on cleaning and disinfection to inform these practices. Waiting 24 hours before cleaning may not be practical in school settings for an care center (isolation room), so we recommend increasing ventilation between sick students and providing disinfection of the areas once the student leaves—of course, following manufacturer's instructions for use and contact time. In addition, try to cut down on soft surfaces in the room that are difficult to clean/disinfect. At OCS the staff member who is monitoring the care center (isolation room) shall alert the custodians to sanitize and deep clean.

MEASURES OF SUCCESS

"Without continual growth and progress, words such as improvement, achievement and success have no meaning."

Benjamin Franklin

"It always seems impossible until it is done."

Nelson Mandela

Measures of Success or Key Performance Indicators (KPIs) are the critical (key) indicators of progress toward the district's priority areas for the 2020-2021 school year: Equity; Literacy; Culture/Climate/Social Emotional Learning; and, Family/Community Engagement. Measures of Success/KPIs provide a focus for improvement. They will help each school and department to determine how it is performing; and, if the district overall is headed in the right direction with regards to our four priority areas.

Over the next few weeks, every school and department will develop Measures of Success/KPIs as part of their School Improvement Plan by:

- identifying strategies related to each of the four priority areas
- setting measurable goals/targets for each strategy

Throughout the school year, each school and department will engage in regular meetings to track progress against each goal/target. Measures of Success/KPIs will become part of the district's next Strategic Plan that we'll begin developing in the fall. More information about Measures for Success/KPIs will be shared with principals and department leaders in August.

ADDITIONAL RESOURCES

- OCS COVID-19 Reopening Plan (alpha by week)
- COVID-19 and Remote Learning: How to Make it Work
- Definition of Terms (see slide in 7.20.BOE mtg. deck)
- Google Meet v. Zoom Comparison
- CTE Remote Learning Guidance
- Google Meet Grid View
- Draft Substitute Teaching Planning
- Safe Return to Work Guidance
- Staffing FAQs
- TTC Protocols
- HR Organization Chart
- C&I Organization Chart
- Equity Organizational Chart
- HR Folder
- Board of Education Meeting Calendar 2020-2021
- COVID-19: How teachers can help students transition back to school