



The Beaufort County School Re-Entry Plan for Hybrid Instruction
(to commence, October 5, 2020)

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Superintendent

Acknowledgements

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INTRODUCTION

Beaufort County School District (BCSD) has consistently maintained that face-to-face instruction is the best, most ideal, learning modality for students. Although we have opted to begin the 2020-2021 school year in a fully virtual mode due to Coronavirus (COVID-19), our wish has always been to return to face-to-face instruction as soon as possible.

Since early summer, we have been monitoring metrics from the South Carolina Department of Health and Environmental Control (DHEC). For several weeks, DHEC has provided relevant information related to disease activity for counties throughout the state of South Carolina -- including current infection rate data.

BCSD also follows guidance from the Centers for Disease Control and Prevention (CDC). Their guidance and professional recommendations factor heavily in all BCSD decisions concerning matters of health and safety. Recognizing that our district's first responsibility is to protect our students and primary stakeholders, there also exists a current necessity to develop a school re-entry plan.

You will note that our plan covers a variety of categories and considers the needs of parents, students, and school-based personnel. Additionally, it covers a cross-section of related topics including athletics, health and safety protocols, extracurricular activities, operations, and most importantly – teaching and learning, spanning elementary, middle, and high schools.

Much like our school re-opening plan submitted to the South Carolina Department of Education (SCDE) this summer, this is a fluid document, subject to change when new information is made available or as the wisdom of circumstance mandates a different course.

TWO-PART, RE-ENTRY PROCESS

BCSD will deploy a two-part re-entry process. This will allow for the prioritization of certain categories of special education students while allowing schools to implement and evaluate internal procedures before welcoming larger numbers of students into their buildings.

More specifically, the two-part process involves welcoming students with severe and profound disabilities (low incidence) back to buildings as Phase I, and with Phase II commencing upon the return of all other students who have opted for the face-to-face learning option.

HYBRID MODEL

| Student Category | Re-Entry Date | Estimated Total Number of Students |
|---|--------------------|------------------------------------|
| Group I: Special Education: Severe and Profound (Self-Contained) Students | September 14, 2020 | Approximately 136 |
| Group II: Pre-K through 12 th Grade Students | October 5, 2020 | TBD |

BCSD DEFINITION OF “HYBRID”

By traditional norms and standards, “school” operates within a face-to-face, live instructional modality. Considering that the emergence of COVID-19 has required schools and districts alike to facilitate instruction using alternative approaches to teaching and learning, “hybrid” instruction has become both a preferred and essential method. However, depending on the school or district with whom you engage, definitions for hybrid can vary.

At BCSD, the hybrid experience represents a comprehensive approach to combining the best parts of face-to-face and online learning to create the ideal learning experience for students. At present, the BCSD’s hybrid model offers students an academic experience of live, face-to-face instruction, coupled with virtual, remote learning.

SCHEDULE

AA/BB: The AA/BB schedule will be implemented as follows:

- Fundamentally, students will participate in live instruction, three days per week – two will be in person, and one will be through remote learning.
 - *Ex. If they are an “A-Day” student, they will attend on Monday and Tuesday. If they are a “B-Day” student, they will attend on Thursday and Friday. Wednesdays will be reserved for remote learning for all students.*
- On the remaining two days of the week, instruction will continue for all students. Through the District’s gradual release instructional framework, students will participate in continuous learning experiences that will be facilitated through a variety of approaches determined by individual schools or teachers. Notwithstanding the selected approach, all BCSD students will receive the same number of guaranteed instructional minutes. Additionally, instructional pacing will be adjusted to ensure that students are exposed to academic material consistently across grade levels.

| Instructional Delivery | Group AA | Group BB |
|--|------------------|------------------|
| Face-to-Face | Monday, Tuesday | Thursday, Friday |
| Virtual Instruction | Wednesday | Wednesday |
| General instruction deployed in a variety of ways per school | Thursday, Friday | Monday, Tuesday |

***Self-Contained Special Education Students – Hybrid Schedule**

| Instruction Delivery | Group AA | Group BB |
|-----------------------------|--|--|
| Face-to-Face | Monday, Tuesday and Thursday, Friday (full days) | Monday, Tuesday and Thursday, Friday (full days) |

- **NOTE:** Essentially, self-contained, special education students will attend school for 4 days per week, full days under BCSD’s hybrid mode. This category represents students with severe and profound intellectual or physical disabilities as designated by their IEP’s.

SITE-BASED RE-ENTRY PLAN DEVELOPMENT

Each BCSD school will establish a site-based Re-Entry team, led by the Principal or his/her designee. The team will be charged with developing a templated re-entry plan. The template will be provided by the District and will be subject to review upon completion.

Due Date: Tuesday, September 29, 2020

2 Weeks Prior to Re-Entry (Week of September 21, 2020)

- Schools will receive re-entry plan templates
- Schools will assemble re-entry plan teams
- Schools will begin developing re-entry plans

1 Week Prior to Re-Entry (Week of September 28, 2020)

- Building walkthroughs will be conducted by school and district administrators to assess if final adjustments and/or changes are needed.
- Final changes and/or adjustments will be made before the first day of face-to-face instruction.

DISTRICT GUIDANCE FOR FACE-TO-FACE INSTRUCTION

1. Principals, working in partnership with the BCSD Human Resources Division will finalize staffing decisions, if any, using one of the two staffing models:
 - a. The teacher is designated as either a remote learning teacher or a face-to-face teacher.
 - b. In some instances, teachers may provide both face-to-face and remote learning instruction.

Elementary – Students will remain with one teacher for most of their day. Students in specialized programs such as Gifted, ESOL, or Special Education may have to transition to other classrooms for instruction. Students will attend specials with limited access to equipment and supplies to limit item sharing. Schools should consider utilizing other certified personnel as a specials teacher to help reduce specials class sizes.

- For upper grades who are departmentalized, schools should consider rotating teachers instead of requiring students to change classes in an effort to reduce person-to-person contact.
- Schools will determine processes and procedures associated with recess and lunch that follow DHEC’s safety guidelines.

Middle School – Out of an abundance of caution and in consideration of student safety, schools should work to minimize the number of student transitions. Students in specialized programs such as Gifted, ESOL, and Special Education may have to transition to other classrooms for instruction.

Courses in Career and Technical Education (CATE), Art, and other electives provide vitally important learning experiences for students and should be incorporated in some appropriate capacity with respect to DHEC guidelines. Discussions with teachers in their respective subject areas should be considered to ascertain how their learning experiences can be captured with limited physical contact.

High School – Students must have schedules that position them to meet graduation requirements. Consequently, all instructional blocks, including electives, will be offered. Schools should explore virtual or blended learning platforms for classroom course segments that significantly exceed social distancing guidelines. Career pathways and electives are important experiences for students and should be incorporated in some appropriate capacity with respect to DHEC guidelines.

Like Middle School, courses in Career and Technical Education (CATE), Art, and other electives provide vitally important learning experiences for high school and should be incorporated in some appropriate capacity with respect to DHEC guidelines. Discussions with teachers in their respective subject areas should be considered to ascertain how their learning experiences can be captured with limited physical contact. Some disciplines such as Physical Education (PE) may need to explore Edgenuity and/or other blended learning formats for credit accrual.

CURRICULUM & INSTRUCTION

Instructional lessons will be designed for all grade levels and content areas based on alignment with South Carolina state standards, pacing and sequencing guides, state adopted textbooks, and other instructional needs as determined by formative assessments including, but not limited to:

MAP testing in the areas of English Language Arts (ELA) and Math; Fountas and Pinnell (Reading); iReady for Reading and Math; Orton-Gillingham for Reading; as well as teacher made assessments. To assist with surveying student social emotional needs, schools will have access to screeners and other resources to assist students' re-entry transitions.

K-2

Kindergarten through second grade learning experiences will follow the scope and sequence as defined in the district instructional housing repository Rubicon and will include the integration and use of the following instructional software as remediation or accelerated tools for student learning including, but not limited to, i-Ready Reading and math, Orton-Gillingham reading, Reading A-Z inclusive of Head Sprouts reading and Dream Box Math. Interventionists will be able to provide academic support through Leveled Literacy Intervention (LLI) and Systematic Instruction in Phonics, Phonemic Awareness and Site Words (SIPPS).

3-8

Teachers in grades 3-8 will utilize diagnostic tools to assist with developing deeper levels of instructional lessons and meet state required essential standards as determined by the South Carolina Department of Education (SCDE). Students' virtual experience will be an extension of learning that transpired within the classroom through the provision of support lessons, integration of content-based software, teacher made resources through Google Classroom and/or Zoom video conferencing software. These resources include, but are not limited to: iReady Reading and Math, Reading Plus, Big Idea Math, Discovery Education Science, Exact Path Reading, Newsela, Red Ink, Edgenuity, Gizmos, and materials from the Document Based Questions (DBQ) Project). Also, site-based interventionists will be available to provide academic support for students.

9-12

High school students will have access to standards-based curriculum provided through SC Virtual Franchise, VirtualSC and Edgenuity and Google Classroom via Zoom. Because student learning experiences in BCSD courses offered through SC Virtual will be taught by BCSD teachers, BCSD has been designated a SC Virtual Franchise. Subject to the uniqueness of accelerated courses of study, teachers in areas of International Baccalaureate (IB), AICE/Cambridge and Advanced Placement (AP) coursework will deliver instruction through Google Classroom and/or Zoom video conferencing software. This is also the case for dual credit taught at the school level at Whale Branch Early College High School. Additional unique Career Technical Education and Fine and Performing Arts courses in grades 9-12 will be available through teacher directed instructional materials and Google Classroom and/or Zoom video conferencing software.

PROGRESS MONITORING AND GRADING

Assessing Student Progress and Grading

- Present criteria for evaluation of student performance before assessing
- Compare student responses on pre/post assessments of standards-based units of study.
- Pre-assess to determine what students already know, understand, and can do in connection with the desired results.
- Make assessments on an ongoing basis throughout the instructional process to ascertain student progress toward desired results/instructional goals.
- Ensure students are active participants in monitoring their own progress.
- Ensure post assessments are consistent with instruction provided and other assessments used before and during instruction.
- Reports student progress on what has been outlined in the student's IEP.

ATTENDANCE

BCSD will follow the guidance provided by the South Carolina State Department of Education regarding attendance policies and procedures. Accordingly, schools should implement stated policy consistently. <https://ed.sc.gov/newsroom/school-district-memoranda-archive/guidance-for-confirming-and-documenting-attendance/guidance-for-confirming-and-documenting-attendance-memo/>

SPECIAL EDUCATION

Specially Designed Instruction

- Prior to the resumption of face-to-face instruction, case managers will review caseloads for students that may have health concerns that would make them more vulnerable to serious illness. IEP meetings may be held as appropriate.
- District Staff will work with case managers to assist with additional safeguards in Special Education classrooms (self-contained, small group, special programs, related services). All Special Education staff should follow district and school guidance on appropriate precautions when designing their classrooms.

Compliance/Free and Appropriate Public Education (FAPE)

- Meetings to amend existing Individualized Education Plans (IEPs) may be held as appropriate to address new student needs and services.

Paraprofessional

- Paraprofessionals will continue their duties, although Principals may assign additional supportive duties as necessary
- Staff will complete services as outlined in student Individualized Education Plans (IEP's).

Case Management

- Case Management duties will persist as previously scheduled.
- Any change to case management assignments will be determined after a review of the list of virtual instruction students. All case management responsibilities will remain the same regardless of service location (virtual vs face-to-face)
- Staff accommodations will be addressed on an individual basis and appropriate work assigned

Behavior

- Special Education staff should consider the limited space within classrooms and should follow personal space boundaries when implementing student behavior plans.

Special Accommodations

- Special Education staff will explore accommodations to face mask usage as appropriate for students with hyper-sensitivity, emotional/behavioral needs, medical needs, and severe cognitive impairments. Accommodations may include, but are not limited to: alternate face mask fit or material, scheduled face mask breaks, partitions, and face shields. Final determinations will be made at the school-level.

Psychological Services

- Sanitation/Supplies:
 - Ensure that additional PPE is available as necessary for persons delivering psychological services
 - Complete remaining evaluations. All district enhanced safety protocols will be in effect.

504 Services

- Utilize 504 processes and procedures to address needed identification, accommodations, and monitoring.
- Meetings will be held virtually unless a face-to-face, socially-distanced meeting is requested.
- Eligibilities, reviews and Manifestation Review meetings will all proceed.

ESOL

- ESOL students whose parents/guardians requested the face-to-face option will receive their ESOL services in a face to face manner. The schedule and specific mode of service will vary depending on grade-band and school schedule - but will include a blend of ESOL teachers pushing into general education courses, ESOL students being pulled out

of their classes during scheduled periods of the day for ESOL services, along with scheduled ESOL support classes at the secondary level.

K-5 GIFTED

Gifted and Talented Education (GATE) students will be provided instruction using standards-based curriculum with more rigorous expectations of mastery, depth of knowledge, and acceleration of standards.

Resources Used

In addition to greater depth and acceleration of the standards-based curriculum, the following resources will also be used by schools to supplement (referred to in the “All Things GT” Google Folder for GT teachers and in Rubicon Atlas)

- Brain Boosters (last part of grade 1; beginning part of grade 2)
- Great Books
- Jacob’s Ladder Reading and Social Emotional
- Mentoring Young Mathematicians (M2 - Grades K-2)
- Mentoring Young Mathematical Minds (M3 – Grades 3-5)
- Middle School – Big Ideas Math
- WordMasters (Grades 3-8)
- William and Mary ELA Units (Grades 3 – 8)

6-12 GIFTED

Secondary gifted students will receive their services in their scheduled advanced content courses. This will be provided in both the virtual setting and on-campus settings.

PRE-KINDERGARTEN

- Schools should assess whether Pre-K parents want their Pre-K students to attend face-to-face schooling once it resumes, or if they wish to have their Pre-K student continue to participate in Pre-K in their home learning format (take home activity packets).
- Plan for Pre-K instruction for face-to-face students, once face-to-face schooling resumes
- Ensure hand sanitizer is available at each student center within the Pre-K classrooms and teach proper hand washing throughout the school day
- Instruct Pre-K students in the use of sanitizing wipes to clean learning manipulatives within the Pre-K classrooms
- Rearrange the Pre-K classroom settings and learning environments. All learning centers should be available for use by the students
 - Move student centers around the classroom to ensure proper distancing
 - Provide adequate space/distance for rest/nap cots to be placed throughout the classroom

- Limit the amount of learning materials in each center
- Learning materials should be assigned to a small cohort of students in each center and sanitized after each use
- Limit the numbers of students and the lengths of time that Pre-K students would be assigned to the same learning centers for exploratory learning tasks

DUAL ENROLLMENT

High school students enrolled in dual enrollment classes will follow participation guidance as outlined by each college's protocols and COVID-19 and safety guidelines. <https://www.tcl.edu/covid-19-resources-for-students/>; <https://www.uscb.edu/coronavirus/>

CAREER AND TECHNICAL EDUCATION

Career and Technical Education (CTE/CATE) students will be provided synchronous and asynchronous experiences to address essential learning. While students participating in face-to-face instruction will have limited access to labs that require major elements of engagement and hands-on experiences, CTE instructors may reconfigure furniture and equipment to allow additional space for student workstations as feasible.

- South Carolina priority standards are provided by content area to assist with focused instruction.
- Lessons will be modified to accommodate fewer students in labs at one time.
- Typically, hands-on projects involving small teams can be redesigned and staggered to accommodate individual work as needed.
- Priority for access to labs will be assigned to seniors who need hands-on training in preparation for industry certifications.
- Students enrolled in work-based learning internships may participate in their off-campus experiences with his/her designated worksites following the employer's safety practices for COVID-19. Healthcare students who are not able to secure internship sites due to limited access to healthcare facilities will be able to continue with state approved virtual resources under the supervision of the CTE teacher of record.

SOCIAL EMOTIONAL LEARNING (SEL)

BCSD is committed to providing an environment where the social-emotional needs of students are met. With that in mind, all students in grades 3-12 will be assessed through Panorama's universal screener to determine needs and provision of individualized support for students.

- **Elementary**
 - Teachers will receive access to SEL resources to be incorporated into daily classroom lessons
 - School SEL teams will be trained as trainers to support SEL needs in schools
 - Individual SEL support plans will be created and implemented with interventions documented in Enrich for students in need of additional support
 - Parents will receive resources to support the District SEL initiatives and manage student and parental stress

- **Secondary**
 - Teachers will receive access to SEL resources to be incorporated into daily classroom lessons
 - School SEL teams will be trained as trainers to support SEL needs in schools
 - Individual SEL support plans will be created and implemented with interventions documented in Enrich for students in need of additional support
 - Parents will receive resources to support the District SEL initiatives and manage student and parental stress

STUDENT MENTAL HEALTH

- BCSD will continue to provide mental health support through the established partnerships with Coastal Empire Community Mental Health and Hope Performance Systems to deliver school-based mental health services
- BCSD will continue to provide rehabilitative behavioral health services to students needing additional support services through our partnership with Wright Directions Family Services (WDFS)

Training and Support

- District staff will be trained on trauma-informed care throughout the school year. Training will include creating trauma-informed environments, proactive support of students experiencing trauma, recognizing adverse childhood experiences, etc.
- Student Mental Health: Administrators/Counselors: Training on mental health assessments and referral
- Teachers - Training on identifying the need for a referral. Responding to a student experiencing a mental health emergency
- Measuring Student Performance (assessments, feedback, grading; online report card)

ATHLETICS

All protocols and processes will be aligned with South Carolina High School League Guidelines:

- Continue screening protocols
- Continue practicing appropriate hygiene
- Sanitize locker rooms and weight rooms after practice
- Wash practice uniforms daily

EXTRACURRICULAR ACTIVITIES

The return date for the resumption of the extracurricular activities has not yet been determined.

ELEMENTARY AFTER-SCHOOL PROGRAMMING (ASP)

The return date for the resumption of the extracurricular activities has not yet been determined. When after-school programming resumes, the detail below represents BCSD's highly advised school guidance for schools.

Staffing

- Number of enrollments will be determined by number of staff available
- Health screenings/procedures should mirror school day monitoring
- Provide staff training on procedures
- Secure additional staff/subs needed

Students

- Ask health screening questions to students upon entry to the program and provide hand sanitizer – but ensure and/or encourage regular hand washing
- Keep students with same groups instead of rotating clubs
- Goal: Groups of 15 students or less
- Students allowed to stay in afterschool programs must be able to stay with their group/in a designated area.

Programming

- Revamp club offerings where necessary/creative planning (limit the number of club offerings)
- 1:1 student/ device will be helpful since no tech labs
- Provide individual supply boxes if possible and limit use of supplies to group usage
- Use disposable name tags

Space

- Keep groups separated and in designated areas (4 corners of cafeteria/stage/classrooms/specials/vacant classrooms)
- Keep After School Programming areas as close to cafeteria as possible

- Designated individual spaces for student’s personal items (book bags, jackets, etc.)
- Second bus loads will need to be held in area other than cafeteria if that is where ASP is housed

Transportation

- Coordinate/Plan transport of students to host ASP sites
- Not able to offer After School Programming at all individual schools because of staffing and/or need

Health/Safety

- Afterschool programming needs to be included in overall safety plan (procedures for handling/reporting sick children/staff- no school nurse)
- Restrooms stocked during ASP hours (soap, tissue, paper towels)
- Ensure snack distribution is 1:1 (procedure for returning snacks)
- Ensure snack utensils are individually wrapped
- Allow water bottles

Additional Needs

- Hand sanitizer, sanitation products, cleaning supplies, masks if required, contactless thermometers, and gloves.

MAINTAINING A HEALTHY ENVIRONMENT

- Encourage students and staff to stay home when they are sick or do not feel well
- Provide sanitizer on buses and in classrooms
- Provide sanitizer stations at multiple entry points at each school location
- Supply gallon jugs of water and cups to classrooms that do not have sinks
- Eliminate field trips for first semester (will reassess after first semester)
- Provide appropriate PPE/equipment to all personnel
- All students and staff shall wear cloth or disposable masks in common areas and in classrooms.
- Restrooms and common areas will be disinfected frequently.
- Minimize visitors to school facilities
- Turn off common water fountains
- Make sure that fresh air circulates throughout the building
- Provide signage, thermometers, cloth or disposable masks, face shields, gloves, sanitizing chemicals, spray bottles, disinfectant wipes, hand sanitizer, antibacterial foaming hand soap
- Frequent sanitation of classrooms: Provide teachers/staff with sanitizing spray to use at the end of each day

- Have custodial staff concentrate on high touch areas and restrooms multiple times throughout the school day
- Protocol to isolate, deep clean and sanitize impacted classroom spaces

PLAYGROUND USAGE

Out of an abundance of caution, playground usage will be prohibited at BCSD schools until further notice. Ongoing evaluation of this policy will be conducted to determine whether a different course is necessary.

CLEANING, HYGEINE & SANITATION

Cleaning and hygiene items will be used to reduce personal contact concerns that are associated with cleaning & disinfecting.

Examples:

- Hand Soap/Paper Towels – Frequent hand washing is promoted as a best practice to reduce the spread of infection. Washing hands for at minimum 20 seconds is recommended. Restrooms will be inspected by custodial staff throughout the day to ensure they are adequately supplied. Please report any issues to your custodial staff or administration.
- Hand Sanitizer – Hand sanitizer should be used as a supplement to hand hygiene. All hand sanitizer should contain a least 60% alcohol to reduce the spread of infection. Each classroom will be provided with hand sanitizer along with sanitization stations placed throughout each building.
- Disinfecting Spray – Frequent cleaning of high touch spaces should become a best practice to reduce the spread of infection. Custodial staff will disinfect each area of the building each evening. Disinfectant spray will be available in all classrooms for use throughout the day. Additionally, school custodial staffs will deploy enhanced cleaning practices during the school day, with deep cleaning to be completed on Wednesdays beginning at 3:00 p.m. or once the building has been cleared – whichever comes first.

| | |
|----------------------------|---|
| Enhancements | <ul style="list-style-type: none"> • Install hand sanitizer stations in common areas • Disinfectant spray to intensely clean commonly used, high touch areas • Install plexiglass in front offices and other areas of need |
| Facilities Services | <ul style="list-style-type: none"> • Water fountains taken offline |
| Cleaning | <i>Custodians will...</i> |

| | |
|-------------|---|
| | <ul style="list-style-type: none"> • Conduct high touch common area wipe downs for at least two cycles, daily • Monitor hand soap levels throughout the day and refill as necessary • Intensify cleaning regimen by increasing the number of completed rounds and focusing on high touch/high traffic areas. • Avail themselves to address all reasonable cleaning and sanitation requests of all building principals |
| HVAC | <ul style="list-style-type: none"> • Increased pre-occupancy and post occupancy run times by 2-3 hour • Increased fresh air discharge in all buildings |

- **NOTE:** On an ongoing basis, the District will evaluate established cleaning and sanitation protocols and will update them as circumstance and/or or feedback may require.

VISITOR PROCEDURES

Based on Centers for Disease Control and DHEC suggestions/recommendations:

- Limited visitors - Visitors will be by appointment only (limited number daily).
- Minimize others in the classroom - No classroom volunteers will be allowed – this will be reassessed throughout the school year.
- Parents will be asked to remain in cars during morning drop off
- Standard vetting questions for all visitors, vendors, etc.
- Require cloth or disposable masks for all visitors
- Maintenance (exterminators, filter change, etc.) will check in through the front office
- Nutrition vendors will check in with the nutrition manager upon arrival

HEALTH PROTOCOLS

1. Follow isolation guides from DHEC by evaluating the current school nurse clinic and determine if there is an adjacent space for isolation.

- School principals have located an “isolation” area outside of each school’s clinic, for sick students to remain while they await their parents to pick them up. Students cannot wait for long periods of time in existing clinics due to the inability of the school nurse to provide a “safe” area for non-sick students (Ex: students receiving scheduled medications or emergency situations such as playground injuries.)
2. Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
 3. Send ill staff members home immediately with administrative support.
Using a tracking form or designated google doc, school nurses will track students with symptoms of COVID-19 and record the number of absences regardless of possible diagnosis each day. These numbers will be reported daily to the Nursing Supervisor. These numbers will be forwarded to Deputy Superintendent daily for consultation regarding possible closure of individual school(s).
 4. Educate staff and families about when they/their children should stay home and when they can return to school following current CDC guidelines. Each school nurse will teach students and staff proper hand hygiene and respiratory etiquette.
 5. Follow CDC and DHEC guidelines regarding COVID-19 prevention in the school setting.

NUTRITION/FOOD SERVICES

Breakfast and lunch procedures will be handled on individual school basis and will be detailed in their site-specific re-entry plan(s).

TRANSPORTATION

Based on Center for Disease Control and DHEC suggestions/recommendations:

- Bus Drivers and students will wear cloth or disposable masks on buses
- Buses will be cleaned and disinfected daily (after morning and afternoon bus routes)
- Minimize/Reduce number of students on buses: Parents are encouraged to transport their student if possible
- Bus loads will be adjusted for social distancing

COVID-19 RESPONSE PLAN

What happens when there is a COVID-19 diagnosis, exposure or when someone is experiencing symptoms?

Beaufort county School District (BCSD) closely monitors up-to-date guidance from our public health officials to determine when our students should be sent home and when they may return to the school building after being notified of a confirmed COVID-19 diagnosis or test, an exposure or close contact with COVID-19, or when someone is experiencing symptoms. Please inform your school nurse of any potential COVID-19 exposures.

BCSD relies heavily on DHEC, CDC and our Medical Director to assist us in making a range of decisions for our district.

For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.

This would include living in the same household as a sick person with confirmed COVID-19 or caring for a sick person with confirmed COVID-19.

Students and staff should be excluded from school if they have any of the following with or without fever:

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

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

This is not a complete list of all symptoms of COVID-19, but only those that should trigger an automatic exclusion and evaluation for COVID-19. Other symptoms may include fever, chills, fatigue, muscle or body aches, headache, sore throat, congestion or runny nose, nausea/vomiting, or diarrhea. Many COVID-19 cases show no symptoms at all, and a person is able to spread the virus up to two (2) days before they have any symptoms. Given the overlap of these symptoms with other more common illnesses and the lack of symptoms in many cases, it is not possible to identify and exclude all cases of COVID-19 through screening of symptoms. Careful preventive actions within the school are needed to reduce the chances of spread. For example:

- If the student or staff member is having symptoms they should stay home and contact their supervisor, their school nurse and their healthcare provider
- If the student or staff member is at school, the school will isolate and send home. The diagnosis from the healthcare provider should be reported to the school nurse.
- If a school determines that a student or staff member was contagious with COVID-19 while on campus, DHEC requests that these individuals be reported to the appropriate

regional DHEC office by phone within 24 hours. DHEC will also notify schools of any reported cases that may have been contagious while on campus. All close contacts at the school will need to be identified and reported to DHEC. This will include everyone the ill individual would have been within six (6) feet of for fifteen (15) minutes or more. (This will be done by the school nurse).

Student/staff has symptoms, but no known exposure and a negative diagnosis of COVID-19

- Students or staff excluded for symptoms can return if they test negative for COVID-19 using a PCR or similar test that directly detects the virus, or a medical evaluation determines that their symptoms were more likely due to another cause (e.g. sore throat due to strep throat).
- In this latter case, the individual can return when they meet criteria for that condition (ie, on antibiotics and fever-free without fever-reducing medication for 24-hours with a diagnosis of strep) and they obtain a negative diagnosis of COVID-19.
- Siblings of the symptomatic student may also return the day after receipt of the negative diagnosis if they have not been a close contact or had a COVID-19 exposure.

STUDENTS/STAFF SHOULD NOT RETURN TO SCHOOL WHILE WAITING FOR COVID TEST RESULTS. For the safety of the entire school, a negative test should accompany any medical determination that symptoms were likely due to a different diagnosis

Student/staff has a positive diagnosis of COVID-19

Students and staff who test positive for COVID-19 and persons with symptoms of COVID-19 (see list above) who do not get tested, should isolate until:

- Ten (10) days have passed since symptoms started - and –
- Twenty-four (24) hours have passed since last fever without taking medicine to reduce fever - and –
- Overall improvement in symptoms.

Those who test but do not have symptoms will be required to stay out of school until ten (10) days* after the specimen was collected.

Cases in classroom

If a student or staff member tests positive, they could have been contagious with the virus up to 48 hours before their symptoms began or before their test specimen was collected (for those with no symptoms).

- It is essential that staff ensure 6 feet or maximum distancing between students and other staff while in the classroom and throughout the day to limit the possibility of transmission.
- Anyone known to be a close contact (defined as being within six (6) feet for fifteen (15) minutes or more) to a COVID-19 case while contagious must be excluded from school for fourteen (14) days after last contact with the person with COVID-19.

- People who have recovered from a confirmed illness (PCR test, nose or throat swab test or saliva test) in the past three (3) months will not need to quarantine after a close contact with someone with COVID-19. See “Quarantine” section below:
- For any classrooms where social distancing could not be maintained (classes with young children who do not have assigned seating throughout the day), all children and staff must be considered close contacts and must complete a fourteen (14) day quarantine period.
- Students and teachers in a classroom with a known COVID-19 case in which social distancing was reliably maintained should remain together in the same cohort to the extent that is possible. They should receive screening for fever and symptoms (see above) each morning until 14 days after last contact with the case. Note: anyone determined to be a “close contact” must be excluded.
- Any of these students or teachers who are monitored and found to have symptoms of COVID-19 should be sent home and they will be required to get tested or complete the required isolation and initial quarantine period to return to school.
- If three or more COVID-19 cases are identified within a classroom within fourteen (14) days of each other, consideration should be given to excluding all students and staff in the classroom for fourteen (14) days after contact with the last identified COVID-19 case.
- The classroom will need to be closed for cleaning and disinfection before use again. When time allows, a room will be closed for occupancy for up to 2 days prior to cleaning. When needed to reuse immediately, sanitization services will be provided by an outside contractor.
- **Students who are sent home will be allowed to complete work through distance learning.**

Quarantine

Some students or staff may have been told they were a close contact to a case of COVID-19 and have to complete a quarantine period. This means they will be required to stay home so they do not risk exposing others to COVID-19 if they become sick. For students (after the quarantine period has been met) a parents’ note that they have been cleared from quarantine, following consultation with the school nurse, may be used to allow return to school. CDC provides guidance on appropriately counting the quarantine period for different scenarios.

- Household contact: If the child or staff member lives in the same household as the case, they will have to quarantine an additional fourteen (14) days after the date their household member has been cleared from their isolation period. (will be 24 days)
- Other close contact: If a child or staff member has been told they are a close contact to a case of COVID-19, they will need to quarantine until 14 days after the last contact with the case.
- Other household member in quarantine: If the child or staff member lives in the same household as someone in quarantine, they will not necessarily need to quarantine themselves unless the household member in quarantine is determined to be a COVID-19 case. DHEC will notify those who are required to complete quarantine.

- The person must provide either a note from a healthcare provider that they had the positive lab result in the past three (3) months or provide a paper or electronic copy of the results (SARS-CoV-2 RNA – Detected or Positive)

NOTES:

1. *For any negative test result, BCSD will follow the recommendations of the healthcare provider for the individual student and continue as normal.*
2. *If multiple students in the same classroom exhibit symptoms, the entire class will be sent home until diagnoses can be obtained.*
3. ***Students, who are sent home, while awaiting a diagnosis, will be allowed to complete work through distance learning.***

EMPLOYEE SUPPORT

Childcare

BCSD will provide childcare for the children of all BCSD staff members whose child(ren) are currently enrolled in a BCSD school. Students must receive their childcare at the school in which they are currently enrolled, barring exigent circumstances.

- Childcare will be available for students, ages 5 through 12
- Schools with significant numbers of students who attend the schools where their parents work may receive the first right of refusal for available seats. If the childcare demand exceeds the space available, “overflow” students will be redirected to the next closest school(s) with available childcare space.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

BCSD will supply each school with the necessary Infection Control and PPE supplies to begin the year (hybrid mode) safely. Based on the statistics related to COVID-19, routine assessments will be completed to ensure our schools have a sufficient supply of infection control items and PPE. As usage is monitored, recommended quantity thresholds will be established for replenishment. If teachers ever need additional PPE, please report to administration as soon as possible so that a request can be made for additional PPE through the work order system. Safety of our students and staff are a high priority.

- Personal Protective Equipment acts as a barrier designed to reduce the number of illness-causing germs. Proper use of PPE is believed to reduce the spread of infectious disease such as COVID-19. PPE is essential for school staff that has high exposure due to assisting high-intensity classrooms or school nurses. These specific items will be used when monitoring or assisting a person exhibiting symptoms when safe distancing is not possible.

Examples:

- Six-foot (6') Separation – Will be used whenever possible to limit the spread of droplets through the air from person to person.
- Cloth Masks – These will be used to slow the spread of infection by reducing transmission of diseases such as COVID-19.
- Disposable Masks – A base supply of disposable masks will be provided to each classroom to be used should a student or staff member's cloth mask become unusable. If a student or staff member fail to bring their cloth mask, disposable masks will be distributed by the school administrative staff, and not taken from class quantities.
- Reusable face shields – Will be used by school nurse or staff to monitor symptomatic persons or when providing an ordered respiratory procedure. Face shield should be cleaned after each use per CDC guidance.
- Plexiglass Barriers – Will be used where individuals are:
 - less than 6' from the public, or
 - work/learn together in a space closer than 6' for longer than 10 minutes, or
 - work/learn together in a space closer than 6' and are unable to wear masks.
- Disposable surgical masks – Will be used by school nurse or designated staff when interacting with a person who may be producing respiratory or body fluids that could promote exposure.
- Disposable gowns – Will be used by school nurse or designated staff when interacting with a person who may be producing respiratory or body fluids that could promote exposure.
- Disposable Gloves – Will be used by school nurse or designated staff when interacting with a person who may be producing respiratory or body fluids that could promote exposure.

DISTRICT GUIDANCE TO SCHOOLS

Based on Center for Disease Control and DHEC suggestions and recommendations, the following guidance has been provided to the schools:

- Allow parents to send a reusable water bottle that students take home daily for cleaning
- Examine opportunities for outdoor activities for specials, connections, and elective courses when possible
- Eliminate large group assemblies that do not allow for six feet social distancing
- Rearrange desks and furniture in classrooms to allow for as much space between students as possible
- Face the student desks in the same direction as much as possible
- Reduce student travel to different areas of building where possible
- Implement teacher rotation to classrooms instead of students moving where possible (strategic guidance for elementary schools)

- Eliminate/minimize as much as possible the sharing of supplies and materials. If materials are shared, schools will develop and implement a cleaning and sanitizing procedure.
- Schedule restroom breaks and hand washing routines throughout the day
- Avoid handshakes, hugs, or high fives. Students and teachers will need to create hand signals or other ways to replace this practice.
- Work with Nurses and Facilities Department to establish isolation rooms for ill students/staff/visitors
- Increase signage throughout the school building
- Establish entrance, exit routes, and hallway travel routines
- Reinforce good hygiene practices frequently
- Place markers/tape on the floor to indicated 6 feet distancing in the cafeteria to promote social distancing while waiting in line or when using cafeteria in a reduced capacity method
- Do not allow students to share food

Please remember that this document is fluid, and as updates and or changes are necessary, they will be made.

Thank you kindly for your continued support of BCSD. We look forward to welcoming you back on October 5.