

Caswell County Schools



Reopening Plan *“School Your Way”*

2020-2021



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In order to secure the safety and protection of children and their families across the state of North Carolina, Governor Roy Cooper, in collaboration with the NC State Board of Education (NCSBE), North Carolina Department of Health and Human Services (NCDHHS), and the North Carolina Department of Instruction (NCDPI), provided guidance to school districts about reopening schools. This guidance included providing requirements and recommendations to reopen schools in a safe and secure manner for all students, staff, and their families. The following documents outline the requirements and recommendations for safely reopening schools:

[Strong School NC Toolkit K12](#)

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

[Lighting Our Way Forward Reopening Public Schools](#)

Guiding Principles for Reopening Schools

Lighting Our Way Forward: *North Carolina’s Guidebook for Reopening Public Schools* provides the following guiding principles for schools districts:

- Consider the safety and wellness of students and employees, first and foremost;
- Respond to the needs of vulnerable and high needs populations;
- Be adaptable and flexible with the ability to move throughout the academic year from one Reopening Plan to another based on public health needs;
- Synergize multiple operational and academic factors to develop effective plans;
- Ensure engagement with all voices represented in schools; and
- Maintain consistent communication with students, families, and employees to ensure respect and success within the evolving situation.

[Reopening Plan Decision Tree](#)

Local school districts under the direction of requirements and recommendations from Governor’s Executive orders, NCDHHS, NCSBE, and NCDPI were required to create three plans to provide options for the return of students. The options range from all students in school (**Plan A**), a hybrid model (**Plan B**) that provides both remote learning and learning face-to-face with teachers, to all students learning remotely (**Plan C**).

Learning Models: Plan A, B, or C

All local school districts are directed to have three learning models in place to return to in the fall of 2020 to allow for adaptability and flexibility based on current public health needs. Plan is subject to change based on Governor’s Executive orders, NCDHHS, CDC, NCSBE, NCDPI, and Caswell County Health Department recommendations.



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Plan A Minimal Social Distancing: All Schools Reopen and Classroom Instruction Resumes with minimal social distancing requirements

Plan B Moderate Social Distancing: Hybrid model that provides both remote learning and learning face-to-face with teacher with 50% student capacity in the classroom with moderate social distancing

Plan C Remote Learning: Schools remain closed students with 100% remote learning

Plan A

NCDHHS Requirements.

- Provide social distancing floor/seating markings in waiting and reception areas.
- Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times when they may congregate.
- Provide marks on the floors of restrooms and locker rooms to indicate proper social distancing.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread including: **Wear** a cloth face covering, **Wait** six feet apart and avoid close contact, and **Wash** your hands often or use hand sanitizer.
- Limit nonessential visitors and activities involving external groups or organizations. Visitors are restricted to only those essential for school system operations.
- Have staff monitor arrival and dismissal to discourage congregating.
- Discontinue the use of any self-served food or beverage distribution in the cafeteria.
- 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.).

Plan B

NCDHHS Requirements

- Provide social distancing floor/seating markings in waiting and reception areas.
- Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times when they may congregate.
- Provide marks on the floors of restrooms and locker rooms to indicate proper social distancing.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread including: **Wear** a cloth face covering, **Wait** six feet apart and avoid close contact, and **Wash** your hands often or use hand sanitizer.
- Limit nonessential visitors and activities involving external groups or organizations. Visitors are restricted to only those essential for school system operations.
- Have staff monitor arrival and dismissal to discourage congregating.
- Discontinue the use of any self-served food or beverage distribution in the cafeteria.
- 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.).
- All students and staff wear cloth masks at school and on the school bus.
- Social distancing on the school bus will follow the capacity guidelines received from NCDPI with one student per seat.



- Health screenings and temperature checks will be conducted for all students, staff, and other visitors prior to entering the buildings.
- Increased hand washing opportunities throughout the day and at key times including before and after eating, after using the restroom, and after blowing your nose, coughing, or sneezing.

Plan C

NCDHHS Requirements

- School facilities remain closed for students.
- Follow all social distancing requirements for any person entering the building.
- Health screenings and temperature checks will be conducted for any person entering the buildings.
- Staff refer to procedures outlined in the CCS Reopening Procedures for Staff Plan C.

Use of School Buildings

All Plans

- Limit nonessential visitors and activities involving external groups or organizations.
- Visitors are restricted to only those essential for school system operations.
- Cease the use of facilities, including rentals, for non-educational related activities.
- Utilize virtual platforms to conduct essential business and keep in person reporting to an absolute minimum during school closures.
- Establish a protocol for visitors accessing the building including contacting the front office, completing a symptoms screening, temperature check, and wearing a face mask.

Face Coverings

Plan A and Plan B

- Ensure that all students from kindergarten through 12th grade, and all teachers, staff, and adult visitors, wear face coverings unless the person (or family member, for a student) states that an exception applies, is eating, or is engaged in strenuous physical activity.
- Cloth face coverings must be worn by all students from kindergarten through 12th grade, and all teachers, staff, and adult visitors on buses or other school transportation vehicles, inside school buildings, and anywhere on school grounds including outside.
- Five (5) cloth face coverings will be provided for each student as well as faculty and staff per Governor’s directive.

CDC Guidance

[How to safely wear and remove a face covering](#)

[Guidance for face coverings](#)



Monitoring for Symptoms: Symptom Screenings and Temperature Checks

All Plans

- Enforce that students and staff stay at home if:
 1. they have tested positive for or are showing COVID-19 symptoms, until they meet criteria for return.
 2. they have recently had close contact with a person with COVID-19, until they meet criteria for return.
- Conduct symptom screening of any person entering the building (including students, staff, parents, central office employees, delivery and postal workers, etc.).
- Symptom Screening questions will include:
 1. Have you been in close contact (within 6 feet for at least 15 minutes) in the last fourteen (14) days with someone diagnosed with COVID-19, or has any health department or health care provider been in contact with you and advised you to quarantine?
 2. Since you were last at school, have you had any of these symptoms?
 - Fever
 - Chills
 - Shortness of breath or difficulty breathing
 - New cough
 - New loss of taste or smell
 3. Since you were last at school, have you been diagnosed with COVID-19?
- Conduct temperature screenings for all people who enter the school facility. If a staff member’s temperature measures 100.4°F or greater, the staff member must remain isolated, and return home at the direction of the employer or local health department official.
- Symptom and temperature screening locations will be marked to allow for social distancing of 6 feet.
- If a staff member develops symptoms while at school, he or she must notify the principal or designee. The staff member must remain isolated and return home at the direction of the employer or local health department official.
- Provide all employees with a list of the most common COVID-19 symptoms.
- Discuss symptoms and safety via a staff meeting (in small groups or virtually) led by the school nurse.
- Develop “coverage” plans for all employees given that severe COVID-19 symptoms may prevent employees working remotely from fulfilling their job duties.

Links

[Elementary Symptoms Screening English/Spanish](#)

[Middle Symptoms Screening English/Spanish](#)



Social Emotional Learning and Student Mental Health

All Plans

Caswell County Crisis Response Protocol

Caswell County Schools are diligently working to make the most appropriate decisions and get guidance on expectations as we work through this uncharted territory. Our team would like to provide all staff, teachers, and parents with a crisis referral protocol as the new school year approaches. We are aware that due to unforeseen changes and life events, students may experience distress and/or anxieties. We are working hard to support our students and families as we all navigate through this together. Crisis Team Members for the district include Assistant Superintendent of Student Support Services, School Social Worker, School Counselors from elementary, middle and secondary, school nurses, and school based therapist.

The Impact of Covid-19

Due to Covid-19, students, parents, and staff have experienced education and life events differently than ever before. School closures and other experiences during this pandemic may contribute to or trigger certain behaviors. Stressors are likely to increase for students and families during this time. These stressors have the possibility to lead to changes in mental health.

Examples include

- increased isolation,
- increased financial stress,
- reduced supervision,
- increased engagement with violent or unsafe video games, chat rooms, etc.,
- increased connection to unsafe individuals in the home,
- decreased positive connections with teachers, staff, and/or peers.

Warning Signs

- Excessive worrying or anxiety
- Feeling extremely sad or low
- Problems focusing/concentrating
- Extreme mood changes
- Extremely irritable, disobedient, aggressive
- Avoiding social situations and peer relationships
- Changes in sleeping pattern
- Feeling excessively tired and with low energy
- Change in eating habits
- Inability to carry out daily routines and activities
- Changes in school performance
- Reckless behaviors
- Hyperactive behavior
- Frequent nightmares



- Direct verbal threats (“I’m going to kill myself.”)
- Indirect verbal threats (“People would be much happier if I just wasn’t here anymore.”)
- Increased drug/alcohol use
- Giving away of prized possessions
- Expression of death or suicide in writings, art, social media, etc.

Risk Factors

Risk factors can increase the odds of changes in mental health and the odds of suicidal ideation. The higher the number of factors, the bigger the risk.

- History of suicidal ideation or behavior
- Mental illness (or family history of mental illness)
- Feelings of being worthless, helpless, and hopeless
- Victim of abuse
- Difficult relationships with parents/family/other relationships
- Family history of suicide

Preventative and Reactive Actions

Caswell County Schools work hard to be both preventative and reactive. There are a number of procedures put in place to protect and provide for the students and their families.

Examples include:

- Systematic check ins
- Parent/Teacher referral forms
- Targeted small groups
- Individualized counseling sessions
- Intentional SEL guidance lessons
- Student/Family Needs Assessments

Protocols

Teacher Roles in Crisis Management

Teachers are responsible for implementing appropriate procedures to protect students. During your virtual lessons, if a student exhibits any distress, anxiety, or somehow a concern is presented through email/social media, or if a student’s parent/guardian reports a student is exhibiting concerning behaviors, please take the following actions:

- If perceived as a minimal need, it may be possible to speak with the child to deescalate the situation first rather than automatically calling for a crisis responder.
 - Notify the principal and counselors about this student and your concerns so that they can assist in monitoring the student.
- If the student is an EC student, contact the student’s EC teacher and inform the teacher of observations and reported behaviors.



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- If you perceive that further attention is needed, or would prefer a second opinion call the CCS Crisis team. Reports can also be made through the Anonymous Reporting System.

Parents/ Other Stakeholders Role in Crisis Management

- It is recommended that students continue to utilize the resources readily available if there is a concern for another student or if a student has their own concerns. Please reach out to your school counselor(s) and/or school administration for additional support.
- If your student is currently receiving services (outpatient therapy, intensive in-home, day treatment) please contact their therapist and agency as soon as possible.
- If your student is in imminent danger/threat/crisis immediately call 911.

Student Roles in Crisis Management

- If you need support, or you are concerned about another student, please reach out to your school counselor. They are able to provide basic supports in times of crisis. If your needs are greater than they can handle, counselors are able to refer you to more in depth resources.
- If you need support after hours, utilize the See Something, Say Something Anonymous Reporting System (grades 6 - 12). Reports made through the ARS are filtered out to the appropriate responding body, i.e- police, fire, or crisis team.
- If you are in imminent danger, immediately call 911.

List of Resources

National Suicide Prevention Hotline: (24/7) 1-800-273-8255

Mental Health Hotline for COVID19 - Hope 4 NC Helpline: (24/7) 1-855-587- 3463

[Resource Mapping](#)

[National Center for School Mental Health Webpage for COVID-19](#)

[NASP Resource Center](#)

[CASEL Cares](#)

It is imperative that CCS provide appropriate mental health and wellness resources to students, staff, and families as we enter a new school year. The following district wide plan should be used to assist individual student needs, family needs, as well as staff needs in regards to social and emotional factors related to COVID-19 and the re-entry of schools. Confidentiality will be maintained.

Recognizing Social and Emotional Needs

- Staff will be trained on recognizing students who are at a higher risk for increased traumatic responses.
- Staff will be trained to identify warning signs and all staff will understand the protocol for response/student triage-risk assessment when needed.



Risk factors include but are not limited to:

- Individuals previously known to be at risk:
 - Trauma history - abuse, neglect, exposure to domestic violence,
 - Mental health challenges - anxiety/depression
 - History of suicidal ideation
- Individuals living in poverty
- Individuals with health/medical conditions who are vulnerable to COVID-19
- Individuals with loved ones who are vulnerable due to age/health conditions etc.
- Children with learning or attentional disorders
- Those who have lost a family member or loved one
- Individuals with an absence of support systems
- Individuals who have experienced discrimination related to COVID-19
- Individuals within communities that have been impacted by racism and racial injustice
- Those whose families have lost jobs or income
- Those with loved ones/caregivers work in the healthcare system/first responders

Additionally, communication between teachers/staff from one grade level to the next should be increased regarding students who may be at higher risk paying close attention to student work e.g. writings or art work which may indicate mental health concerns.

Regularly scheduled team meetings for crisis responders will occur in order to problem solve systematic and/or individual concerns.

Beginning of the Year Re-Entry

As CCS reopens under Plans A, B, or C, it is with understanding that students may need time and extra support to cope with the following experiences.

These experiences include but are not limited to:

- Fear
- Anxiety
- Grief/Loss
- Transition and Change
- Dealing with suspension of important routines, milestones, celebrations, and/or other social gatherings
- Loss of job or home
- Racism, racial injustice
- Possible contracting of COVID-19
- Decline in academic skills

Needs Assessment

A Needs Assessment will be available for both students and parents in order to determine student and family needs as we begin the new school year.



Classrooms

- Teachers and all other staff members must create and maintain classrooms that feel positive, safe, structured, and caring as students return, as well as throughout the school year.
- It is recommended that teachers use trauma informed strategies within the classroom.
- Supports will be put into place for including training modules to assist teachers in classroom implementation strategies.
- PBIS team leaders will meet to adjust expectations to include the new protocols for students.

Examples of strategies include but are not limited to:

- Daily setting the tone activities (morning/afternoon) to promote positive thinking (For example, energizer breaks, teaching social distance greetings, social stories to help with the adjustment of wearing a mask, washing and cleaning songs, and breathing exercises)
- Class Meetings “Morning Meetings” to promote connectedness and communication
- Regular check ins to monitor students’ emotional statuses
- Brain Breaks to relieve stress/anxiety
- Consistent, simplistic rules and routines to maintain structure, consistency, and security for students
- Prepare students ahead of time for predictable events (such as for fire drills) to maintain a sense of security and safety
- Calm down corner/Peaceful place for students to utilize within classrooms
- Positive, continued communication with families
- Encourage journaling, drawing, creating as an outlet for students
- Practice mindfulness to help students remain calm
- Utilize calming/stress relief apps/and or tools if possible

Teachers/School Counselors must explicitly teach behavioral expectations for the upcoming year. Rules, regulations, and procedures have changed due to COVID-19. Staff must continuously review what is expected of students.

Small Groups

School Counselors, School Social Worker(s), and Mental Health Providers should utilize research based approaches and strategies to address student needs.

Examples of topics include but are not limited to:

- Anxiety
- Stress
- Grief/Loss
- Self-Regulation
- Study Skills/Organization
- Depression
- Communication Skills



Individual Student Needs

School Counselors, School Social Worker(s), and Mental Health Providers should utilize research based approaches and strategies to address student needs.

Examples of topics include but are not limited to:

- Anxiety
- Stress
- Grief/Loss
- Self-Regulation
- Study Skills/Organization
- Depression
- Communication Skills

Appropriate staff members have been trained to conduct Functional Behavior Intervention Plans when necessary. The appropriate referral process to Mental Health should be implemented when needed.

Adults - Staff and Parents

To practice self-care,

- limit your exposure to the news/media
- take care of your body (eat well and get enough sleep)
- make time to relax
- stay connected with others
- when working (especially from home) make a routine that includes breaks and movement
- it would be beneficial for all adults to create a self-care plan

Provided below are links that parents can access to assist in talking to their children/student about current situations regarding COVID-19:

- [Managing emotions during COVID 19 while at home](#)
- [Talking to Children About Covid 19](#)
- [Facts about COVID-19](#)
- [Talking with Children](#)
- [Care for the Caregiver: Tips for Parents and Educators](#)
- [Kid Friendly Explanation of Coronavirus](#)
- [Parenting in a Pandemic](#)
- [The National Child Traumatic Stress Network \(resource for teachers, staff, administrators\)](#)



Community Resources for students, families, and staff

National Suicide Prevention Hotline (24/7) 1-800-273-8255

Hope 4 NC Helpline (24/7): 1-855-587- 3463 Mental health hotline designed specifically to help with support through the Covid-19 pandemic

[Resource Mapping](#)

[Links and Resources](#)

[CCS Parent Resources and Information](#)

[SEL Resources for Staff](#)

[NC Guidance](#)

[Lighting Our Way Forward Reopening Public Schools](#)

[Strong Schools NC: Public Health Toolkit \(K-12\)](#)

Protecting Vulnerable Populations

All Plans

- Systematically review all current plans for accommodating students with special healthcare needs and update their care plans as needed to decrease the risk of exposure to COVID-19.
- Create a process for students and/or their families, teachers, and staff to self-identify as high risk from COVID-19 can request alternative learning arrangements (virtual learning) and/or accommodations.
- Develop protocols for reporting COVID-19 exposure/symptoms that preserve staff privacy and minimize stigma.
- For more information on who is at higher risk for severe illness due to COVID-19, please refer to page 6 of the Toolkit.

[NC Guidance](#)

[Strong Schools NC: Public Health Toolkit \(K-12\)](#)

[Screening Flow Chart](#)



Coping and Resilience

All Plans

- Provide staff, families, and students (if age appropriate) information on how to access resources for mental health and wellness (example: 211, Hope4C Helpline 1-855-587-3463).
- Promote teachers, staff, students and families eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage teachers, staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- Conduct ongoing regular training among all staff on updated health and safety protocols.
- Make demonstrating safety and hygiene protocols a required component of faculty, department, and PLC meetings.
- Partner with other institutions in the community to promote factual communication and cooperation in responding to COVID-19.

Cleaning and Hygiene

All Plans

- Only district approved sanitation and disinfecting supplies may be used at school or in the classroom.
- Practice good hygiene measures such as hand washing, covering coughs, and washing face coverings.
- Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings.
- Supervise use of hand sanitizer by students.
- Provide frequent opportunities for handwashing during the school day including after using the restroom, before eating food, after eating food, or returning from outside.
- Provide hand soap and hand sanitizer with at least 60% alcohol at every building entrance and exit, in the cafeteria, on each bus, and every classroom, for safe use by older students and staff.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19 symptoms, preventive measures (including staying home when sick), good hygiene, and school/district specific protocols.
- Establish a schedule to clean/disinfect high touch areas on a daily basis (e.g., door handles, light switches, desk, tables, and chairs).
- Keep students’ personal items separate and in individually labeled containers.
- Ensure safe and correct use and storage of cleaning and disinfection products, including securely storing and using products away from children, and allowing for adequate ventilation when staff use products.

CDC Guidance

[*Reopening Guidance for Cleaning and Disinfecting Schools*](#)

[*Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation*](#)

NC Guidance

[*Strong Schools NC: Public Health Toolkit \(K-12\)*](#)



Communication and Combating Misinformation

All Plans

- Disseminate COVID-19 information and combat misinformation through multiple channels to students, families, and staff based on guidance from the Centers for Disease Control (CDC), the North Carolina Department of Health and Human Services (NC DHHS), North Carolina Department of Instruction (NCDPI), and the Caswell County Health Department.
- Establish district and school contacts to answer questions and concerns from stakeholders.
- Put up signs, posters, and flyers at main entrances and in key areas throughout the school to remind students and staff to use face coverings, wash hands, and stay six feet apart whenever possible.

NC Guidance

[StrongSchoolsNC: Public Health Toolkit \(K-12\)](#)

Transportation

Plan A and Plan B

NCDHHS Requirements

- Under **Plan B**, only one (1) student may be seated per bus seat.
- Clean and disinfect transportation vehicles regularly.
- Children must not be present when a vehicle is being cleaned.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children and adequate ventilation when staff use such products.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit and seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- Follow the symptom screening protocols for any student riding a bus using the parent/guardian attestation form.
- Individuals must stay home and not board transportation if they are experiencing symptoms of COVID-19 or have been exposed to someone positive for COVID-19.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- Enforce that if an individual becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above.
- If a driver becomes sick during the day, they must follow protocols outlined above and must not return to drive students.
- Provide hand sanitizer (with at least 60% alcohol) to support healthy hygiene behaviors on all school transportation vehicles for safe use by staff and older children.



- Hand sanitizer should only remain on school transportation while the vehicles are in use.
- Systematically and frequently check and refill hand sanitizers.

CDC Guidance

[What Bus Drivers Need to Know](#)

NC Guidance

[StrongSchoolsNC: Public Health Toolkit \(K-12\)](#)

[Parent/Guardian Attestation \(COVID-19\)](#)

Child Nutrition

The Caswell County Schools Child Nutrition Program with input from the Child Nutrition Team, School Principals/School Site and with approval of the Superintendent / Assistant Superintendent and Board of Education will implement a model or mix of models for meal distribution that: Will meet the regulations of the Child Nutrition Program, work for individual school sites, staff, and community, and implement appropriate safety measures as based upon that model.

All Plans

- Symptom screenings and temperature checks will be conducted on any person entering the building including students, teachers, staff, and other visitors.
- Monitor staff for symptoms daily upon entry.
- Limit nutrition personnel who must work in multiple locations.
- Ensure that staff understand the importance of not coming to work while sick or under self-quarantine due to possible exposure.
- Provide opportunities for frequent handwashing for at least 20 seconds each time.
- Allow staff to take needed time for handwashing before beginning work and after sneezing or touching their phone or face.
- Provide masks for staff, both those preparing meals and those distributing them.
- Regularly sanitize hard surfaces, especially in high-touch or high-traffic areas, both in preparation areas and where distribution occurs.
- Allow staff to maintain social distancing during meal preparation to the greatest extent possible.
- Space out work stations and move as many activities as possible, like bagging or assembly, out of cramped kitchens and into unused spaces like the cafeteria.
- Have just one individual responsible for each task or workstation.
- Limit how many staff access storage areas or large equipment like refrigerators.
- Deliver needed items to workstations rather than handing them off personally.

Plan B Meal Distribution for Students for Face-to-Face and Off-Site Learners (Hybrid Schedule Rotation Groups & Remote Learners)

- Face-to-Face learners will participate in a grab and go distribution model for breakfast.



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- Face-to-Face learners will participate in a classroom delivery and dining model for lunch.
- Students attending under the (Hybrid Plan) with last names M - Z pick up meals on Monday, Tuesday and Wednesday at designated sites.
- Students with last names A - L pick up meals on Wednesday, Thursday and Friday at designated sites.
- All Remote Students/Parents may pick up meals daily Monday – Friday at designated sites.
- Drive thru or curbside pick-up parents or families stay in their vehicles while receiving meals.
- Establish a distribution point that allows for a line of waiting vehicles without backing up onto the street.
- If possible, ask families to open their trunk from inside their vehicle and place the meal in the trunk rather than hand it directly to them.
- Place meals on a table and then have families pull forward to collect the meal from the table rather than handing off the meal.

Plan C Meal Distribution for Students Off-Site

- All Remote Students/Parents may pick up meals daily Monday – Friday at designated sites.
- Drive thru or curbside pick-up parents or families stay in their vehicles while receiving meals.
- Establish a distribution point that allows for a line of waiting vehicles without backing up onto the street.
- If possible, ask families to open their trunk from inside their vehicle and place the meal in the trunk rather than hand it directly to them.
- Place meals on a table and then have families pull forward to collect the meal from the table rather than handing off the meal.

NC Guidance

[Strong Schools NC: Public Health Toolkit \(K-12\)](#)

Extra Curricular Activities

All Plans

- Schools will follow guidance provided by the North Carolina High School Athletic Association (NCHSAA) for participation in interscholastic sports.
- Schools have been provided guidance aligned with requirements from NCHSAA for participation in band and other co-curricular and extracurricular activities.

NC Guidance

[NCHSAA Summer Guide and Reopening Sports/Activities Guidelines and Forms](#)

[Initial Screening](#)

[Daily Monitoring Form](#)

[Lighting Our Way Forward Reopening Public Schools](#)



Handling Suspected, Presumptive or Confirmed Positive Cases of COVID-19

All Plans

- Post signage at the main entrance requesting that people who have been symptomatic with fever and/or cough not enter.
- Educate staff, students, and their families about the signs and symptoms of COVID-19, including when they should stay home and when they can return to school.
- Establish a dedicated space for symptomatic individuals that will not be used for other purposes.
- Immediately isolate symptomatic individuals to the designated area at the school, and send them home to isolate.
- Ensure symptomatic individuals remain under visual supervision of a staff member who is at least 6 feet away. The supervising adult should wear cloth face covering or a surgical mask.
- Require the symptomatic individual to wear a cloth face covering or a surgical mask while waiting to leave the facility.
- Cloth face coverings should not be placed on:
 1. Anyone who has trouble breathing or is unconscious.
 2. Anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
 3. Anyone who cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs.
- Require school nurses or designee who provide direct patient care to wear appropriate Personal Protective Equipment (PPE) and perform hand hygiene after removing PPE.
- Implement cleaning and disinfecting procedures following CDC guidelines.
- Develop a plan for how to transport an ill student or staff member home or to medical care.
- Adhere to the following process for allowing a student or staff member to return to school.
 - If a person has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.
 - If a person is diagnosed with COVID-19 by a medical professional based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until they (or a family member if younger child) can answer YES to the following three questions:
 1. Has it been at least 10 days since the child first had symptoms?
 2. Has it been at least 24 hours since the individual had a fever (without using fever reducing medicine)?
 3. Has there been symptom improvement, including cough and shortness of breath?
- A person can return to school, following normal school policies, if they receive confirmation of an alternative diagnosis from a health care provider that would explain the COVID-19-like symptoms, once there is no fever without a fever-reducing medicines and they have felt well for 24 hours.
- Notify local health authorities of confirmed COVID-19 cases among children and staff (as required by NCGS 130A-136).
- Ensure that if a person with COVID-19 was in the school setting while infectious, school administrators coordinate with local health officials to notify staff and families immediately



while maintaining confidentiality in accordance with FERPA, NCGS 130A-143, and all other state and federal laws.

- If a student/employee has been diagnosed with COVID-19 but does not have symptoms, they must remain out of school until 10 days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms since their positive test.
- If a student/employee has been diagnosed by a medical professional due to symptoms, they are not required to have documentation of a negative test in order to return to school.
- If a student/employee has been determined to have been in close contact with someone diagnosed with COVID-19, they must remain out of school for 14 days since the last date of exposure unless they test positive. In which case, exclusion criteria above would apply. They must complete the full 14 days of quarantine, even if they test negative.
- Provide remote learning options for students unable to be at school due to illness or exposure.
- Maximize the use of the school nurse for managing symptom-positive students and staff for support in quarantine, recovery, return to school, and symptom tracking.

CDC Guidance

[Symptoms of Coronavirus](#)

[What healthcare personnel should know about caring for patients with confirmed or possible coronavirus disease 2019 \(COVID-19\)](#)

[Standard Precautions](#)

[Transmission Based Precautions](#)

[How to Clean and Disinfect](#)

NC Guidance

[StrongSchoolsNC: Public Health Toolkit \(K-12\)](#)

[Screening Flow Chart](#)

[“Notify local health authorities of confirmed COVID-19 cases among children and staff” \(as required by NCGS § 130A-136.\)](#)

Employee Leave

- **Follow Families First Coronavirus Response Act (FFCRA)**-requires certain employers to provide employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from the effective date through December 31, 2020. See the [FFCRA Poster](#) for additional information.
 - Generally, the Act provides that employees of covered employers are eligible for:



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- *Two weeks (up to 80 hours) of paid sick leave at the employee’s regular rate of pay* where the employee is unable to work because the employee is quarantined (pursuant to Federal, State, or local government order or advice of a healthcare provider), and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; or
- *Two weeks (up to 80 hours) of paid sick leave at two-thirds the employee’s regular rate of pay* because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a healthcare provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19, and/or the employee is experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor; and
- *Up to an additional 10 weeks of paid expanded family and medical leave at two-thirds the employee’s regular rate of pay* where an employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.
- **Qualifying Reasons for Leave:** Under the FFCRA, an employee qualifies for paid sick time if the employee is unable to work (or unable to telework) due to a need for leave because the employee:
 1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
 2. has been advised by a health care provider to self-quarantine related to COVID-19;
 3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
 4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
 5. is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
 6. is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.
- **Refer to [NC Public Schools Benefits and Employment Policy Manual](#) for other leave options.**
 - See Sick Leave (Section 4.1)
 - See Annual Leave (Section 3.1.3)
 - See Extended Sick Leave (Section 4.2)
 - See Voluntary Shared Leave (Section 4.3)
 - See FMLA (Section 8.2)
 - See Contagious Disease (Section 9.4.2)
 - See COVID-19 Emergency Leave (Section 9.4.2)

Notice: *Where leave is foreseeable, an employee should provide notice of leave to the employer as is practicable. When the need for leave is unexpected, the employee must provide notice to the employer as soon as possible and practical.*



Student Learning

Plan A Provides traditional instruction in the classroom for all students while maintaining safety protocols for social distancing when possible and safety for all. Instructional practice will include strategies that support learning that may need to transition to Plan B or C.

Plan B Implements a Blended Learning Model whereas students transition between on-campus and remote instruction depending on the specific schedule and needs. The model allows a reduction of students in the classroom for direct instruction while another group continues to work on lessons through remote instruction and activities.

Plan C provides guidance for remote instruction for all learners. Remote learning is defined as learning that takes place outside the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or Learning Management Systems (LMS).

NC Guidance

[*Strong Schools NC: Public Health Toolkit \(K-12\)*](#)

General Daily Procedures

Plan A and Plan B

Before each student departs for school, there will be several tasks to complete for the student and parent/guardian to prepare for school each day.

At Home

- Parents/guardians of all students riding the bus will need to complete and submit a Parents/guardian Attestation Form to the bus driver before boarding a school bus.
- Parents/guardians should make sure students have a mask for school.
- Students should wash hands before leaving home.
- Parents/guardians should remind their child of ways to stop the spread of infection.
- Parents/guardians should notify the school of any change in contact information.

Arrival Procedures: Bus Riders

- Present Attestation Form to bus driver to enter the bus.
- All bus riders must wear a mask.
- Upon arrival to school each bus rider must be routed to an Entry Point.
- Symptom and temperature checks will be conducted for all bus riders at designated Entry Point as they arrive at school.
- Students arriving by bus and presenting with a temperature of 100.4 or greater will be placed in the isolation room until travel arrangements back home can be made.
- Bus drivers will provide the school with any paper copies of parent attestations received on a weekly basis.



Arrival Procedures: Student Drivers / Car Riders

- All student drivers will enter the school at the designated Entry Point.
- All car riders will be dropped off at the designated Entry Point.
- Parent/guardian will remain in the car until the symptom and temperature checks are completed.
- Symptom and temperature checks will be conducted for all student drivers and car riders at designated Entry Point as they arrive at school.
- Students arriving by car and presenting with a temperature of 100.4 or greater will be sent back home or placed in the isolation room until travel arrangements back home can be arranged.

Entry and Exit Points

Entry points should be limited to bus entrances and other entrances that can accommodate large numbers of students entering the building while maintaining social distancing.

- Doors at Entry Points should be clearly marked as ENTRANCE ONLY.
- Tape and floor markers/arrows should be used inside the school to direct students where to stand and to allow for proper social distancing and movement.
- Exits from the school must be clearly marked as EXIT ONLY with floor markers both inside and outside of the school.
- No fire exit door should be blocked or locked.
- All students will report to the classroom upon arrival to school.
- All students will report to the bus or car upon dismissal from school.