

# Surry County Schools Pathway to Return to Learn



## Considerations and Recommendations for Surry County Schools

Surry County Schools has taken the guidance of the North Carolina State Board of Education, North Carolina Department of Public Instruction, in partnership with the North Carolina Department of Health and Human Services, the Surry County Health and Nutrition Center, and the Surry County Schools Return to Learn Task Force to develop guidance to support our schools and community in determining plans and strategies for returning to learn. Surry County School System's *Pathway to Return to Learn* provides a tiered approach with clear, actionable steps that are advisable before students and employees return to school buildings, along with guidance that is applicable throughout the 2020-2021 school year.

This approach is built upon the guidance and recommendations of health officials; it is strongly aligned to the reopening guidelines that have been provided by our state and federal leaders; and it's designed to help our schools prioritize the health and safety of students and teachers as we open school buildings and deliver instruction for the 2020-2021 school year.

*Surry County Schools Pathway to Return to Learn* focuses heavily on the health and physical requirements necessary for reopening school buildings. The North Carolina State Board of Education and North Carolina Department of Public Instruction will continue to provide guidance and recommendations to districts and schools on navigating the academic, social, and emotional effects of the COVID-19 pandemic on students and employees. We will continue to use this guidance in our plans and note that plans may be amended as needed to meet that guidance and to meet our school district's needs for health and safety.



# Surry County Schools

## Pathway to Return to Learn

### Task Force Committee Members

#### Superintendent, Dr. Travis L. Reeves




<b>Operations, Administration &amp; Human Resources</b>	<b>Remote Learning &amp; Curriculum/ Instruction &amp; Special Education</b>	<b>Communications &amp; Stakeholder Engagement</b>
<p>*Kevin Via, Assistant Superintendent</p> <p>Dana Draughn, Principal, Pilot Mountain Elementary</p> <p>Ken Eiswald, Teacher, Surry Central High</p>	<p>*Dr. Jill Reinhardt, Associate Superintendent</p> <p>David Brown, Chief Technology Officer</p> <p>Audra Cox, Parent, Central District</p> <p>Andrea Hudson, Teacher, Pilot Mountain Middle</p> <p>Alison York, Principal, Central Middle</p>	<p>*Dr. Tracey Lewis, Director of Communications, Teacher Recruitment and Retention</p> <p>Neil Atkins, Director of Accountability, Student Services, and Career and Technical Education</p> <p>Amanda Barnard, Parent, North District</p>
<b>Health, Safety Support &amp; Extracurricular Activities</b>	<b>Maintenance, Transportation &amp; School Nutrition</b>	<b>Social Emotional Supports for Students &amp; Staff</b>
<p>*Paige Badgett, Principal, North Surry High</p> <p>Kim Beverly, Lead Nurse</p> <p>Chad Hutchens, Sergeant, SRO Division</p> <p>Randy Marion, Athletic Director and Teacher, East Surry High</p> <p>Kelly Motsinger, Parent, East District</p>	<p>*Rodney Hardy, Director of Transportation</p> <p>Robert Draughn, Director of Plant Operations</p> <p>Sherri Parks, Director of School Nutrition</p> <p style="text-align: center;">* Chairperson</p>	<p>*Jodi Southern, Project Coordinator, School Climate Transformation</p> <p>Donna Nester, Teacher, Flat Rock Elementary</p> <p>Jennifer Stone, School Social Worker, East District</p>

# Addressing Community Spread in Surry County Schools

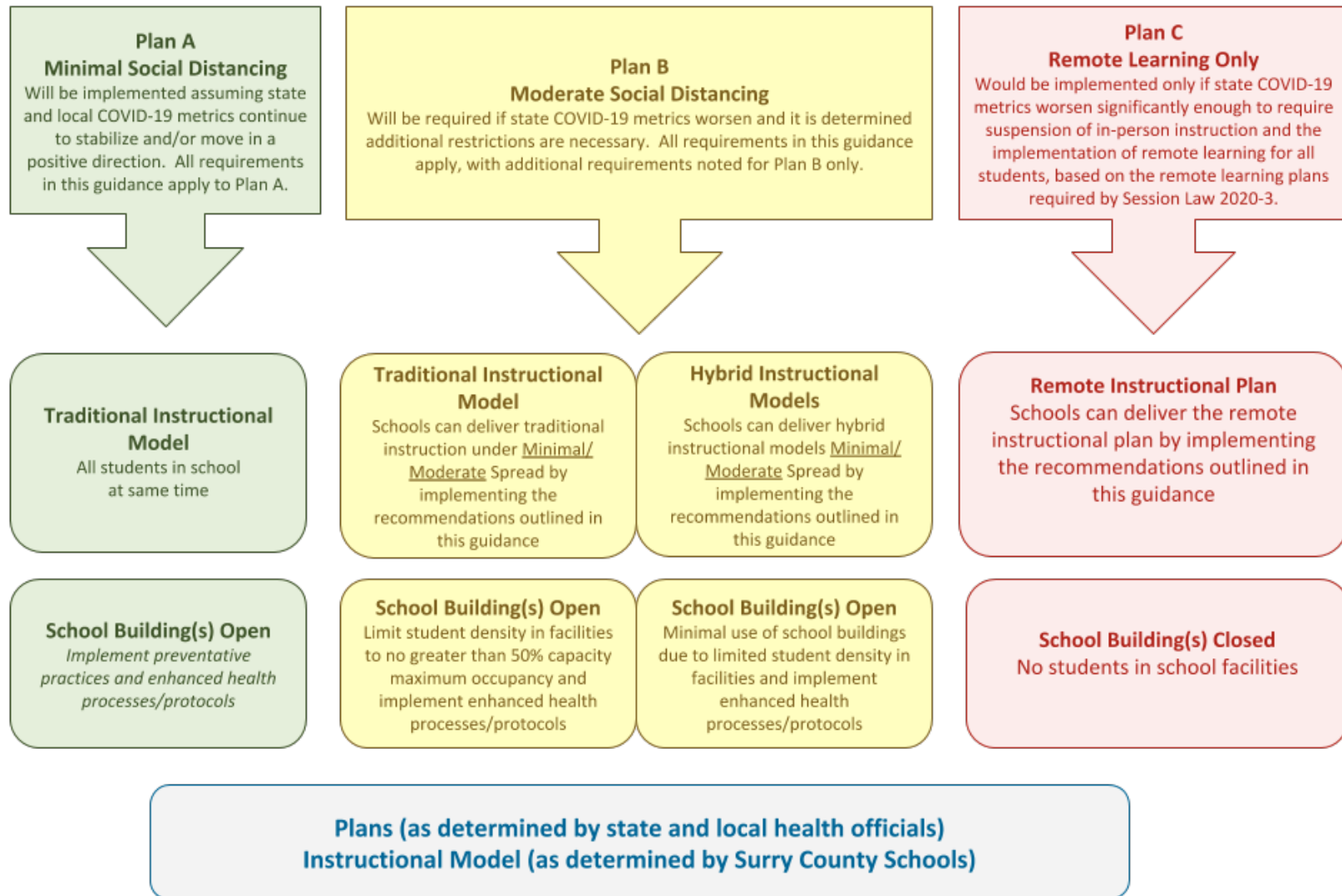
LEVEL OF COMMUNITY SPREAD (AS DETERMINED BY STATE AND LOCAL HEALTH OFFICIALS)

Plan A: Minimal Social Distancing	Plan B: Moderate Social Distancing	Plan C: Remote Learning Only
<ul style="list-style-type: none"> <li>Establish and maintain communication with local and state DHHS health officials</li> <li>Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)</li> <li>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and Surry County Schools specific protocols</li> <li>Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see <i>When a Child, Staff Member, or Visitor Becomes Sick at School</i>)</li> <li>Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see <i>Protecting Vulnerable Populations</i> for considerations)</li> </ul>	<ul style="list-style-type: none"> <li>Establish and maintain communication with local and state DHHS health officials</li> <li>Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)</li> <li>Implement <b>enhanced</b> social distancing measures (see <i>Transitioning, Large Group Gatherings, and Teaching and Learning</i>)</li> <li>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and Surry County Schools specific protocols</li> <li>Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see <i>When a Child, Staff Member, or Visitor Becomes Sick at School</i>)</li> <li>Isolate and deep clean impacted classrooms and spaces</li> <li>Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see <i>Protecting Vulnerable Populations</i> for considerations)</li> </ul> <p><i>Surry County Schools retains the authority and flexibility to close school buildings and utilize distance/remote learning as needed.</i></p>	<ul style="list-style-type: none"> <li>Coordinate with local and state DHHS health officials</li> <li>Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)</li> <li>Schools that are closed, remain closed. Implement distance/remote learning (see <i>Serving School Meals and Supporting Teaching and Learning</i>).</li> <li>Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting.</li> <li>Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see <i>Protecting Vulnerable Populations</i> for considerations)</li> </ul> <p>For additional guidance on addressing community spread, see the <a href="#">CDC's Considerations for Schools</a></p>

## Definitions

<p><b>Face Coverings</b></p> 	<p>Recommendations regarding face coverings differ based on the level of community spread and can be found throughout this document. Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Policies regarding face coverings are sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable.</p> <p><a href="#">CDC Guidance</a></p>	<p><b>Hand Sanitizer</b></p> 	<p>Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap should be used for younger children.</p> <p><a href="#">CDC Guidance</a></p>	<p><b>Clean/Disinfect</b></p> 	<p>Ensure safe and correct application of disinfectants and keep out of reach of children.</p> <p><a href="#">CDC Guidance</a></p>
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# Surry County Schools Pathway to Return to Learn



## Surry County Schools Decision Tree

Surry County School System's Return to Learn provides necessary considerations as we develop plans for returning to learn this fall and provides a flexible framework to address challenges that may develop throughout the 2020-2021 school year. Instead of a one-size-fits-all approach, the above *SCS Decision Tree* provides a menu of instructional models and responses we may adopt to ensure the continued success and safety of students and staff members as we open safe schools and safe spaces for learning to resume.



# Surry County Schools Pathway to Return to Learn

Level of Community Spread (as determined by state and local health officials)

## Cleaning and Hygiene



Plan A: Minimal Social Distancing	Plan B: Moderate Social Distancing	Plan C: Remote Learning Only
<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings</li> <li>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas</li> <li>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols</li> <li>Clean/disinfect frequently touched surfaces at least daily and shared objects after each use</li> <li>Allow students and staff to bring hand sanitizer and face masks/coverings to use from home</li> <li>Require staff to wear face masks/covering, and other appropriate PPE as desired</li> <li>Take steps to ensure all water systems and features are safe</li> <li>Active water fountains and fill stations will be cleaned and disinfected routinely throughout the school day</li> <li>Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.</li> <li>Conduct deep cleaning of schools prior to students/staff returning: schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li><a href="#">Reopening Guidance for Cleaning and Disinfecting Schools</a></li> <li><a href="#">Guidance for Reopening Buildings After Prolonged Shutdown</a></li> </ul> <p>NC Guidance</p> <ul style="list-style-type: none"> <li><a href="#">StrongSchoolsNC: Public Health Toolkit (K-12)</a></li> </ul> <p>Signage</p> <ul style="list-style-type: none"> <li><a href="#">Signage</a></li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings</li> <li>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas</li> <li>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols</li> <li>Clean/disinfect frequently touched surfaces at least daily and shared objects after each use</li> <li>Provide masks and other appropriate PPE to staff</li> <li>Allow students and staff to bring hand sanitizer and face masks/coverings to use from home</li> <li>Take steps to ensure all water systems and features are safe</li> <li>Active water fountains and fill stations will be cleaned and disinfected routinely throughout the school day</li> <li>Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.</li> <li>Conduct deep cleaning of schools prior to students/staff returning: schedule periodic cleanings during weekends or school holidays/breaks</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li><a href="#">Reopening Guidance for Cleaning and Disinfecting Schools</a></li> <li><a href="#">Guidance for Reopening Buildings After Prolonged Shutdown</a></li> </ul> <p>NC Guidance</p> <ul style="list-style-type: none"> <li><a href="#">StrongSchoolsNC: Public Health Toolkit (K-12)</a></li> </ul> <p>Signage</p> <ul style="list-style-type: none"> <li><a href="#">Signage</a></li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols</li> <li>Encourage COVID-19 testing</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li><a href="#">How to Protect Yourself and Others</a></li> <li><a href="#">COVID-19 Symptoms</a></li> <li><a href="#">COVID-19 and Children</a></li> <li><a href="#">Communication Tools</a></li> </ul> <p>NC Department of Health and Human Services</p> <ul style="list-style-type: none"> <li><a href="#">StrongSchoolsNC: Public Health Toolkit (K-12)</a></li> </ul> <p>CDC</p> <ul style="list-style-type: none"> <li><a href="#">COVID-19 Self-Checker</a></li> </ul>

## Transporting Students



### District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and bus drivers
  - Requiring bus drivers and students to wear face masks/coverings
  - Limiting field trips (to areas of limited/low transmission)
  - Inspecting buses prior to students returning and as part of a regular rotation
  - Cleaning and disinfecting frequently touched surfaces on the bus at least daily
  - Airing out buses when not in use

### District/School Considerations:

- Ensure sufficient social distancing with at least 6 feet between people at all times in school facilities and on school transportation vehicles
- Limit density of people in school facilities and transportation vehicles to no greater than 50% maximum occupancy to ensure social distancing of at least 6 feet apart between people.
- [School Bus Cleaning/Disinfecting and Hygiene Requirements](#)
- [Safe Operating Procedures for Bus Drivers](#)
- Provide hand sanitizer for students and bus drivers
- Provide face masks for bus drivers; allow students to wear face masks/coverings
- Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable)
  - [Positive Screening Protocol: At School or Transportation Entry](#)
- [School Bus Routing and Seating including Special Needs Considerations](#)
  - [How Many Students Can Ride the Bus?](#)
- Under the direction of the NC Governor's order, all field trips are to be cancelled. Should this mandate be changed SCS will follow new orders set forth by the Governor under the guidance of NCDHHS and the CDC

#### CDC Guidance

- [What Bus Operators Need to Know](#)

#### NCDHHS Guidance

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

**School buildings are closed;** buses used to deliver meals to students and families

### District/School Considerations:

- Seats may be removed to accommodate nutrition distribution purposes if desired
- Buses could be used as WiFi hotspots

# Entering School Buildings



## District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - 2-step screening when students arrive on campus. One adult takes temperature while the other adult records information
  - Each school will have a point of contact person and a back up when he/she is absent. This person is someone that is permanently assigned to that specific school; NOT to be the school nurse because they are shared between schools.
  - Provide hand sanitizer for students and staff
  - Limit unnecessary congregations of students and staff
  - Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and Surry County Schools specific protocols
  - Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*)
    - ★ [Positive Screening Protocol: At School or Transportation Entry](#)

American Health Care Association

- [COVID-19 Screening Checklist for Visitors](#)

Society for Human Resources Management (SHRM)

- [Coronavirus Warning Poster for Entrances](#)

Signage

- [Signage](#)

## District/School Considerations:

- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and Surry County Schools specific protocols.
- Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*)
  - [Positive Screening Protocol: At School or Transportation Entry](#)
- Mark spaced lines to enter the building and designate entrance and exit flow paths
- Screen students and staff (to the extent practicable):
  - Take temperatures ideally before entering buildings
  - Isolate and send home if internal temperature over 100.4°F
  - Consider safety and privacy concerns (confidentiality should be maintained)
- Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers.
- Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup

Signage

- [Signage](#)

**School buildings are closed;** districts should require only that *essential staff* report in-person to carry out functions that are *absolutely necessary*.

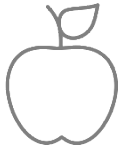
## District/School Considerations:

- District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities
- District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures

North Carolina Department of Health and Human Services Guidance

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

## Serving Meals



### District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and staff
  - Requiring students and staff to wear face masks/coverings within large group gatherings
  - Conducting cleaning of cafeterias and high-touch surfaces throughout the school day

### District/School Considerations:

- Allow student hand washing before and after meal service
- Provide hand sanitizer for students and staff
- Use disposable plates, utensils, etc.
- Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day

### Alternative Serving Models:

- Serving meals in classrooms
- Serving meals in cafeterias with:
  - Spaced serving lines (marked on floors)
  - Spaced seating (utilize outdoor space as practicable and appropriate)
  - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
  - Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils.

### School building are closed.

#### District/School Considerations:

- Practice established social distancing protocols to the greatest extent practicable
- Provide PPE to participating staff
- Reduce contact by delivering a week's worth of meals during a designated time (ex: delivering a week's worth of meals every Monday)<sup>1</sup>
- Distribute printed instructional packets/materials and district/school communications along with meals
- [StrongSchoolsNC: Public Health Toolkit \(K-12\)](#)

<sup>1</sup>Subject to future USDA meal waiver approval

## Transitioning



### District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and staff
  - Requiring students and staff to wear face masks/coverings with in large group gatherings
  - Conducting cleaning of hallways and high-touch surfaces throughout the school day
  - Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)
  - 2-step screening when students arrive on campus. One adult takes temperature while the other adult records information.

### District/School Considerations:

- Limit mixing between groups (to the extent practicable)
- For class changes and other transitions throughout the school day:
  - Provide additional time for transitions (utilizing state seat time waiver to extend transition period)
  - Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students
  - Plan staggered class (ex: by hall, odd/even room numbers, grade/discipline) changes to decrease number of students in hallways at one time
  - Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)

### School buildings are closed.



## Conducting Large Group Gatherings



### District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and staff
  - Requiring students and staff to wear face masks/coverings
  - Limiting unnecessary congregations of students and staff
  - Follow *NC and NCDHHS guidelines* for sporting events and practices

### Extracurricular Activities

- [Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools, pp. 64-65 Resources](#)
- Follow guidelines from [NCHSAA Reopening Sports/Activities: Summer Guidance](#)
  - [Initial Screening Questions](#)
  - [Daily Monitoring Sheet](#)
- [National Federation of High School Marching Bands](#)
- [Follow guidelines from the American Choral Directors](#)
- [National Association of Musical Guidelines](#)

### District/School Considerations:

- Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order
- Discourage the congregation of students in parking lots and common areas
- Stagger the schedule for large group gatherings (i.e. recess and school meals)
- Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing
- Follow North Carolina *High School Athletic Association* guidelines for sporting events and practices

### Links

- [NCHSAA Reopening Sports/Activities: Summer Guidance](#)

**School buildings are closed.** Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order

## Supporting Teaching and Learning



### District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and staff
  - Conducting cleaning of classrooms and high-touch surfaces each day
  - Limiting physical interaction through partner or group work
  - Surveying families about continuing online/remote learning to reduce number of students requiring face-to-face, traditional instruction
- Establish an academic baseline:
  - Administer formative assessments toward the start of the school year
  - Professional Learning Communities (teachers and administrative staff) will utilize available tools to identify where students are academically
- Target interventions and supports (develop plans to put students “on track”):
  - Provide additional instructional supports to:
    - ★ Students at-risk of not graduating on time
    - ★ Students with disabilities
    - ★ Students who struggled in the prior distance/remote learning environment (i.e., early grades, English Learners, etc.)
    - ★ Other students identified as being behind academically by teachers and parents
  - Identify essential concepts/skills by grade levels and provide access to enrichment (fine arts, music, world language, CTE, AP, dual enrollment, physical education/play, etc.)

### District/School Considerations:

- Survey families to gauge which students may want to conduct their schooling virtually or remotely for the 2020- 2021 school year [Return to Learn Options](#)
- Traditional Instructional Model
- *Schools can deliver traditional instruction under [Minimal/Moderate Spread](#) by implementing the recommendations outlined in this guidance. **District or school-wide remote learning is allowable and a local decision.***
  - Use the master schedule to balance class numbers as much as possible – assess furniture in classrooms to maximize social distancing (to the extent practicable)
  - Limit physical interaction through partner or group work
    - Students should remain 6 ft apart
    - Students should not be facing each other (desks face all one direction)
  - Establish distance between the teacher’s desk/board and students’ desks
  - Classroom Distancing Strategies
    - [Desk Spacing for Teachers](#)
    - [Classroom Capacity](#)
  - Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing
- Hybrid Instructional Models
- Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as childcare requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in-person instruction as these students often rely on specialized instruction

### School buildings are closed.

#### District/School Considerations:

- Implement remote learning plan
- Distribute printed instructional packets/materials and district/school communications along with meals; designate and communicate collection/drop off points
- Share accountability and expectations of students and families
- Share resources within SCS Remote Learning Plan

#### Equitable Access:

- Students with Disabilities:
  - Ensure that students with disabilities have equal access to the remote instruction provided by their public school units and that remote instruction is provided in a manner consistent with each student’s IEP. Remote learning day supports shall be considered and included, as appropriate for the student and reflected in the Remote Learning Plan that the IEP team will complete for each student at the beginning of the 20-21 school year.
- [Section 504 Remote Learning](#)
- [AIG - Remote Learning](#)
- [English Learners Guidelines for Remote Learning](#)
- [Homeless Children & Youths Guidelines for Remote Learning](#)

#### Resources for Remote or Blended Learning:

- [Parent Guides](#)
- [Student Guides](#)
- [Teacher Guides](#)
- [Connectivity, Devices, Deployment Guides](#)

## Supporting Teaching and Learning (cont.)



- Address learning loss:
  - Help students catch up/get ahead through credit recovery (high school), supplemental learning, after school tutoring, online resources, etc.
  - Provide extended learning opportunities through before/after school programs, Saturday school, etc.
- Prepare for potential future remote learning by increasing current blended learning:
  - Integrate virtual learning practices:
    - ★ Development of lessons inside Learning Management System
    - ★ Develop routines for accessing digital lessons and submitting assignments
  - Provide virtual learning-specific professional learning for educators:
    - ★ Schedule specific and planned district/school-wide remote learning days as part of the traditional school calendar

### Return to Learn

- [Roadmap for Instruction](#)

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## Social and Emotional Learning/ Mental Health Support



### District/School Considerations for Staff:

- Provide PBWorks Training videos for staff on Trauma and Managing Stress and Anxiety
- Additional Resources
  - [Teaching Through a Pandemic](#)
  - [Resources from the State Health Plan](#)
  - [CDC - Coping with Stress](#)
  - Specialized Instructional Support Personnel - [Return to Learn Guidance from DPI](#)
  - [NCDHHS - Wellness Resources](#)
- How to Talk to Students About Stress and Coping:
  - [Helping Children Cope with Changes](#)
  - [Talking to Children about COVID-19](#)
  - [CDC - Coping with Stress](#)
  - [NCDHHS - Wellness Resources](#)
- Resilience Strategies:
  - Encourage staff to take breaks from watching, reading, or listening to new stories about COVID-19, including social media if they are feeling overwhelmed or distressed
  - Promote eating healthy, exercising, getting sleep, and finding time to unwind to staff
  - Encourage staff to talk with people they trust about their concerns and how they are feeling
  - Consider posting signage for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746
  - [Provide Surry County Community Resource list for supports](#)
- Monthly Staff Sessions for Trauma-Informed Practices:
  - Keep staff informed of Trauma-Informed Practices
    - ★ [Trauma Informed School Strategies during COVID-19](#)
  - Support Staff lead monthly staff meeting topics on SEL/Mental Health (Consider giving a staff survey to see what topics they would like to learn about or discuss)

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  - Support Staff leads monthly staff meeting topics on SEL/Mental Health (Consider giving a staff survey to see what topics they would like to learn about or discuss)
- [Crisis Intervention Response Protocol for Staff and Parents](#)

### District/School Considerations for Staff:

- Provide PBWorks Training videos for staff on Trauma and Managing Stress and Anxiety
- Staff Self-Care
  - [Social and Emotional Support in the World of Distance Learning](#)
- Additional Resources:
  - [Teaching Through a Pandemic](#)
  - [Resources from the State Health Plan](#)
  - [CDC - Coping with Stress](#)
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- Monthly Staff Sessions for Trauma-Informed Practices:
  - Keep staff informed of Trauma-Informed Practices
    - ★ [Trauma Informed School Strategies during COVID-19](#)

# Social and Emotional Learning/ Mental Health Support (cont.)



- Class Tips/Helpful Discussions with Students:
  - [Tiered Guide for Support](#)

## District/School Considerations for Students:

- Resilience Strategies:
  - Encourage students to take breaks from watching, reading, or listening to new stories about COVID-19, including social media if they are feeling overwhelmed or distressed
  - Promote eating healthy, exercising, getting sleep, and finding time to unwind to students
  - Encourage students to talk with people they trust about their concerns and how they are feeling
- Students' Needs:
  - The counselor and social worker at your school have resource guides for school supplies, food, personal crisis
  - [SCS Community Resource List](#)
  - Utilize the SCS Tip Line for personal crisis assistance

## Administration/SIT Team/MTSS Teams:

- [Trauma Informed School Strategies during COVID-19](#)
- [Trauma-Sensitive Schools](#)
- Select a Point person for COVID-19: May not be the school nurse due to splitting schools.
- [Resource Mapping](#) - What resources do you have and what do you feel you are missing?
- Self-Care for Staff:
  - Understand that staff may be experiencing secondary traumatic stress and compassion fatigue. Work with specialized support staff to work with staff on self-care
- Plan for future Remote Learning by:
  - Preparing a Remote Learning Matrix with Behavior Expectations
  - [PBIS Matrix for Remote Learning](#)
  - Create videos for parents on how to use Learning Management Systems for Remote Learning along with other remote learning sources that classrooms' may use

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- Follow Remote Learning Behavior Matrix
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## Administration/SIT Team/MTSS Teams:

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- [Trauma-Sensitive Schools](#)
- Self-Care for Staff:
  - Understand that staff may be experiencing secondary traumatic stress and compassion fatigue. Work with specialized support staff to work with staff on self-care at home or at school
- Utilize your Remote Learning Expectations created
  - [PBIS Matrix for Remote Learning](#)
  - Make videos for parents on how to use Learning Management Systems for Remote Learning along with other remote learning sources that classrooms' may use available on social media sites
- Universal screener is given to all students
  - MTSS system of supports created based on Universal Screener. Work with MTSS School Teams
  - Counselors, Social Workers, Behavior Specialists, Psychologists could use screening data to have small group sessions or one-on-one sessions
  - Virtually ([see Telecommunication Guide](#)) or Face-to-Face (adhere to safety guidelines)

- Lead by Support Staff at monthly staff meetings topics on SEL/Mental Health (Consider giving a staff survey to see what topics they would like to learn about or discuss)

- [Crisis Intervention Response Protocol for Staff and Parents](#)

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  - Promote eating healthy, exercising, getting sleep, and finding time to unwind to students
  - Encourage students to talk with people they trust about their concerns and how they are feeling
- Follow Remote Learning Behavior Matrix
- Student Daily Schedule to keep organized with remote learning ([sample schedule](#))
- Students' Needs:
  - The counselor and social worker at your school have resource guides for school supplies, food, personal crisis
  - [SCS Community Resource List](#)
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## Social and Emotional Learning/ Mental Health Support (cont.)



- Consider using the [3-Signature Playbook](#) from CASEL for easy implementation of routines for the day through:
  - Welcoming Introduction Activities
  - Engaging Strategies for Brain Breaks, Mindfulness
  - Optimistic Closures puts a “happy ending” to activities
  - The Playbook provides a variety of lesson plans for each of the 3 Signature Areas
- Universal screener is given to all students
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### Resources for Parents/Guardians:

- [Coping with COVID](#)
- [SCS Community Response Resource List](#)
- [Building Resilience](#)
- [Self-Care Strategies for Everyone](#)
- [Outbreak Fact Sheet](#)

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### Resources for Parents/Guardians:

- [Coping with COVID](#)
- [SCS Community Response Resource List](#)
- [Building Resilience](#)
- [Self-Care Strategies for Everyone](#)
- [Talking with Children about COVID-19](#)
- [Outbreak Fact Sheet](#)
- [Crisis Intervention Response Protocol for Staff and Parents](#)

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**Social and  
Emotional  
Learning/  
Mental  
Health  
Support**  
*(cont.)*



**Resources for Parents/Guardians:**

- Family Supports
  - [Great Schools](#) - School Closure Guide for parents
  - [Confident Parents, Confident Kids](#): What to do when schools are closed?
  - [CASEL.org](#) (Resources for school closures)
  - [Edutopia.org](#) A Parent's Resource Guide to Social and Emotional Learning
  - [Dealing with Being out of School](#)
  - American School Counselor Association
    - ★ [School Counseling During COVID-19: Online Lessons and Resources](#)
  - [SCS Community Resource List](#)
- [Crisis Intervention Response Protocol for Staff and Parents](#)

## Operations, Administration and Human Resources



### Daily Operational Procedures for Schools and Offices:

- Supervisors will develop “coverage” plans for all employees given that severe COVID-19 symptoms may prevent employees from fulfilling their job duties
- Supervisors will need to consider cross-training to allow for changes of staff duties
- School master schedule to align with lunch routine, limits students at recess, restroom time and additional cleaning
- Establish the schedule for split positions
- Continue all safety drills

### Protecting Vulnerable Populations:

- Consider an employee’s high-risk status in the decision matrix and consult with the local board attorney to review the process and approve
- Communicate the criteria for the decision matrix clearly to all employees
  - Job Description
  - Hours
  - Ability to work remotely
  - Student safety
- Employees that self-identify as high risk, and would like to request reasonable accommodations, must notify their supervisor, and provide medical documentation

### Return to Work Plan

- Each employee must complete a [Pre-service Health Check](#) before returning to work.
- If an employee has any of the identified [COVID-19 symptoms](#), they should notify the principal before returning to work.
- Staff members will monitor the arrival and dismissal to discourage the congregation and ensure students go straight from a vehicle to their classrooms and vice-versa
- Employees should use reliable sources such as CDC, NCDHHS, and governing documents to promote behaviors to prevent the spread of COVID-19
- Make reliable, age-appropriate, and culturally responsive information available to students, families, and staff about COVID-19 prevention and mitigation strategies
- Participate in the required PBWorks Training “How to Protect Yourself and Others” and “What to Do if You Are Sick.”
- All staff will be trained on and adhere to FERPA requirements

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- All staff will be trained on and adhere to FERPA requirements

### Daily Operational Procedures for Schools and Offices:

- Schools are closed
- Implement distance/remote learning
- Staff that are working remotely will complete the SCS Remote Working Agreement
- Meet with a board attorney and develop a decision matrix for determining which employees will be designated as mandatory employees

### Protecting Vulnerable Populations:

- Identify mandatory employees who will be required to report to the school setting
- Consider an employee’s high-risk status in the decision matrix and consult with the board attorney to review the process and approve
- Communicate clearly the criteria for the decision matrix to all employees
  - Job Description
  - Hours
  - Ability to work remotely

### Return to Work Plan

- Schools are closed
- Implement distance/remote learning

## Use of School Buildings or Facilities



### NCDHHS Requirements:

- Limit nonessential visitors and activities involving external groups or organizations

### Considerations for Operationalizing:

- Consider ceasing all activities involving outside groups/organizations until an evaluation is made to adjust
- Leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures
- Consider adapting local policies to limit or halt the use of facilities for non-education related activities (ie renting of facilities after hours and on the weekends) in order to reduce the possible spread of COVID-19 and to allow opportunities for thorough cleaning of the facilities during the evening and weekends
- Review all Facilities Use Agreements to determine if and how they are to be utilized
- Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc.

### Resources

- [Strong Schools NC Public Health Toolkit \(K-12\)](#)
- [Centers for Disease Control and Prevention](#)
- [North Carolina Department of Health and Human Services Site](#)

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### Resources

- [Lighting Our Way Forward: North Carolina's Guidance on Reopening K-12 Public Schools](#)

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### Resources

- [Pandemic Preparedness in the Workplace and Americans with Disabilities Act](#)

## Protecting Vulnerable Populations<sup>2</sup>



<sup>2</sup> **Vulnerable Populations** -- Elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy.

### District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - Establish a point-of-contact with the local health department
  - Identify local COVID-19 testing sites
  - Provide hand sanitizer for students and staff
  - Provide PPE to vulnerable students and staff as appropriate
  - Allow vulnerable students to complete their coursework virtually
  - Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable)
  - Establish a process for regular check-ins with vulnerable students and staff
  - Allow an early transition for vulnerable students to go to classes
  - Limit large group gatherings/ Interactions for vulnerable students and staff

### Links

- [Lighting Our Way Forward: North Carolina's Guidance on Reopening K-12 Public Schools p. 75](#)

### District/School Considerations:

- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Provide remote learning opportunities for vulnerable student populations in consultation with parents and public health officials
- Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations
- Adhere to FERPA and HIPAA requirements
- Adhere to state and federal employment law and extended leave allowances
- Offer an Employee Assistance Program to all staff members

### School buildings are closed.

See [Entering School Buildings for district/school staff guidance](#).

### District/School Considerations:

- Employ additional nurses, health care aides, and full-time substitute employees

Society for Human Resources Management (SHRM)

- [Employment FAQ](#)
- [What To Do When Scared Workers Don't Report to Work Due to COVID-19](#)
- [Where can I find government and other reliable resources for workplace issues related to the coronavirus?](#)

National Association of School Nurses

- [Role of school nurses, providing care, and participating in return to school planning](#)



## When a Child, Staff Member, or Visitor Becomes Sick at School



### District/School Considerations:

- Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.
- Establish a school point of contact that is not the nurse but an assigned employee to the school.
- School nurses and other healthcare providers should use *Standard and Transmission-Based Precautions* when caring for sick people. See: *What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID19 Infection*
- Establish procedures for safely transporting anyone who is sick home or to a healthcare facility.
- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
  - [Positive Screening Protocol: During the School Day](#)
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members and children not to return until they have met state DHHS criteria to discontinue home isolation
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DHHS guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DHHS guidance for home quarantine.

### CDC Guidance

- [Symptoms of Coronavirus](#)
- [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#)
- [Standard Precautions](#)
- [Transmission-based Precautions](#)



The Surry County Schools Return to Learn Task Force created these guidelines to give schools and families a blueprint for returning to learn in safe schools and safe spaces. We take our responsibility seriously to keep our students, staff, and families safe, and to provide the best possible education to fulfill our #Promise4ALL.

Travis L. Reeves, Ed.D.  
Superintendent

For additional information, go to:

[Lighting Our Way Forward: NC's Guidance on Reopening K-12 Public Schools](#)

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

