Horry County Schools

RE-OPENING PLAN | 2020-21

Centers for Disease Control and Prevention

HCS Horry County Schools Re-Opening Task Force

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Inspiring Possibilities

Updated Oct. 16, 2020

MESSAGE FROM THE SUPERINTENDENT

Dear HCS Parent,

As we look forward to beginning the 2020-21 school year, I want to share this plan which will provide you with valuable information about the re-opening of our schools on Tuesday, September 8, 2020.

This fall, we know that school will look different from years past, but our goal is to ensure a safe and healthy learning environment for all students and staff members with instruction delivered in the most effective way possible. In making preparations for the new school year, Horry County Schools (HCS) established the *HCS Re-Opening Task Force* in order to formulate a comprehensive plan utilizing the work of the South Carolina Department of Education's *AccelerateEd Task Force*, while at the same time taking into consideration the individual needs of our school district.

The HCS Re-Opening Task Force, which included parents, students, teachers, principals, and district staff, met this summer to study the numerous concerns which would need to be addressed in order to provide our students with a safe and healthy learning environment. The information assembled by these task force team members was used as a valuable advisory resource by district leadership to develop a comprehensive re-opening plan which we will follow until local health conditions allow us to return fully to normal school operations.

In the following pages, you will find details about the two instructional options which HCS will offer our students, including information about student transportation, meals, health procedures, and numerous other topics which are of particular interest this school year. In addition, you will find a copy of the final 2020-21 school calendar which was recently approved by the Horry County Board of Education.

If you need further information or clarification about procedures that we will need to follow this school year, please contact your child's school for assistance. Thank you for working together with HCS staff members to make this year a successful and healthy one for your child and for all of the children of Horry County.

Sincerely,

Rick Maxey

Rick Maxey, Ph.D.
Superintendent,
Horry County Schools

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EXECUTIVE SUMMARY

On Monday, June 22, 2020, the South Carolina Department of Education's AccelerateED Task Force released the final version of its Guidance and Recommendations for the 2020–21 School Year *(See the complete document at https://tinyurl.com/y7qmvh5k)*. The purpose of this state-level committee's work is to provide guidance and recommendations to all South Carolina school districts as they move toward re-opening their schools in the midst of the COVID-19 pandemic.

In making preparations for the new school year, Horry County Schools (HCS) established the HCS Re-Opening Task Force in order to formulate this detailed plan which utilizes the work of the AccelerateEd Task Force, while at the same time taking into consideration the individual needs of our school district. The HCS Re-Opening Task Force, made up of several sub-committees, identified and developed these plans to address pandemic concerns, as well as the challenges unique to Horry County such as its geographic size. In addition to district staff members and principals, our task force included teachers, parents, and students to address challenges facing us in the following areas: Public Health & Safety, School Operations & Logistics, Teaching & Learning, Equity & Family Needs, and Social-Emotional Health.

Each subcommittee worked with the South Carolina AccelerateED plan as the core of its subcommittee's discussions and reviewed other states' and districts' plans to ensure all aspects of a return to school would be considered. In addition, a survey was sent to each parent and staff member to gain a better understanding of how our stakeholders think our instruction/campuses should look when we open schools again. We are confident that valuable input from our stakeholders – on many levels – provided us with the most comprehensive plan possible for HCS .

This fall, we know that school will look different from years past, but our goal is to ensure a safe and healthy learning environment for all students and staff members with instruction delivered in the most effective way possible.

GUIDING PRINCIPLES FOR RE-OPENING SCHOOLS

As our core values state, HCS will always

- Put service to students above all else.
- Take responsibility for the success of all students.
- Care passionately about our work with students.
- Build strong, positive relationships with students, staff, parents, and community.
- Model and promote civility and integrity.

HCS decisions about re-opening are all guided by the latest recommendations and guidelines provided by the Centers for Disease Control and Prevention (CDC), the South Carolina Department of Health and Environmental Control (SCDHEC), the Governor of South Carolina, and South Carolina Department of Education (SCDE). The status of COVID-19 fluctuates daily and continues to challenge the communities of Horry County. With this in mind, we must rely on a series of guiding principles to help us make decisions, evaluate those decisions, and adjust as necessary. Those principles, built on maintaining our core values and the mission of HCS, include considering the wellness, safety, and needs of students and staff.

Our knowledge and understanding of the COVID-19 virus continues to evolve, and our protocols and plans will be updated as appropriate and as more information becomes available.

RE-OPENING PROTOCOL *(Based upon *SCDHEC Recent Disease Activity by County Prepared for SCDE)*

In order to best guide district decision making concerning the operations of schools, the SCDE collaborated with SCDHEC to develop clear criteria for determining the rate of spread of COVID-19 within a county. This collaboration resulted in the establishment of three measures.

- The first measure, two-week incidence rate, is based upon the number of new COVID-19 cases per 100,000 people for the prior two weeks. Incidence rate is then categorized as follows: Low = 0-50; Medium = 51-200; and High ≥ 201.
- The second measure, the trend in incidence rate, is established by determining whether the two week incidence rate is increasing, decreasing, or stable compared to the previous two weeks. For the purposes of this assessment, the trends are considered to be equivalent to Low = Decreasing; Medium = Stable; and High = Increasing.
- The third and final measure, two-week percent positive rate , is based upon the percentage of individuals who tested positive out of the number of individuals tested with a molecular (swab, or PCR) test in the last two weeks for each county. This measure takes into consideration the number of tests performed for residents of the county in the previous two weeks. For this assessment, results are categorized as follows: Low ≤ 5.0%; Medium = 5.1% - 9.9%; High ≥ 10%.

In order to determine the overall assessment for a county based upon these three measures, SCDHEC recommends the following:

1. Determine the categorization for the incidence rate, the trend in incidence rate, and the percent positive rate for the county. Consider the following example of ABC County which has the following measures: 1) Incidence Rate = High; 2) Trend in Incidence Rate = High; 3) Percent Positive Rate = High.
2. If the rates are the same categorizations, as they are in the example of ABC County, that is the overall assessment. In this particular example of ABC County = High.
3. If the rates are not the same categorization, then take the average of them. Consider the following examples:
    a. Example: DEF County: 1) Incidence Rate = High; 2) Trend in Incidence Rate = High; and 3) Percent Positive Rate = Medium. There are two metrics that are High and one that is Medium, so the disease activity level overall is High.
    b. Example: XYZ County: 1) Incidence Rate = Low; 2) Trend in Incidence Rate = High; 3) Percent Positive Rate = Medium. There is one metric each that is High, Medium, and Low, so the disease activity level overall is Medium.

Starting on September 8th, the method of instructional delivery used by HCS will be based upon SCDHEC's overall assessment of disease spread activity in the county as described above. This SCDHEC overall assessment will be issued weekly in the form of a Disease Activity Guidance Report. The method of instructional delivery will transition from one to the other as the level of disease spread changes.

- If disease activity is determined by SCDHEC to be medium spread or high spread for Horry County, traditional five days per week, face-to-face instruction may not be available for a period of time.
- In the medium spread condition, HCS will implement a hybrid model which supports a return to face-to-face instruction combined with distance learning.
    - Students will be placed into one of two groups: Group A or Group B. By dividing students into two groups, fewer students will attend school on a given day, and social distancing can be better achieved in the classroom and throughout the school.
    - Distance learning will be different from eLearning that was implemented in the spring and will reflect all that district and school staff members have learned to improve student attendance, engagement, expectations, and outcomes.
- In the high spread condition, HCS will implement full-time distance learning.

TIMELINE TO REVIEW OPERATIONAL PLAN

HCS will make a decision to transition from one type of school operation to another based upon the prior week's SCDHEC Disease Activity Guidance Report. The ultimate goal is to transition smoothly back to full-time face-to-face instruction as soon as health and safety conditions allow.

RE-OPENING PLANS FOR EDUCATION CONTINUITY

COVID-19 REOPENING PLANS	LOW SPREAD *Minimal Social Distancing*	MEDIUM SPREAD *Moderate Social Distancing*	HIGH SPREAD *Distance Learning*
Plan Overview	• Least restrictive plan with social distancing required only where individuals may congregate, such as hallways, reception areas, cafeteria, restrooms, and locker rooms • School facilities are open; all students may be in school at the same time • Traditional instruction with preparation for hybrid Learning	• More restrictive plan • School facilities are open but social distancing is required • Limit density of people in school facilities to no more than 50% maximum occupancy • Enhanced health protocols • Hybrid learning for all	• School facilities are closed; no students in school buildings. Teachers report daily to their respective classrooms, and all other school and district staff members report to their building assignments as well. • Distance learning for all students
School Facilities and Students	Open All students in school at the same time	Open Limit density in facilities to no greater than 50 maximum occupancy	Closed for students
Health Precautions*	Enhanced health protocols See SCDHEC requirements and recommendations	Enhanced health protocols See SCDHEC requirements and recommendations	See SCDHEC requirements and recommendations
Teaching and Learning	Face-to-face instruction with preparation for hybrid learning	Hybrid learning for all	Distance learning for all

PUBLIC HEALTH AND SAFETY

This Student Health and Safety section is extensive, but not exhaustive. Federal, state, and local regulations should be reviewed for current recommendations. Please continue to check the *Centers for Disease Control and Prevention (CDC)* and the *South Carolina Department of Health and Environmental Control (SCDHEC)* for current recommendations.

OVERALL CONSIDERATIONS:

- Collaborate with *SCDHEC* to develop guidelines for closing schools
- Develop a response team and identify a COVID point person for each school
- Identify and/or provide professional development on recommended guidelines
- Support Social-Emotional Learning and resilience
- Streamline communication in collaboration with stakeholders

SOCIAL DISTANCING AND MINIMIZING EXPOSURE is a key tool to decrease the spread of COVID-19. Social distancing ("physical distancing") means keeping space between yourself and other people outside of your home.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
• Provide social distancing signage in the front office and in hallways to serve as reminders for students and staff members. • Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines such as in the cafeteria, bathroom entrances, locker room entrances, and bus waiting areas. • Limit non-essential visitors and activities involving external groups or organizations in all school facilities. • Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from the vehicle to their class rooms and vice-versa. RECOMMENDATION: Students go directly to the classroom upon arrival at school. • Discontinue the use of any self-service food or beverage distribution in the cafeteria (e.g., food should be individually wrapped or served/handed directly to students) or at an event outside the typical school day. As always, ensure the safety of children with food allergies.	• 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 to ensure social distancing of at least 6 feet apart between people. Limit transportation vehicles to no greater than 67% maximum occupancy.	• Follow all social distancing requirements for anyone entering the building.

PUBLIC HEALTH AND SAFETY *(Continued)*

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
• Suspend the use of water fountains. Recommend students and staff to bring bottled water from home. • Provide hand sanitizing stations throughout the buildings.		

SOCIAL DISTANCING AND MINIMIZING EXPOSURE (LOW AND MEDIUM SPREAD)	
Hallways **Minimize the number of students in hallways**	• Provide frequent reminders, including signage, for students and staff to stay at least 6 feet apart from one another when feasible. • Post directional reminders on the walls and/or floor. • **Elementary and Middle Schools -** Keep students and teachers in small cohort groups that stay together as much as possible during the day, and from day-to-day. Limit mixing between cohort groups as much as possible (i.e., during recess, lunch in the cafeteria, arrival, and dismissal, etc.)
Restrooms **Monitor and develop plans to ensure the recommended physical space available in restrooms.**	• Provide frequent reminders, including signage, for students and staff to stay at least 6 feet apart from one another when feasible • Provide signage for students/staff to notify a custodian if there is no soap in a dispenser • Install physical barriers such as plastic screens, between bathroom sinks • Block off alternating sinks • Use tape on the floor to designate physical distancing when using the restroom facilities, including access to stalls and sinks • Stagger normally assigned times for access to restroom facilities
Classrooms **Separate desks and seating to maximize the distance between each student.**	• Provide frequent reminders, including signage, for students and staff to stay at least 6 feet apart from one another when feasible • Remove all unnecessary furniture and accessories (i.e. bean bag chairs, sofas, lamps, plants, etc.) from the room to create more space for social distancing • Arrange desks or seating so that students are separated from one another by 6 feet when feasible • If it is not possible to arrange seating 6 feet apart, have all students sit facing the same direction (i.e., all sitting on the same side of a table) • If available, place barriers between students

PUBLIC HEALTH AND SAFETY *(Continued)*

SOCIAL DISTANCING AND MINIMIZING EXPOSURE (LOW AND MEDIUM SPREAD)	
Student Searches	• Make a recommendation to students that they do not bring a book bag, backpacks, handbags, lunch boxes, or other containers to school with them unless it is absolutely necessary. Recommend a clear bookbag be used if it is necessary. • Create a "Fast Lane" for students who do not bring a book bag or bring a clear one to expedite the process. • Reinforce appropriate procedures to be utilized by staff for conducting student searches, as detailed within HCS policies and procedures. • Guidance within HCS policies and procedures grants sufficient latitude to building administrators which permits student searches to continue without compromising social distancing recommendations. • Measures should be taken which ensure that students do not congregate and compromise social distancing requirements while engaged in all phases associated with the student search process. • The use of appropriate PPE, especially disposable gloves, and simple probes are highly recommended for staff use during student searches. • Administrators should accommodate students on a case-by-case basis if a student has a demonstrated medical condition that places him/her at higher risk levels (e.g., autoimmune disorders).
Front Office **Minimize traffic in the front office and lobby area.**	• Provide frequent reminders, including signage, for students and staff to stay at least 6 feet apart from one another when feasible. • Place physical barriers such as plexiglass for protection at reception desks and similar areas. • Have seating to be at least 6' apart for staff and reception areas. • Create guidelines to minimize the number of students being sent to the office area (i.e., first aid supplies, early dismissals, etc.) • Post directional reminders on the walls and/or floor. • Designate entrance and exit doors for the front office to reduce the chance that people meet face to face. • Limit visitors to pre-arranged visits only, excluding emergencies.
Health Room/Nurse Office **Restrict use to well students and students with injuries**	• Provide frequent reminders, including signage, for students and staff to stay at least 6 feet apart from one another when feasible. • Provide social distancing signage in health rooms and post directional reminders on the walls and/or floor. • Have seating to be at least 6 feet apart for staff and reception areas. • Create guidelines for when students should come to the health room/ nurse's office. *(HCS School Clinic Guidelines)*

PUBLIC HEALTH AND SAFETY *(Continued)*

SOCIAL DISTANCING AND MINIMIZING EXPOSURE (LOW AND MEDIUM SPREAD)

Other Common Areas (i.e., lobbies, gym, courtyard)	• Provide frequent reminders, including signage, for students and staff to stay at least 6 feet apart from one another when feasible. • Place physical barriers such as plexiglass for protection at reception desks and similar areas. • Have seating to be at least 6 feet apart for staff and reception areas. • Post directional reminders on the walls and/or floor. • Designate entrance and exit doors for common areas to reduce the chance that people meet face to face. people or activities that do not allow for social distancing (assemblies, in-person field trips, large groups using playground equipment simultaneously, etc.) • Incorporate virtual events such as field trips, parents/family meetings, assemblies, and performances where possible.

FACE COVERINGS Employees and students are required to wear face coverings. Face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

Share guidelines and information with staff, students, and families on the proper use, wearing, removal, and cleaning of cloth face coverings, such as *CDC's guidance on wearing and removing cloth face masks, CDC's use of cloth face coverings*, and *CDC's cloth face coverings FAQs*.

Require the use of cloth face coverings for staff, contracted vendors, or visitors.

NOTE: CDC does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings. Student face coverings may be removed upon teacher or administrator direction while in the classroom provided the students are 6 feet apart and facing the same direction. When moving around the room, the student must wear a face covering. Student face coverings may be removed upon teacher or administrator direction during special activities outside the classroom, provided the students are maintaining 6 feet of social distance. Students will not be required to wear a face covering while eating lunch or participating in physical activity, provided the students are maintaining 6 feet of social distance. *(Updated Aug. 19, 2020)*

If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use.

According to CDC guidelines, instructors and teachers should not consider wearing a face shield in a return to in-person instruction. To be used correctly, face shields should be coupled with face masks.

HCS will continue to monitor the recommendations of SCDHEC, state, and local ordinances. Parents will be notified of changes in practices based on SCDHEC guidance.

- Send information home to parents on the proper use of face coverings.
- Provide educational sessions for students and staff on the appropriate use of face coverings.
- Normalize the use of face coverings through communication and by example.
- Demonstrate and provide guidance on wearing face coverings at faculty meetings.

PUBLIC HEALTH AND SAFETY *(Continued)*

- Post signage on the proper use of face coverings throughout the building.
- Include steps for addressing bullying related to face coverings or COVID-19 in each school's bullying plan.
- Develop a process for face-covering removal when not in use to minimize cross-contamination (i.e., lunch).
- Follow all "HCS Healthroom Guidelines" for sick child care.
- Consider the needs of hearing-impaired students. Consider face coverings with a transparent mouth window.

PROTECTING VULNERABLE POPULATIONS Individuals who are considered high-risk for severe illness due to COVID-19 include people who (adapted for students) have a high-risk condition that includes:

- chronic lung disease or moderate to severe asthma
- heart disease with complications
- compromised immune system
- severe obesity - body mass index of 40 or higher
- other underlying medical conditions, particularly if not well controlled, such as diabetes, renal failure, or liver disease

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating children with special healthcare needs and update the care plan(s) as needed to decrease their risk for exposure to COVID-19.

- *CDC's How to Protect Yourself and Others*.

Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work re-assignments.

- *CDC Interim Guidance for Businesses and Employers*.

Implement other learning options for students whose families choose for them not to be in a face-to-face classroom learning environment due to high-risk status for severe disease.

- Review and evaluate Section 504 and IEP plans to assess and address COVID-specific needs.
  - While all students are required to wear face coverings, 504 and IEP teams will determine if modifications and/or reasonable accommodations are needed for individual students with disability-related issues that prevent the student from wearing a face covering in order to allow the student to safely participate in educational activities.
- Assure revision of individual student health care plans by district school nurses related to COVID-specific needs.
- Develop a system to identify other high-risk needs students and to communicate/facilitate distant learning as needed.

See Teaching & Learning for Details.

PUBLIC HEALTH AND SAFETY *(Continued)*

CLEANING AND HYGIENE Washing hands with soap for 20 seconds or using hand sanitizer that contains at least 60% alcohol reduces the spread of disease.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

- Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older children, paper towels, and tissues).
- Reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older children.
- Increase monitoring to ensure adherence among students and staff.
- Supervise the use of hand sanitizer by younger students.
- Ensure that children with skin reactions and contraindications to hand sanitizer use soap and water.
- Reinforce handwashing during key times such as before, during, and after preparing food; before eating food; after using the toilet; after blowing your nose, coughing or sneezing; and after touching objects with bare hands which have been handled by other individuals.
- Provide hand sanitizer (with at least 60% alcohol) at every building entrance and exit, in the cafeteria, and in every classroom for safe use by staff and older students.
- Systematically and frequently check and refill hand sanitizers.
- Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Utilize age-appropriate activities that encourage sound personal hygiene practices, such as hand-washing.
- Incorporate frequent hand-washing and sanitation breaks into classroom activities.
- Allow time between activities for proper cleaning and disinfection of high-touch surfaces.
- Establish a schedule for and perform ongoing and routine environmental *cleaning and disinfection* of high-touch areas (e.g., door handles, stair rails, faucet handles, toilet handles, playground equipment, light switches, desks, tables, chairs, cafeteria, and service tables, carts, and trays) with an *EPA approved disinfectant for SARS-CoV-2* (the virus that causes COVID-19), Increase frequency of disinfection during high-density times and disinfect all shared objects (e.g., gym or physical education equipment, art supplies, toys, games) between uses..
- Paper-based materials, such as books and loose-leaf paper, are not considered high-risk for COVID-19 transmission and do not need additional cleaning or disinfection procedures.
- 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 uses such products.
- Limit the sharing of personal items and supplies such as writing utensils and digital devices.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit the use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- Ensure that all non-disposable food service items are minimally handled and washed with hot water and soap or cleaned in a dishwasher, or use disposable food service items such as plates and utensils.

Note: Avoid shared use of soft or other items that cannot be easily cleaned and disinfected, (e.g., stuffed toys, clay).

PUBLIC HEALTH AND SAFETY *(Continued)*

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

- Consult *CDC guidelines* to guide the following:
  - Provide guidance to parents/families on specific types of hand sanitizer.
  - Provide guidance to parents/families to self-identify as sensitive to alcohol-based hand sanitizers.
- Identify students with these sensitivities and provide other hygienic opportunities.
- Create a schedule/chart for checking hand sanitizing stations regularly throughout the day.
- Create a schedule that allows for cleaning and sanitizing in between classes, at the beginning and end of days, etc.
- Create a plan for trash removal throughout the day and identify additional staff/volunteers as needed.
- Consider assigning specific content-area teacher leads for cleaning materials in their areas.
- Consider providing communications (e.g., posters, videos, etc.) using reputable sources e.g., *CDC Posters, Fact-sheets, and Videos, Communications*
- Consult CDC and EPA *Reopening Guidance for Cleaning and Disinfecting*.

MONITORING FOR SYMPTOMS The current CDC guidelines recommend screening all individuals for COVID-19 symptoms and history of exposure prior to entering any HCS facility. Screening can consist of self-screening, school-based screening, and/or medical inquiries. The type and extent of screenings are at the discretion of the district.

Before entering any HCS facility, all employees, contracted vendors, students, or visitors are responsible for conducting a self-screening of the symptoms below. Individuals must be free of ANY symptoms potentially related to COVID-19 to be eligible to report to work or school.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

SCDHEC/CDC Requirements: Reinforce that *staff, contracted vendors, students, or visitors should stay home* if:

- they have tested positive for or are showing COVID-19 *symptoms*, until they meet criteria for return, or if
- they have recently had *close contact* with a person with COVID-19, until they meet criteria for return.

Symptom Monitoring Requirement: At this time, these symptoms include one or more of the following:

- Temperature of 100.4 degrees or higher
- Sore throat
- New uncontrolled cough that causes difficulty breathing
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever
- Repeated shaking with chills
- Runny nose or new sinus congestion
- Muscle aches or pain
- Prolonged Fatigue or tiredness
- New loss of taste or smell

- If an employee becomes ill or experiences any of the symptoms listed above, he or she should notify his or her immediate supervisor, who will contact the school nurse.

Staff, contracted vendors, students, or visitors should be excluded from HCS facilities if they test positive for COVID-19 or **exhibit** one or more of the symptoms of COVID-19 based on **CDC guidance** that is not otherwise explained.

- **Symptom Screening Checklist:** Designed to be administered to any person entering the building including staff, contracted vendors, students, or visitors who has not conducted a self-screening at home. (*HCS Symptom Screening Checklist*)
- Ensure coordination with school nursing staff.
- Provide guidance for parents/families on screening protocols to prepare students for the screening process.
- Provide guidance for employees on screening protocols for the daily pre-screening process, which should occur prior to entering the campus.
- Create a plan for handling students and staff who exhibit symptoms during the school day.

PUBLIC HEALTH AND SAFETY *(Continued)*

SUSPECTED, PRESUMPTIVE, OR CONFIRMED POSITIVE CASES OF COVID-19 IN THE SCHOOL ENVIRONMENT

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

- Post signage at the main entrance requesting that people who have been symptomatic with fever and/or cough not to enter. Examples of signage include flyers.
- Educate staff, students, and families about the signs and symptoms of COVID-19, 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 student(s) remain under visual supervision of a staff member who is at least 6 feet away. The supervising adult should wear a cloth face covering..
- Require the symptomatic person to wear a cloth face covering while waiting to leave the facility.
  - Cloth face coverings **should not** be placed on:
    - Anyone who has trouble breathing or is unconscious.
    - Anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
    - Anyone who cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs.
    - Anyone under the age of 2.
- Require school nurses or delegated school staff who provide direct patient care to wear appropriate Personal Protective Equipment (PPE) and to perform hand hygiene after removing PPE.
- Implement cleaning and disinfecting procedures following *CDC guidelines*.
- Have a plan for how to transport an ill student or staff member home or to medical care.
- Adhere to the following process for allowing students or staff members to return to school:

Student/Employee Absence Log

Any student/employee who reports an illness while at school or prior to the beginning of the school day will be assessed using the Student/Employee Absence Log by the School Nurse or if an employee, by his/her supervisor.

If a student/employee reports an absence prior to coming to school, or becomes ill while at school, the school nurse or immediate Supervisor will utilize the Student/Employee Absence Log to document any potential spread of the virus and assist in early recognition of any areas of potential outbreak.

The information gathered from the form will be accessed by the Health Services Director. The Health Services Director will follow the recommendations from the CDC and Prevention and SCDHEC to monitor and assess the potential spread of the virus and initiate steps to mitigate it. If localized outbreaks emerge, tighter restrictions may need to be implemented to ensure the safety of all students and staff.

Return After Exclusion

Once employees or students are excluded from the workplace or school, they may return if they satisfy the recommendations of the CDC. Currently those guidelines are as follows:

- **Untested** - Persons who have not received a test proving or disproving the presence of COVID-19 but who experience symptoms may return if the following three conditions are met:

  They have not had a fever for at least 72 hours (that is three full days of no fever without the use of fever-reducing medication); **and**

SUSPECTED, PRESUMPTIVE, OR CONFIRMED POSITIVE CASES OF COVID-19 IN THE SCHOOL ENVIRONMENT

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

other symptoms have improved (for example, when the individuals' cough or shortness of breath have improved); **and** at least 10 calendar days have passed since symptoms first appeared.

- ***Tested Positive-Symptomatic*** - Persons who experienced symptoms and have been tested for COVID-19 may return to the workplace if the following conditions are met:

  the individual no longer has a fever (without the use of fever-reducing medication); **and**
  other symptoms have improved (for example, when the individuals' cough or shortness of breath have improved); **and**
  at least 10 calendar days have passed since symptoms first appeared.

- ***Tested Positive-Asymptomatic*** - Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten calendar days without symptoms and have been released by a healthcare provider. Employees or students should not return to work until they meet the criteria to discontinue home isolation and have consulted with a healthcare provider and state or local health department. Employees are not required to provide documentation of this to their immediate supervisor.
- Ensure that if a person with COVID-19 was in the school setting while infectious, school administrators coordinate with the HCS Director of Health Services and local SCDHEC to notify staff and families immediately while maintaining confidentiality in accordance with all other state and federal laws. If a student/employee has been diagnosed with COVID-19 but does not have symptoms, he/she must remain out of school until 10 days have passed since the date of his/her first positive COVID-19 diagnostic test, assuming he/she has not subsequently developed symptoms since his/her positive test.
- If a student/employee that has been diagnosed with COVID-19 or has been presumed positive by a medical professional due to symptoms, he/she is 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, he/she must remain out of school for 14 days since the last date of exposure unless he/she tests positive. In which case, exclusion criteria above would apply. He/she must complete the full 14 days of quarantine, even if he/she tests negative.
- Provide distance-learning options for students unable to be at school due to illness or exposure.
- HCS will work collaboratively with SCDHEC to determine when and if a school closure is necessary based on the number of individuals in a school who test positive for COVID-19.
- Maximize the use of the school nurse in developing the process for managing symptom-positive students and staff for support in quarantine, recovery and return to school.
- Develop guidelines for monitoring and tracking symptom-positive cases in students and staff.
- Provide education on guidelines for removing symptom-positive individuals to parents, families, students, and staff.
- Implement/oversee school-level procedure for symptom positive students and staff:
  - Employees should contact their immediate Supervisor with any (+) test results.
  - Parents should contact the School Nurse with any (+) test results.
  - All (+) test results should be reported to the Director of Health Services.
- Train designated staff for management and referral of symptom-positive students in absence of the school nurse.
- Collaborate with ***SCDHEC*** in assuring notification for positive cases in school and contact tracing.
- Collaborate with ***SCDHEC*** for vaccine administration opportunities (flu, required vaccines, etc.).

PUBLIC HEALTH AND SAFETY *(Continued)*

EMERGENCY RESPONSE PROCEDURES

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

- Protocols related to safety, security, and emergency responses remain in effect.
- Administrators may modify traditional models to accommodate conditions that are related to a public health emergency.
- During an actual emergency, public health recommendations may become secondary to more harmful impacts that are typically associated with campus violence or disasters.
- Traditional deadlines for completing emergency drills may be modified, or slightly delayed, to accommodate state regulations pertaining to school safety.
- Modifications to emergency drills should be contemplated solely for the purpose of accommodating public health guidelines. However, modification(s) or prospective delays cannot result in an unreasonable degradation to student and staff emergency readiness.
- Additional guidance with respect to emergency drills may be obtained from the Safety & Security and/or Health Services Departments.

SCHOOL OPERATIONS AND LOGISTICS

OPERATIONS: Facilities

FACILITIES: Social Distancing

SCDHEC Interim Guidance for School Operations:

- To the extent possible, maintain at least six feet of distance between each person.
    - If desks are used, increase the space between them. Rearrange them to maximize the space between students. Make desks face in the same direction (rather than facing each other).
- Stagger arrival and dismissal times.
- Avoid students congregating in common areas. For example, have students eat meals in their classrooms rather than mixing in the cafeteria or other common area.
    - If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes.
    - Restrict hallway use through staggered release of classes.
- Limit people present to only students and essential faculty and staff.
- Avoid assemblies or other congregate events.
- Encourage frequent hand-washing with soap and water for at least 20 seconds. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
    - Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer).
    - Put up *posters* in key locations (e.g., bathrooms) encouraging hand hygiene.
- Faculty, staff, and students must wear masks or cloth face coverings. Cloth face coverings should not be used on children under two years old, anyone who has trouble breathing, or anyone unable to remove the face covering without assistance. The CDC has a *pattern* and a *video* available demonstrating how to make a cloth one.

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
• Stagger class dismissal to prevent all students in the hallways simultaneously. • Redesign student arrival in the morning to prevent congregations of large groups. This may include a necessity for students to report directly to classrooms rather than meeting in common spaces. • Schedule restroom breaks. • If possible, schools should consider scheduling "cohorts" of students with common courses so teachers, rather than students, rotate between classes. • As long as health guidelines recommend maintaining distance between individuals, schools should seek to minimize or eliminate large group gatherings such as assemblies, pep rallies, spirit nights, or other similar activities. • In addition to focusing on transitions within buildings, schools should seek to minimize student transitions beyond the school during the instructional day. This will require a careful review of field studies and other activities requiring student travel. This includes developing procedures to allow high school students opportunities to engage safely in career opportunities if available. Whenever possible, schools should seek to use virtual activities and experiences to reduce the necessity for students to travel off campus during the school day. Schools should also make sure to provide an equal level of access to off-campus opportunities for curricular activities as is provided for co-curricular activities.		• School facilities are closed; no students in school buildings. Teachers report daily to their respective class rooms, and all other school and district staff members report to their building assignments as well. • Distance learning is used for all students. • Determine steps that can be taken to minimize the amount of materials that are routinely being transported by students and staff between school and staff.

FACILITIES: Signage

SCDHEC Interim Guidance for School Operations:

- Place signs such as *this one* on the exterior of entrances to the building to ask individuals entering to not enter if they have symptoms of COVID-19.
- Put up *posters* in key locations (e.g., bathrooms) encouraging hand hygiene.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
• Use exterior and interior signage to communicate how to stop the spread and describe symptoms of COVID-19, good hygiene, and school/district specific protocols. Signage should give clear simple instructions for any actions required by the reader, including reminders not to enter the school if experiencing symptoms of COVID-19 or illness. • Mark spaced lines and traffic directions in hallways to designate flow paths. • Mark social distancing spaces on floors in areas where lines form such as cafeterias or restrooms. • Do not cover any existing required signage and safety instructions. • Ensure signage is consistent within all schools and among LEAs.		• School facilities are closed; no students in school buildings. Teachers report daily to their respective classrooms, and all other school and district staff members report to their building assignments as well. • Distance learning is used by all students. • Do not cover any existing required signage and safety instructions.

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
• 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. • Post signs in highly visible locations (i.e., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs such as by properly washing hands and properly wearing a cloth face covering. • Consider cluster schools when developing messaging so that students are seeing the same messaging across families. • Consider the home language of students and families when posting signs and sending messages. • Consider the Americans with Disabilities Act (ADA) signage requirements. ADA mandates certain characteristics of signs that designate permanent rooms or spaces and signs that provide directions or information.		• Consider cluster schools when developing messaging so that students are seeing the same messaging across families. • Consider the home language of students and families when posting signs and sending messages. • Consider ADA signage requirements. ADA mandates certain characteristics of signs that designate permanent rooms or spaces and signs that provide directions or information.

FACILITIES: School Spaces

SCDHEC Interim Guidance for School Operations: Social Distancing Practices

- To the extent possible, maintain at least six feet of distance between each person.
  - If desks are used, increase the space between them. Rearrange them to maximize the space between students. Make desks face in the same direction (rather than facing each other).
- Avoid students congregating in common areas. For example, have students eat meals in their classrooms rather than mixing in the cafeteria or other common area.
  - If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes.
  - Restrict hallway use through staggered release of classes.
- Limit people present to only students and essential faculty and staff.
- Avoid assemblies or other congregate events.
- Encourage frequent hand-washing with soap and water for at least 20 seconds. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
  - Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer).
  - Put up posters in key locations (e.g., bathrooms) encouraging hand hygiene.

Cleaning and Disinfection

- Routinely clean and disinfect surfaces and objects that are frequently touched (e.g., doorknobs, light switches, classroom sink handles, countertops). Using an appropriate disinfectant, wipe down items (e.g., desks, chairs) and equipment before each use.
  - Clean with soap and water or a cleaner typically used. Use all cleaning products according to the directions on the label.
  - After cleaning, disinfect with a product that is EPA-approved for use against the virus that causes COVID-19 (a list of these is available here) or with diluted bleach solution (5 tablespoons, or 1/3 cup, bleach per gallon of water or 4 teaspoons bleach per quart of water).

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

- For electronics such as tablets, touch screens, keyboards, and remote controls, remove visible contamination if present.
  - Consider the use of wipeable covers for electronics.
  - Follow the manufacturer's instructions for all cleaning and disinfection products. If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
- Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
- Ensure adequate supplies to support frequent cleaning and disinfection practices.
- The CDC provides additional information on cleaning and disinfecting a facility, including guidance on appropriate personal protective equipment to wear while cleaning and disinfecting.
- Increase the ventilation (air exchange) rate and the percent outdoor air in ventilation.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
Building Considerations • Suspend the use of water fountains and allow students and staff to bring water bottles from home. • Provide hand sanitizer for students and staff. • Increase spaces between desks and have them facing the same direction maintaining six feet of distance to the extent possible. • Spaced seating in the cafeteria and longer meal periods are provided if other options such as pre-packaged meals are not served in the classroom. **Student Arrival and Dismissal** • Establish a staggered schedule for student drop off. • Minimize or eliminate student congregation in common areas prior to the start of instruction. • Discourage and prevent students from congregating in parking lots. **Playgrounds and Recess** • Schools should evaluate recess procedures to maximize social distancing and reduce touching of shared surfaces.	**Building Considerations** • Suspend the use of water fountains and allow students and staff to bring water bottles from home. • Provide hand sanitizer for students and staff. • Increase spaces between desks and have them facing the same direction maintaining six feet of distance. • Pre-packaged meals are served in classrooms. **Student Arrival and Dismissal** • Establish a staggered schedule for student drop off. • Eliminate student congregation in common areas. **Playgrounds and Recess** • Schools will maximize social distancing during recess and seek to minimize touching of shared surfaces. • Eliminate use of playground equipment. • Students are not allowed to bring any equipment for recess from home.	• School facilities are closed; no students in school buildings. Teachers report daily to their respective classrooms, and all other school and district staff members report to their building assignments as well.

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
• Reduce the number of students on the playground at one time, providing for time to disinfect equipment between uses, or, if disinfection is not possible, restricting use of playground equipment. • Students are not allowed to bring any equipment for recess from home. **Staff Meetings** • Evaluate policies on staff meetings, especially those that require large groups that make social distancing difficult. Whenever possible, district office employees and schools should seek to leverage video conferencing or other resources to reduce the need for groups to gather. **Staff Work Space** • Evaluate shared employee workspaces to ensure adequate social distancing. Consideration should also be given to limit capacity for staff common areas to provide for social distancing.	**Staff** • Eliminate in-person meetings and utilize video conferencing or other resources to facilitate group meetings. **Staff Work Space** • Consideration should be given to limit capacity or eliminate gatherings of staff in common areas to provide for social distancing.	

FACILITIES: Cleaning, Disinfecting, & Sanitizing Buildings and Facilities

SCDHEC Interim Guidance for School Operations:

- Routinely clean and disinfect surfaces and objects that are frequently touched (e.g., doorknobs, light switches, classroom sink handles, countertops). Using an appropriate disinfectant, wipe down items (e.g., desks, chairs) and equipment.
    - Clean with soap and water or an approved cleaning product.
    - Use all cleaning products according to the directions on the label.
    - After cleaning, disinfect with a product that is EPA-approved for use against the virus that causes COVID-19 (a list of these is available here) or with diluted bleach solution (5 tablespoons, or 1/3 cup, bleach per gallon of water or 4 teaspoons bleach per quart of water).

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

- For electronics such as tablets, touch screens, keyboards, and remote controls, remove visible contamination if present.
  - Consider the use of wipeable covers for electronics.
  - Follow the manufacturer's instructions for all cleaning and disinfection products.
  - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
- Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time).
- Ensure adequate supplies to support frequent cleaning and disinfection practices.
- The CDC provides additional information on Cleaning and Disinfecting a Facility, including guidance on appropriate personal protective equipment to wear while cleaning and disinfecting.
- Increase the ventilation (air exchange) rate and the percent outdoor air in ventilation.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
• Create a schedule/chart for checking hand sanitizing stations regularly throughout the day. • Create a schedule that allows for cleaning and sanitizing in between classes, at the beginning and end of days, etc. • Create a plan for trash removal throughout the day and identify additional staff/volunteers as needed. • Consider assigning specific content-area teacher leads for cleaning materials in their areas. • Consider providing communications (e.g., posters, videos, etc.) using reputable sources e.g., *CDC Posters, Factsheets, and Videos, Communications* • Consult CDC and EPA *Reopening Guidance for Cleaning and Disinfecting.* • Review protocols and supply inventory to clean and disinfect thoroughly all buildings, desks, buses, equipment, and other surfaces prior to students and/or staff returning and after return, using CDC, Environmental Protection Agency (EPA), and *OSHA guidelines*.		• Modify plan based on building usage.

OPERATIONS: School Nutrition

To prepare for the reopening of schools, a planning committee which included the school nutrition director, coordinator, school managers, and district office staff met to discuss possible reopening scenarios. By discussing the logistics of various meal service options, compliance with federal regulations, adherence to SCDHEC Guidelines, and consideration of the diversity within Horry County Schools, the following plan was drafted.

SCHOOL NUTRITION	LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
Meal Service Options	• Comply with *DHEC School Operations Guidance* requirements for social distancing and minimizing exposure.	• Comply with *DHEC School Operations Guidance* requirements for social distancing and minimizing exposure.	• Operationalize the Summer Nutrition Programs with federal waivers to allow non-congregate meal service; meals available for

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

SCHOOL NUTRITION	LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
Meal Service Options	• Breakfast - Classroom dining. Grab-N-Go bag delivered to the classroom • Lunch - Cafeteria Service with Classroom Dining. Allow students to come to the cafeteria to choose a hot or cold meal to be packaged and consumed either in the cafeteria dining area or classroom based on requirements (at the time) for social distancing and other personal hygiene practices. (This allows physical exercise for students. It also allows Nutrition staff to assume all meal count accountability) • Clearly marked spacing on floors to promote social distancing in hallways leading to dining rooms; in serving lines, and in lines to exit the dining room • Use of disposable trays, plates and utensils • No self-service or sharing of food or other items • Allow adequate time for students to wash and sanitize hands before and after meals. • Extend and/or stagger meal times to promote social distancing, while ensuring adequate time for students to consume their meals. • Cleaning/disinfecting of tables/chairs or other contact surfaces before, during (as needed) and after meal service by appropriate personnel.	• Breakfast - Classroom dining. Grab-N-Go bag delivered to the classroom • Option 1 - Lunch - Cafeteria Service with Classroom Dining Preferred (LOW SPREAD) • Option 2 - Lunch-Hallway Service (areas in close proximity to classrooms) Choice of hot or cold-boxed/bagged meals. Students can, in small groups at designated times, pick up meals from the meal service area(s). • Option 3 - Lunch in the Classroom - Choice of hot or cold boxed/bagged meal delivered to the classroom. • Use of disposable trays, plates, and utensils • No self-service or sharing of food or other items • Extend and/or stagger meal times to promote social distancing while ensuring adequate time for students to consume their meals. • Cleaning/disinfecting of tables/chairs or other contact surfaces before, during (as needed) and after meal service by appropriate personnel. • Prepare boxed/bagged meals as alternatives (as needed for unique situations) and for home-bound students as needed or required in the IEP or 504 Plan.	all at no cost. (awaiting waiver approval) • Prepare meals in schools and make available for pick-up (grab-and-go or curbside) by parents/students. • Use school buses as nutrition hubs within the community (parked in areas convenient for homeless families, low-income housing communities, or other areas as needed). • Operationalize community organizations to serve as Summer Nutrition Program sponsors to support additional meal service sites for food-insecure children/students. • Schools designated as meal preparation/distribution sites in economically distressed communities (or other areas as needed to support meals to food-insecure vulnerable children and students).

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

SCHOOL NUTRITION	LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
Meal Service Options	• Prepare boxed/bagged meals as alternatives (as needed for unique situations) and for home-bound students as needed or required in the IEP or 504 Plan. • Continuously monitor meal service options to determine where modifications may be needed to support student staff acceptance, student/staff well-being, and promote meal participation.	• Continuously monitor meal service options to determine where modifications may be needed to support student/staff acceptance, student/staff well-being and promote meal participation.	
	• Plan multiple menus to accommodate meals in the classroom, meals served in hallways, and meals-to-go. • Place food and supply orders as quickly as possible to ensure an adequate supply of products that meet the district's/school's meal service options. • Ensure water is available to students during meal service. • Develop written materials for families to help them understand new meal service models and to combat misinformation as required in the *DHEC School Operations Guidance*.		• For efficiency, consider shelf-stable, individually wrapped, or frozen meals delivered to students for multiple days (prior approval from the local health department required).
Meal Counting and Claiming	• Implement a system of meal counting and claiming that is consistent with federal regulations at the Point of Service based on the type of meal service provided; touchless Point of Service options are recommended (scanned, verbal, etc.). • Modify student meal charge policies as needed to reflect current practices.		• Implement a system of meal counting and claiming at the Point of Service based on the type of meal service provided (grab-and-go, curbside pick-up, delivery by school buses, or other vehicles).

Staffing	• Comply with *DHEC School Operations Guidance* for:
	  ○ Social distancing and minimizing exposure
	  ○ Continuously monitor staff safety and well-being
	  ○ Handling suspected, presumptive, or confirmed positive cases of COVID-19.
			• Determine staffing needs based on specific criteria, including but not limited to location, start/end times, duties, and back-up/substitutes.

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

SCHOOL NUTRITION	LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
Staffing *(cont.)*	• Provide continuous training for staff in social distancing, proper hygiene, proper use of PPE and other practices to protect students, staff, and others. • Determine staffing needs based on specific criteria including but not limited to location, start/end times, duties, and back-up/substitutes. • Modify HR policies/procedures to reflect actual practices when work requirements change to reflect new work plans/approaches.		
Cleaning and Disinfecting	• Follow *DHEC School Operations Guidance* for cleaning and hygiene. • Conduct routine cleaning and disinfecting of dining rooms, including tables, chairs, and other high-touch surfaces between and/or throughout meal service. Follow DPI-approved HACCP procedures. • Provide adequate waste receptacles (size and number) to allow for easy discard of disposable trays, food containers, utensils, and other items. • Increase frequency of waste disposal and recycling, as needed, to support the use of disposable products. • Ensure all practices are consistent with Food Code, HACCP, OSHA, and other regulatory authorities.		• Conduct routine cleaning and disinfecting of kitchen, dining rooms, and other high-touch surfaces during meal preparation, distribution and delivery.

OPERATIONS: Transportation

As Horry County Schools prepares to reopen schools for the 2020-21 school year, it is important that everyone in the school community take steps to reduce the transmission of COVID-19. The spring of 2020 brought about unprecedented changes to our society and our education system. In this emergency, school transportation has provided other logistical support to students such as internet access and nutrition services.

In the sections below, student transportation plans were developed to minimize opportunities for exposure during transportation. These sections are organized into specific transportation sections, with each section including strategies for implementation of transportation practices.

TRANSPORTATION	LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
Initial Information and First Steps	• Identify the probable student attendees, their scheduled attendance days, if not every day, **and transportation needs, at least one month before the start of school**; Finalize two weeks prior to the start of school. • Encourage walking, biking, and carpooling when appropriate. • Consider student transportation flexibility restrictions.		• **N/A Distance Learning Only**

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

TRANSPORTATION	LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
Initial Information and First Steps *(cont.)*	• Add extra time to the route to accommodate 67% capacity requirement. • Comply with requirements established by the *DHEC School Operations Guidance* for monitoring students for symptoms.		• **N/A Distance Learning Only**
Messaging to Parents	• Ensure communications with parents includes all new transportation procedures regarding student transportation. This information will include encouraging the use of face coverings, guidance for social distancing at the bus stop, loading and unloading, and during student transportation. • Enforce that if an individual becomes sick during the day, he/she must follow protocols outlined above.		
Staffing	**Assess Operational Continuity Risk** • Identify drivers, attendants, and substitute drivers who are considered high-risk for severe illness due to COVID-19 as described in Protecting Vulnerable Populations per *DHEC School Operations Guidance*. • Monitor staff for symptoms as required by the *DHEC School Operations Guidance* • If a driver becomes sick during the day, he/she must follow protocols outlined above and must not return to drive students (See *Public Health Section*)		• Use buses for emergency purposes such as transporting meals or distributing school resources, or making wifi available to students in various communities.
School Bus Cleaning/ Disinfecting	• Drivers will be provided written instructions as well as training on proper use of all chemicals, equipment, and cleaning/disinfecting processes. • The school bus shall be cleaned and disinfected twice per day after the completion of morning and afternoon routes. It will comply with *DHEC School Operations Guidance* • The school bus shall be disinfected by using an electrostatic hand-held sprayer and EPA-approved disinfectant (e.g., BioTab7 disinfectant). • Children shall not be present when a vehicle is being cleaned. • The driver shall keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. • The driver shall wipe down, with disinfectant, frequently touched surfaces, such as handrails and seat backs after each route.		

SCHOOL OPERATIONS AND LOGISTICS *(Continued)*

TRANSPORTATION	LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
School Bus Cleaning/ Disinfecting *(cont.)*	• The driver shall manually disinfect the driver's area, the driver's seat, seat belts, and controls with disinfectant wipes. • Deep cleanings of the school bus will take place one time per week. **Special Needs School Bus Cleaning/Disinfecting will adhere to all requirements outlined above. Specifically, the driver:** • shall manually disinfect wheelchairs/lift areas, including the grab handles and lift controls surfaces after each route.		• **N/A Distance Learning Only**
Social Distancing on School Buses	• Ensure sufficient social distancing with at least 6 feet between students and transportation staff at all times in school on school transportation vehicles. • Students and drivers will be expected to wear face coverings. • The number of students on the bus will be a maximum of 67% of standard capacity. • Windows and roof vents will be opened to maximize ventilation. • Three students on a seat should not occur. • Students shall be loaded from back to front when possible. • Students shall be unloaded from front to back. • Household members will, if possible, be paired together on the seat. • Each bus shall have a seating chart for tracking and to support contact tracing, if necessary.		• While distributing meals to students at designated stops, employees should maintain appropriate distance in their interactions with students and/or students' families. • Use social distancing to the maximum extent possible at meal and materials distributions. • Wear appropriate PPE for the level of close contact at distribution sites.

OPERATIONS: Fiscal Services

As the District proceeds with the implementation of the individual reopening plans, there will be additional costs that were not incorporated in the 2020-21 Superintendent's Comprehensive Budget that must be addressed. It will be incumbent on each Chief Officer to facilitate and prepare estimated budgets within their respective divisions to address each segment of plan(s).

A spreadsheet has been created in Google Docs for Budget Managers to submit their budget requests to their respective Chief Officer for approval. Upon receipt of the budget request and approval by the Chief Financial Officer, account numbers will be established and communicated by Budgetary Services to the requestor(s).

OPERATIONS: Fiscal Services *(continued)*

The Fiscal Services Division will establish a system to track the additional costs and prepare the application for CARES Act Funding to incorporate the proposed spending plans. This application process for CARES Act Funding will require HCS to respond to the following:

- a brief rationale for how the district has determined the most important educational needs as a result of COVID-19;
- a baseline of the district's employees in FTE equivalents as of March 13, 2020 (used for later reporting purposes);
- brief descriptions of how the district will use subgrant funds for each selected allowable activity (see below);
- a description of the extent to which district plans to use subgrant funds to promote distance learning;
- a description of the extent to which district plans to address learning gaps caused by COVID-19 and related school closures; and
- a proposed timeline for the use of funds.

There are twelve allowable uses of CARES Act funds as listed below:

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (''IDEA''), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (''the Perkins Act''), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such an agency.
8. Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
10. 10.Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

OPERATIONS: Fiscal Services *(continued)*

Procurement Services will assist budget managers with the attainment of goods and/or services to ensure that procurement policies and procedures are adhered to. In addition, all financial/payroll policies and procedures remain in effect.

TEACHING AND LEARNING

PARENT SURVEY:

A survey was sent to parents and guardians to obtain their input on options for returning to school for the 2020-2021 school year. Results from the survey indicate that approximately 30% of responding families prefer a model that enables their students to participate in full-time distance learning rather than physically returning to school. The other approximately 70% of responding families prefer a model that combines traditional face-to-face classroom instruction and distance learning.

INSTRUCTIONAL PLAN: Methods of Instructional Delivery

Planning for the 2020-21 school year presents unprecedented challenges including, but not limited to, preparing for unpredictable health concerns and mandatory safety guidelines, providing instruction to meet student and family needs, and maximizing all available resources. One of the three methods of instructional delivery, as shown in the chart below, will be implemented by HCS based upon the county's disease spread which is determined by the South Carolina Department of Health and Environmental Control's Disease Activity Guidance Reports.* The ultimate goal is to transition smoothly back to full-time face-to-face instruction as soon as health and safety conditions allow.

If disease activity is determined to be medium spread or high spread for Horry County by the South Carolina Department of Health and Environmental Control, traditional face-to-face instruction will not be available for a period of time. In the medium spread condition, HCS will implement a hybrid model which supports a return to face-to-face instruction combined with distance learning. In the high spread condition, HCS will implement full-time distance learning.

An alternative instructional delivery model is available for the 2020-21 school year. Parents may choose for their students to enroll and participate in full-time online learning through K-12 HCS Virtual.

*https://www.scdhec.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19/schools-childcare-centers-covid-19

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
Full-Time Face-to-Face Instruction: • Students will participate in a full-time face-to-face traditional model of instruction (five days a week).	**Hybrid Instruction:** • Students will participate in a combination of face-to-face and distance learning while practicing enhanced safety and health precautions. • Students will attend in-school face-to-face sessions on assigned days and engage in distance learning on others.	**Full-Time Distance Learning:** • Students will participate in full-time distance learning. • Students' assigned teachers will provide instruction and assignments through a district-supported learning management system (i.e., Google Classroom and/or Seesaw) and communicate through digital tools.

TEACHING AND LEARNING *(Continued)*

INSTRUCTIONAL PLAN: Methods of Instructional Delivery *(continued)*

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD
	Hybrid Instruction: • Students will be placed into one of two groups: Group A or Group B. By dividing students into two groups, fewer students will attend school on a given day, and social distancing can be maintained in the classroom and throughout the school. • Teachers will provide instruction and assignments through a district-supported learning management system (i.e., Google Classroom and/or Seesaw) and communicate through digital tools.	**Full-Time Distance Learning:** • Students will be required to attend online class sessions on a regular basis and may be required to view instructional videos or join streaming class sessions during the week. • In order to have access to their classroom resources, as well as facilitate a quick transition to either hybrid or full-time face-to-face instruction, teachers will report to their schools daily and provide full-time distance-learning from their respective school classrooms.

Five-Day Schedule Dependent Upon Level of Disease Spread

LOW SPREAD Full-Time Face-to-Face Instruction	MEDIUM SPREAD Hybrid Instruction		HIGH SPREAD Full-Time Distance Learning
	Group A	Group B	
Day 1: Face-to-Face	Day 1: Face-to-Face	Day 1: Distance Learning	Day 1: Distance Learning
Day 2: Face-to-Face	Day 2: Face-to-Face	Day 2: Distance Learning	Day 2: Distance Learning
Day 3: Face-to-Face	Day 3: Distance Learning	Day 3: Face-to-Face	Day 3: Distance Learning
Day 4: Face-to-Face	Day 4: Distance Learning	Day 4: Face-to-Face	Day 4: Distance Learning
Day 5: Face-to-Face	Day 5: Distance Learning	Day 5: Distance Learning	Day 5: Distance Learning

Student Attendance for Hybrid and Full-Time Distance Learning Instructional Models
Schools will communicate expectations for student attendance for the hybrid and distance-learning instructional models. Daily communication will occur with all students through assignments turned in to teachers, virtual check-ins, virtual office hours, phone calls with students or parents, and/or email messages. Absences will be entered in PowerSchool.

Timeline to Review Operational Plan
HCS will make a decision to transition from one type of school operation to another based upon the prior week's SCDHEC Disease Activity Guidance Report. The ultimate goal is to transition smoothly back to full-time face-to-face instruction as soon as health and safety conditions allow.

Full-Time K-12 HCS Virtual
The full-time K-12 HCS Virtual model allows students in grades K-12 to enroll and participate in a full-time virtual program. Students choosing this option will remain enrolled at their base schools, but they will not attend classes on the school campus. Designated teachers from across

INSTRUCTIONAL PLAN: Methods of Instructional Delivery *(continued)*

the district will provide instruction and assignments through a district-supported learning management system and communicate through video conferencing and other digital communication tools. Families are responsible for providing a supportive environment for online learning.

Information meetings for K-12 HCS Virtual will be scheduled for families. Counselors will be available for these meetings. In-person proctored testing will be required as conditions allow. Students will participate in face-to-face online meetings with their teachers.

Participation in the full-time K-12 HCS Virtual requires a semester commitment. Parents or guardians may request to transfer their students back to the brick-and-mortar school at the change of the semester. Transfers may be approved as space allows.

INSTRUCTIONAL PLAN: Scheduling and Grouping Special Populations

Students with Disabilities

HCS recognizes that students with disabilities are general education students first and, therefore, students with disabilities (whether eligible under Section 504 of the Rehabilitation Act of 1973 [Section 504] or the Individuals with Disabilities Education Improvement Act [IDEA]) will be provided equal access to the same opportunities as all other students in either of the above options. HCS will continue to work in partnership with our families to determine appropriate and reasonable means of educating students with disabilities through these varying models and/or schedules of instruction. These non-traditional models and/or schedules of instruction and the impact on student needs shall be considered and included, as appropriate for each student, when an Individualized Education Plan (IEP) or Section 504 Plan is initially developed or through the IEP amendment process either with or without a meeting or as specified by the South Carolina Department of Education, Office of Special Education Services.

In preparing for instruction and scheduling, HCS will prioritize the inclusion of students with disabilities under the IDEA and will ensure these students are educated alongside their non-disabled peers to the maximum extent possible. Likewise, students with a mental or physical impairment determined eligible under Section 504 will be provided the accommodations and supports specified in their Section 504 Plans, as appropriate, during all models of instruction.

Hybrid Model

As student groupings are determined, schools will evaluate the instructional needs of students with disabilities and group students according to their need for specially designed instruction and applicable related services. These groupings may be different from those of students without disabilities.

As health and safety conditions allow, certain populations of students with disabilities may need additional or reduced face-to-face opportunities which could be determined through the IEP team and based on individual needs. Opportunities may include, but are not limited to, additional support via synchronous/asynchronous lessons; additional resources for parents; virtual modeling; and family support(s).

Full-Time K-12 HCS Virtual

IEP teams for students with disabilities enrolled in full-time virtual school through HCS Virtual will convene, as needed to determine the special education and related services needed for the student to participate in this model of instruction.

EL Students

HCS will prioritize the scheduling of ESOL services for English Learners in order to maximize service minutes under the selected model of instruction. Based upon a student's English proficiency level, he/she may need to be offered additional face-to-face instructional opportunities and virtual modeling/support based on the model of instruction. Schools should continue to schedule ESOL students with content teachers trained in sheltered instruction strategies regardless of the instructional model. Teachers will follow the student's Individualized Learning Plan (ILP) to ensure that accommodations for English Learners are provided regardless of the instructional model. Communication with students' families is key and when essential information is disseminated, translation should be provided in the student's home language.

TEACHING AND LEARNING *(Continued)*

INSTRUCTIONAL PLAN: Extended Learning

In-person extended-learning opportunities may be provided to students at all levels based on student need and school resources on the day that students attend face-to-face classes. Extended-learning opportunities may also be provided virtually on days where students are participating in distance learning.

STUDENT ASSESSMENT

- HCS will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment to all students in grades kindergarten through the ninth grade within the first ten instructional days of the 2020-2021 school year.
- This assessment is intended to provide information to educators regarding the present levels of performance of students and to identify any gaps in learning.
- Assessment data resulting from this administration of MAP will inform instructional decisions made in the first semester of the 2020-21 school year.

LEARN, EVALUATE, ANALYZE, PREPARE (LEAP)

The SC General Assembly has approved funding for five additional instructional days at the start of the school year for students in grades 4K-8th grade. The five days have been identified as Learn, Evaluate, Analyze, and Prepare (LEAP) and are mandatory for all districts. LEAP days must be used for face-to-face assessment activities and/or instruction. To identify students who will participate, the following criteria will be utilized:

- Students who experienced low engagement during the spring closure
- Students who have demonstrated learning gaps
- Students in the process of evaluation for EL and special education
- Students who are homeless or migrant

Once students are identified, an invitation for students to participate in LEAP days will be sent to parents. Student participation is voluntary and cannot count as an absence on the student's attendance record.

Instructional Guidance for LEAP Days

Schools will develop specific, documented instructional plans for the utilization of LEAP days that may include:

- Review of Prior Content and Skills
- Diagnostic Activities (i.e. MAP Testing, SEL Assessment, KRA, School-Level Common Assessments)
- Data Analysis
- Social and Emotional Support
- Review of IEPs
- Establishing Routines and Procedures
- Professional Development

GRADING PRACTICES

Grading Practices

- Elementary schools will use the following term weights and minimum number of assignments
  - Practice grades: 50% with a minimum of 5 assignments
  - Mid-level grades: 30% with a minimum of 3 assignments
  - Summative grades: 20% with a minimum of 2 assignments
- Middle and high schools will use the following term weights and minimum number of assignments in each category:

GRADING PRACTICES *(continued)*

- High grades: 50% with a minimum of 3 assignments
- Mid-level grades; 30% with a minimum of 6 assignments
- Practice grades: 20% with a minimum of 6 assignments

- Term weighting for virtual classes will follow the HCS Virtual grading practices.
- There will be a final exam for all classes receiving high school credit.

Best Practices

- Teachers should provide an agenda for the week to parents and students via their learning management system. Teachers should consider uploading assignments into PowerSchool for the week (leaving blanks for the grades) so that parents can view upcoming assignments and their due dates.
- Teacher feedback should be consistent, ongoing, incremental, and formative, as a means of keeping students and parents engaged and informed. Progress reports are available to parents through the ParentPortal.
- Assignments should be graded and documented in PowerSchool within seven days of submission.
- If a student is not making progress in completing assignments, the teacher should first make contact with the student and document it in PowerSchool. If no improvement is shown, the parent should be contacted next. This contact should be documented in PowerSchool. If there is still no improvement, an administrator and guidance counselor should be contacted and made aware of the situation. This contact should also be documented in PowerSchool.
- Teachers should give students specific due dates for all assignments and deadlines for submitting make-up work. Teachers should also communicate these due dates and their policy regarding grade reduction for submitting late assignments.
- The naming convention for assignments made in Google Classroom and PowerSchool should match.

STUDENT SERVICES

Special Education and 504

The HCS Office of Federal Programs recognizes that protecting the safety, health, and welfare of our students and staff is the primary concern as we continue to face the COVID-19 crisis. Through guidance provided by the United States Department of Education and the South Carolina Department of Education, the HCS Office of Federal Programs will continue to work in collaboration with schools and parents to provide a free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specially designed instruction, and related services to these students. The major purpose of the IDEA is to provide specially designed instruction to (a) address the unique needs of a student with disabilities which result from the student's disability and (b) to ensure access of the student to the general curriculum so that the student can meet the educational standards that apply to all students (34 CFR § 300.39[3]). What the specially designed instruction to meet a student's unique needs and enable access to the general curriculum looks like may be substantially different based on the learning models.

Special Education and Related Services

Specially designed instruction and related services will continue to be provided for all models of instruction, as specified in students' IEPs and in consideration of those models/schedules determined necessary for students without disabilities. Special education providers will collaborate with general educators to provide accessibility to learning opportunities and provide accommodations/modifications as appropriate based on the student's unique needs and circumstances. Additionally, special education providers will communicate and collaborate with parents and general education teachers regarding the student's accommodations and/or modifications and the provision of special education and related services.

Regardless of the students' participation model, HCS will provide students with disabilities and their parents with support to ensure students' IEP goals and objectives are targeted for continued growth. These services and adaptations may include, as appropriate:

- Synchronous direct and indirect services to students with disabilities based on the individual student needs
- Asynchronous activities and direct instruction and/or therapy via virtual/interactive platforms, email, and/or phone call consultations

STUDENT SERVICES *(continued)*

- Push-in and/or pull-out services with attention to social-distancing requirements and use of personal protective equipment (PPE) as defined by the SCDHEC

Some specially designed instruction and related services present unique challenges in the models described above. Therefore, students receiving these services may need to be considered for additional face-to-face opportunities when social distancing measures will allow. Additionally, some models may require that students whose IEP services are specified as "group" in a full-time face-to-face model may need to be provided individually in the other models.

Determining Student Needs Upon Returning from the Extended School Closure

All students, including those with disabilities, have been affected by the COVID-19 pandemic and the extended school closure. There are many complexities when determining how distance learning impacted all students. Special education services are not intended to mitigate the impact of COVID-19. Therefore, the impact of the COVID-19 school closure for all students must be considered first. In addition, IEP teams must consider to what extent specialized services, supports, and accommodations were delivered to students with disabilities during the COVID-19 school closure. HCS must take into account the effect of the COVID-19 school closure for all students when determining the relative impact for a student with a disability when considering the need to amend the student's IEP and include any supplemental school closure services necessary. Supplemental school closure services are services students need related to the COVID-19 school closure and the related extended learning change to the instructional environment.

This process will include special education case managers and school data teams reviewing student data to determine the performance of students with disabilities prior to school closure; reviewing the students' current performance; and determining the appropriate services needed to ensure continued student progress. This should include the collection of assessment data relevant to students' IEP goals and objectives within the first 20 school days regardless of the instructional model. Data relevant to students' 2020-21 goal(s) and baseline(s) must be collected to determine students' instructional needs and if any adjustments are needed to this instruction. Based on this data and information review, IEP teams may need to convene to determine if there is a need for amendments to students' IEPs.

This process should consider the following questions:

- What was the student's rate of progress from August 2019 to March 2020?
- Where was the student performing at the end of in-person services in March 2020?
- Where is the student performing at the beginning of the 2020-2021 school year?
- If there is a difference in the performance levels measured, is this difference attributed to/comparable to the impact of the closure on all students?
- If the rate of student progress is significantly lower, can/should this discrepancy be attributed to the student's disability?

During this review of information, if it is determined no services were offered and a student did not receive a FAPE during the 2019-20 school year extended closure, the IEP team should convene to consider compensatory services for the student. Compensatory services should be individualized for each student. The team must consider how the student was impacted by the missed services and how the student is expected to respond to compensatory services. Some students may have continued to progress despite the lack of services during the COVID-19 school closure and, therefore, not require compensatory services.

Child Find and Evaluations

The HCS Office of Federal Programs is committed to our Child Find obligation and efforts. With the sudden closure of schools in spring 2020, many screenings and evaluations of student needs were not completed. Pending screenings for students transitioning from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) and any pending evaluations for preschool and school-age students will be conducted expeditiously while protecting the safety, health, and welfare of both students and staff. Therefore, these evaluations will include the social-distancing measures and the use of personal protective equipment for staff per DHEC and CDC guidelines.

STUDENT SERVICES *(continued)*

IEP Meetings

Convening IEP team meetings will be a challenge during the 2020-21 school year, as we continue to focus on the safety, health, and welfare of our students, staff, and families. However, federal regulations continue to allow IEP meetings to be held through alternative means, such as virtual or phone meetings, if parents and school personnel agree to this format (IDEA Regulations, 34 C.F.R.§ 300.328). HCS will continue to conduct IEP meetings through alternative means, if necessary, during the 2020-21 school year.

Section 504s

As previously stated, HCS recognizes that students with disabilities are general education students first and, therefore, students wit disabilities will be provided equal access to the same opportunities as all other students during any models of instruction should they be deemed necessary. For students eligible under Section 504, this understanding is even more relevant and, subsequently, when the "typical" delivery of instruction and/or the "typical" schedule for providing those services is altered, individual student needs as identified in his/her 504 Plan may also need to be adjusted accordingly.

During any alternative delivery of instruction or scheduling, students with existing 504 plans will be provided equal access to educational services as adequately as their non-disabled peers. This includes the provision of any appropriate services, related aids, accommodations and/or support(s) as identified in the student's 504 Plan. To the extent possible, accommodations in an individual student's Section 504 plan will remain unchanged in the models of instruction described above.

Child Find and Evaluations/Reevaluations and Eligibility under Section 504

The HCS Office of Federal Programs is also committed to our Child Find obligation and efforts under Section 504. As such, Child Find and evaluations under Section 504 shall continue, if appropriate. In most cases, a Section 504 evaluation can consist of just a review of existing data and a team-based eligibility decision. Formal, in person assessments are often not necessary under Section 504 to determine or re-determine eligibility. These types of evaluations can therefore be easily conducted virtually and initial and re-evaluation 504 team meetings should be held in accordance with HCS procedures, absent documentation to delay the evaluation.

Section 504 Meetings and Annual Reviews of Section 504 Plans

Section 504 team meetings and any annual reviews of Section 504 plans will be scheduled in accordance within the required timelines, processes and schedules at a mutually agreed upon time and place between HCS and the parent(s). 504 meetings may need to be conducted through alternative means, such as virtual or phone meetings, if parents and school personnel agree to this format.

ENGLISH LEARNERS (ELs)

South Carolina ESSA State Plan

TThe SCDE requires each LEA to have EL Accommodation Plans in place for all qualifying ELs. These plans are student specific and are in place to ensure support for the student at each grade level K–12, until they meet "fully English proficient" status based on the state criteria. In addition, the SCDE requires that LEAs monitor exit students for a period of four years to ensure support is maintained for those students who may still need assistance after exiting a formal ESOL program.

The SCDE also supports ELs by monitoring LEAs to ensure that federal Office of Civil Rights (OCR) obligations are met for all ELs, which includes no retention of ELs based on language proficiency. All LEAs must have supporting evidence of EL retention to show that language was not a deciding factor in retention. In addition, students must be allowed to complete coursework to earn a high school diploma until their 21st birthday.

ENGLISH LEARNERS (ELs) *(continued)*

South Carolina ESSA State Plan *(continued)*

The Office of Federal and State Accountability Special Populations, Title III is responsible for the oversight of the language instruction of limited-English proficient (LEP) and immigrant students. This program engages in the following strategies to ensure successful language instruction:

- Administer grant programs that help children develop proficiency in English and achieve high content standards
- Recommend policies and promotes best practices for meeting the needs of ELs
- Strengthen collaboration and coordination among federal, state, and local programs serving ELs
- Monitor funded programs and provides technical assistance that addresses outcomes and accountability

The SCDE requires that all districts administer a Home Language Survey (HLS) to parents/guardians of students in K–12 which asks, at a minimum, what the first language the child learned to speak was, what language is most often spoken in the home, which language the parent(s) would like to receive communication from the school in, and the birth country of the child. If the child's first language is something other than English, the district must administer an initial language proficiency screening test within ten days.

Guiding Questions

1. How are the unique needs of ELs being addressed/met during distance learning days?

   The ESOL Department is focused on protecting the health, safety, and welfare of our students, their families, and our staff as we are confronted with the COVID-19 pandemic. Our department maintains close communications with school and district personnel in creating plans that will continue to support the needs of ELs through distance learning. The HCS ESOL Department works in collaboration with the United States Department of Education and the South Carolina Department of Education in order to demonstrate good faith efforts to meet students' individual needs during this global pandemic.

   The existing screening tool for ELs under federal requirements is an in-person tool. As a result, HCS employees should comply with existing DHEC regulations regarding physical distance and properly sanitize all technology used. Schools will continue to communicate with parents and family members in their home language.

   The SCDE is in the process of exploring virtual screening options through the WIDA Consortium. More information relating to the identification of potential ELs will be provided to HCS will collaborate with the SCDE to ensure that the proper procedures are followed to ensure that timely identification occurs.

2. How has the ILAP been adapted for distance learning?

   All ELs qualifying for direct ESOL services will also have an Individualized Language Acquisition Plan (ILAP). HCS will utilize the state's uniform ILAP which has been adapted for distance learning.

   The state of South Carolina created stakeholder groups that focused on two areas: Program Delivery Service Models and the Individualized Language Acquisition Plan (ILAP). The ILAP Stakeholder Committee condensed a list of 300+ accommodations into a more digestible list of accommodations and best practices to help support the needs of ELs in South Carolina. Given the current climate and recent school closures due to Covid-19, the committee also took distance learning needs into account when drafting a uniform state model.

   On June 16, 2020, the English Language Acquisition – Title III Program Manager sent a survey to District ESOL Coordinators asking that they review the ILAP Stakeholder Committee's recommendations and offer any additional input into the development of next year's ILAP. Districts will no longer have the ability to add/delete accommodations on the ILAP. If changes need to be made to the document, the SCDE will communicate those changes as appropriate to districts. Once the final draft is approved by the SCDE, it will be utilized

ENGLISH LEARNERS (ELs) *(continued)*

Guiding Questions *(continued)*

by all districts in South Carolina for the 2020-21 school year.

3. How are ESOL teachers being included in the planning and delivery of distance-learning instruction?

   ESOL teachers served on summer curriculum teams where current curriculum documents/lesson plans were updated to provide additional distance learning supports. In addition to serving on ESOL teams, ESOL teachers also took part in the development of resources for core content areas.

   ESOL Supports During Distance Learning:

   a. ESOL teachers are co-teachers in the mainstream teachers' classrooms and collaborate with the mainstream teachers on lessons.
   b. ESOL teachers provide support for students and content teachers with curriculum.
   c. ESOL teachers provide ESOL instruction through virtual meeting platforms. Documents are translated into different languages.
   d. ESOL teachers are utilizing virtual meeting platforms to hold virtual classes to support instruction. These virtual platforms have closed-captioning with translation.
   e. ESOL teachers regularly participate in virtual meetings with ESOL Coaches and ESOL Coordinator. Resources for distance learning are shared during these meetings along with pertinent information.

4. How are you ensuring that parents receive communications (written and oral) in a language they can access?

   Federal law requires essential information to be translated into a language that parents can understand. Teachers and administrators are communicating with students and parents via phone calls, text, email, Google Meet, Google Voice, Remind App, WhatsApp, etc. to support families and students.

   Essential information, at a minimum, should be provided in a district's top five languages. The top five languages in Horry County include Spanish, Portuguese, Arabic, Mandarin, and Vietnamese. HCS uses a variety of translation and interpretation services. Additional information about HCS translation procedures can be accessed as this *link*.

Resources:

- *The U.S. Department of Education's Office of English Language Acquisition (OELA)*
- *USDE Tool Kits: Newcomers and English Learners*
- *Fact Sheet: Providing Services to English Learners During the COVID-19 Outbreak (May 18, 2020)*
- *South Carolina Remote Learning Resources*
- *South Carolina Services to Newly Enrolled English Learners during COVID-19 Pandemic*
- *South Carolina EL Identification during school closures*
- *Providing English Learners Equal Access to Curricular and Extracurricular Programs, EL ToolKit, Chapter 4.*

OTHER VULNERABLE POPULATION

Other vulnerable populations (Including students who are homeless, migrant, in foster care, in specific placements (e.g., RTFs), and/or military connected, as well as students who may experience quarantine as a result of COVID-19)

HCS will continue to follow all state and federal requirements in relationship to these identified populations of students. In light of the COVID-19 crisis, HCS remains committed to working with students and families to keep educational equity of these identified populations of students front and center by providing assistance, resources and partnerships through the following: development of school response

OTHER VULNERABLE POPULATION *(continued)*

teams to identify and address needs specific to these populations and the impact of COVID-19, the provision of resources and materials of students identified as needing assistance, support sessions for families and students in these identified groups, and the identification and sharing of community resources to help meet the needs of these families.

Furthermore, the district recognizes that meeting social, emotional and mental health needs will be critical to re-engaging students, supporting adults, rebuilding relationships and creating a foundation for academic learning. The district understands the impact of COVID-19 and the shifts to new types of learning experiences will have a lasting and profound impact on many of our students' academic, social, emotional and life outcomes. Therefore, HCS will capitalize on existing HCS protocols and processes for identifying and responding to student needs and being proactive in assessing and responding to students' social, emotional, and mental health needs upon the reopening of HCS schools. This includes the use of existing structures (e.g., MTSS or RtI Teams, Crisis Response Teams, Grief Teams, etc.) and the implementation of strategic social and emotional learning for all students (elementary, middle and high).

To address the crisis response teams, triage protocols and resources as outlined in the SCSDE AccelerateED Task Force Guidance and Recommendations document:

- All schools will establish or convene a currently established crisis response team to review and discuss information as outlined in this plan to meet the social emotional needs of staff, students and families. The team could include, but not be limited to: a school counselor, special education staff, a teacher, school nurse, RBHS counselor, mental health counselor and administrator. The team will develop a school-based system for supporting students and staff in efforts to provide support for those affected by COVID-19
- All guidance counselors and principals will complete the online course entitled Trauma-Informed Resilient Schools. This course teaches school professionals how to create trauma-informed schools and classrooms. The training focuses on resilience, exploring the core values and beliefs of educators and places an emphasis on understanding how trauma impacts children and their school experience. Proactive strategies such as fostering connections, prioritizing social and emotional skills, and establishing safety. This course provides detailed information and concrete actions that answer not just the "why" but also the "how" to create the best classroom and school supports for traumatized students and the school professionals who serve them. Using the information presented in this course, principals and guidance counselors will provide ongoing school-based training sessions for the staff members within their assigned schools.
- Homeroom and/or advisory teachers will conduct informal needs assessments of students and families via phone or virtual communication. During LEAP days schools can reach out to families.
    - Teachers will provide school administrative teams with information regarding families in crisis or need.
    - School administrative teams will work with the crisis response team to assess needs and determine appropriate support actions which may include, but are not limited to:
        - Risk assessments
        - MTSS/RtI referrals
        - Guidance referrals
        - RBHS referrals
        - Mental health referrals
        - Provision of additional resources/support as needed
- Schools will provide opportunities for students to discuss and process shared experiences, as well as address student feelings about the disruptions caused by school closures with regard to changes in both living and learning structures.
- Students at all levels will be provided social emotional learning opportunities.

Identification of Gifted and Talented Students

The existing screening tools used for the identification of Gifted and Talented students are in-person aptitude, achievement and performance assessments. The SCDE is in the process of exploring virtual screening options. More information relating to the identification of potential

TEACHING AND LEARNING *(Continued)*

ACADEMICALLY AND/OR INTELLECTUALLY GIFTED LEARNERS

Gifted and Talented students will be provided to districts. HCS will collaborate with the SCDE to ensure that the proper procedures are followed to ensure that timely identification occurs as allowable by COVID-19 restrictions.

Service Delivery

Schools should schedule gifted and talented students with thoughtful consideration to ensure that a continuity of services is maintained. Schools will determine the master schedule and grouping for their school keeping in mind the needs of the gifted and talented students.

VISUAL AND PERFORMING ARTS

- Instruction in the visual and performing arts focuses on core standards of creation, connection, presentation/performance, and response. The health and safety protocols in schools may present challenges for instruction focused on the domain of presentation/performance; however, visual and performing arts teachers have the capacity to shift instructional focus to the other domains in ways that are consistent with health requirements.
- For the safety and well-being of students and teachers, the health and safety guidelines outlined by various state and national arts organizations will be taken into consideration. These guidelines provide specific safety information for a variety of teaching scenarios in band, choir, orchestra, general music, dance, drama, and visual art.

RESOURCES: HCS Digital Learning Resources for Distance Learning

To best meet the needs of all learners HCS will continue to acquire and develop district provided digital resources to enhance the capacity of teachers to provide face-to-face and distance learning lessons for PK-12 learners. While the SC State Department of Education is planning to provide districts with access to an optional learning management system (LMS) and learning object repository (LOR) in the near future, HCS teachers currently have access to a wealth of digital resources and tools.

The district's Personalized Digital Learning Initiative launched in 2013 provided invaluable digital resources and training which put HCS teachers in a good position to provide meaningful instruction during the unexpected school closure due to COVID19. HCS continues to update digital resource selections to support all learners whether they are used to support the face-to-face classroom or lessons through distance learning.

Learning Management System

To provide consistency for district teachers, students, and their families, *Google Classroom* is the district's approved learning management system (LMS) for students in grades 3-12. Students in grades PK-2 will use *Seesaw* beginning with the 2020-21 school year.

Communication Tools

The district supports and provides training on the use of district-approved synchronous and asynchronous communication tools to provide consistency for families.

- Virtual lessons through *Google Meet*
- Assignments and directions through *Google Classroom*
- Communications through district email
- Personal mobile phone or Google Voice number for phone contact with students and parents
- Remind 101 for text messaging

Digital Content and Resources

The district's "Student Learning Commons" provides access to digital resources with single sign-on using one username and password to access most student resources. This one-stop-shop provides easy access for students. With input from school administrators, instructional coaches, teachers and district staff, digital content decisions are based on prioritizing providers with assignable and adaptive elements.

TEACHING AND LEARNING *(Continued)*

RESOURCES: HCS Digital Learning Resources for Distance Learning *(continued)*

Summer curriculum teams have embedded content specific digital resources in district curriculum maps. With a variety of digital resources available, teachers strive to create a schedule of learning to provide routine and structure for students, while allowing for flexibility given the variance of home situations. Learning activities are designed to blend a balance in the day so students are moving back and forth between digital and non-digital activities rather than sitting with a screen for vast amounts of time.

This list below includes the primary digital content resources and tools provided by the district, supported through professional development, and monitored for usage and program effectiveness.

All Grades	CD-Grade 2	Grades 3-5	Grades 6-8	Grades 9-12
Discovery Education Experience	Ignite by Hatch	Achieve 3000	iReady Math	Common Lit
NearPod-Digital Citizenship Lessons and 7000+ lessons	Lexia Learning	Reading A-Z (Teacher Only)	Khan Academy	Khan Academy
NoodleTools-research skills	Freckle Math	ALEKS	Edgenuity Courseware	Edgenuity Courseware
Sora-eBooks/audiobooks	PebbleGO	Discus Kids	NoRedInk	NoRedInk
	Lerner eBooks	PebbleGO	DBQ Online	DBQ Online
		Lerner eBooks	Discovery Ed Science TecBook	Discovery Ed Science TecBook
		Discovery Ed Science TecBook	Gizmos	Gizmos
		USA TestPrep (Grade 5)	Lab Aids	USA TestPrep
			USA TestPrep	Albert (Support for AP Courses)
			VERSO	AP Classroom
			HCS Smartsearch-research database	HCS Smartsearch-research database

PROFESSIONAL DEVELOPMENT

Professional Learning for Instructional Staff

The following professional development offerings will be provided to administrators and instructional personnel to help address and meet the most immediate/urgent challenges and needs in terms of teaching and learning during these unprecedented times. Virtual professional learning sessions and virtual learning communities/meetings will be used in order to provide educators collaborative opportunities that safely support professional growth and communication.

Build Teacher Capacity for Distance Learning and Teaching

Teaching in a distance learning environment requires specialized skills including how to conduct classes virtually, how to deliver content, how to engage students, how to design opportunities for students to demonstrate learning, how to design equitable instruction, how to provide feedback to students, how to maintain effective communication with students' families, and how to use digital resources and technology to make it all work. HCS has developed an online professional learning series on effective distance/learning pedagogy. During identified district professional development days in August, all teachers will complete the modules in collaboration with their peers and school-based leadership teams. School-based leadership teams will receive specific training in July and/or August on how to facilitate the completion, discussions, and use of these online modules within their buildings. District office specialists will provide ongoing support in relationship to these modules through school-based and district-wide professional learning communities.

Build Administrator Capacity for Leading

Administrators will receive ongoing professional learning related to the pedagogy and strategies for distance learning to promote student learning and success. Such training is necessary in order for administrators to assist, observe, and provide feedback to educators teaching in a flexible hybrid instructional model.

Build Instructional Staff Capacity Around Physical and Mental health

It is critical for instructional staff to be educated on the district's protocols for a variety of physical health, mental health, and safety issues related to COVID-19. These issues include:

- Symptoms of COVID-19
- Prevention techniques including universal precautions
- New district procedures to prevent and minimize exposure
- Signs of mental health stress in oneself and co-workers, with follow-up protocols
- Signs of mental health stress in students, with follow-up protocols
- Social and Emotional Learning: Strategies and promising practices to provide social and emotional support for students
- Cultural Sensitivity/Awareness

All guidance counselors will complete the online course entitled Trauma-Informed Resilient Schools. This course teaches school professionals how to create trauma-informed schools and classrooms. The training focuses on resilience, exploring the core values and beliefs of educators and places an emphasis on understanding how trauma impacts children and their school experience. Proactive strategies such as fostering connections, prioritizing social and emotional skills, and establishing safety are presented. This course provides detailed information and concrete actions that answer not just the "why" but also the "how" to create the best classroom and school supports for traumatized students and the school professionals who serve them.

Using the information presented in this course, guidance counselors will provide ongoing school-based training sessions for the staff members within their assigned schools..

HCS will promote and fund district-level and school-based participation in the 2020 Trauma and Resilience Virtual Conference scheduled for July 20-22, 2020. *https://starr.org/2020-trauma-and-resilience-virtual-conference/*

PROFESSIONAL DEVELOPMENT *(continued)*

Onboarding and Support for New Staff

New instructional personnel will be offered the opportunity to attend New Teacher Academy in August. This academy is a virtual four-day event designed specifically for new educators and educators new to HCS. Educators will participate in a variety of virtual professional development sessions focused on such topics as Google Apps for Educators, accessing curriculum documents and digital resources, building relationships with students in face to face and virtual environments, setting-up a classroom, etc. District specialists and lead teachers will facilitate sessions, including a teacher panel discussion focused on best practices for distance learning. New instructional personnel will also be afforded the opportunity to participate in two days of targeted support at their base schools with administrators and instructional coaches.

In addition to New Teacher Academy, new educators will participate in all available professional development sessions for distance learning at the district and school levels, while also being assigned a mentor teacher.

Build Staff Capacity with Instructional Standards

Professional development and support for the implementation of instructional standards/priorities and revised/updated curriculum maps will be customized for educators based on their grade level assignments and/or specific content areas such as special education, English as a Second Language, career and technical education, physical education, fine arts, foreign languages, etc. Professional learning communities within and across schools will be utilized in an ongoing manner for the exchange of resources, best practices, as well as discussing challenges and needs.

Instructional staff will participate in collaborative professional learning opportunities to unpack learning progressions and review professional learning resources released by the State Department of Education. These ongoing sessions will be facilitated by district content specialists, school-based instructional coaches, and lead teachers.

Build Teacher Capacity to Provide Supports to All Students

Professional development sessions will be offered that focus on how to provide instructional support through tiered intervention, how to provide emotional and social support for all students, and how to implement the tenets of culturally relevant teaching.

Instructional staff will participate in collaborative professional learning opportunities with regard to *Act 213*, which requires all districts and charter schools to report data on the implementation of Multi-Tiered System of Supports (MTSS) and universal screening procedures for students in kindergarten through second grade.

Build Capacity for Instructional Coaching

Mentors and instructional coaches will be provided ongoing professional learning on appropriate pedagogy, strategies, and technical aspects of mentoring/coaching in both face-to-face and virtual environments. Instructional coaches will also receive ongoing training on how to coach for equity and personalization.

PARTNERSHIPS

HCS Educator Preparation Guidelines and Procedures

HCS will continue to provide students with access to field-based, clinical experiences during this time of transition. For a candidate to be approved for a practicum or an internship within a school in Horry County, the university must complete a required request form based on the type of clinical experience needed. These forms, as well as instructions for submitting forms for review, can be found at the following link on our district's website.

HCS Internship and Practicum Placement Procedures.

PARTNERSHIPS *(continued)*

Flexibility in Approval to Complete Clinical Experiences

HCS recognizes that the ETS Praxis series of assessments is a significant component of educator licensure. For this reason, HCS has an established requirement that a candidate requesting to complete a culminating clinical or student teaching experience must have successfully completed all required Praxis II examination(s) or state required exams for licensure.

Due to the closure of many Praxis test centers and the financial burden test fees may currently place upon some candidates, HCS will offer flexibility with this testing requirement during the fall semester of 2020 and possibly during the spring semester of 2021 based on circumstances.

The Praxis testing vendor is working to develop an at-home testing option for certain Praxis tests and will waive fees for test rescheduling, if necessary. Additional information and updates are available on the ETS Praxis testing website. HCS encourages all universities and clinical experience candidates to regularly monitor this information.

Requirements and Modifications to Clinical Experiences and Evaluations

Clinical students completing field experiences within school buildings in Horry County must adhere to all district established health and safety guidelines/procedures, including having the proper Personal Protective Equipment (PPE) on at all required times and in all required locations within the building(s). All visits to an assigned school campus must be scheduled and documented following the established school procedures.

With an increased need for distance learning options for students in Horry County, candidates seeking clinical experiences may be required to participate in varied online or virtual learning opportunities and collaborations in lieu of field experience hours in a typical school setting. As a result, evaluations conducted by university supervisors may need to be conducted virtually based on individual circumstances and the specific requirements of the university. Structures for supervisors to observe student teachers in a virtual learning environment may include joining live instructional sessions, reviewing recorded instructional sessions, and reviewing student work samples, student assignments, and created rubrics. All of these structures must be planned for and scheduled with guidance and assistance from the assigned cooperating teacher.

Technology Access

Clinical students approved by the HCS Office of Professional Development will be provided access to district digital resources through a district assigned Google account. This account will provide clinical students with many of the tools and resources used consistently for instruction in classrooms. Cooperating teachers will assist clinical students with the appropriate use of these tools and resources for instruction.

Teacher Cadets

High school students in HCS participating in a teacher cadet course will be afforded face-to-face and/or virtual access to classrooms in schools within the district to complete field experience requirements. To enter a school, cadets must adhere to all district established health and safety guidelines/procedures, including having the proper Personal Protective Equipment (PPE) on at all required times and in all required locations within the building(s). All visits to an assigned school campus must be scheduled and documented following the established school procedures.

EXTRACURRICULAR ACTIVITIES

- Schools will follow health and safety guidelines as established for the classrooms and the entire school.
- All summer extracurricular activities have been discontinued.
- Schools will evaluate and/or extracurricular adjust based on the level of infection in the community.

EQUITY AND FAMILY NEEDS

In light of the impact of the COVID-19 pandemic, Horry County Schools is committed to working with students and families to keep educational equity front and center by providing assistance, resources, and partnerships by focusing on the following:

EQUITY NEED	
School/Teacher Commitments	**Family/Student Implementation**
Develop a response team to work with family needs at each school	Parents or students are encouraged to contact the school to speak with a member of the response team
Identify students that may need assistance within the home environment	If you feel like you need help at home, tell an adult at your school
Identify and monitor McKinney-Vento students to ensure that they have access to resources and that liaisons continue to serve homeless student	*Homeless Education Link*
Address Discrimination, Biases, and Student Conduct	*Bullying Prevention & Reporting* *HCS Policy Manual* *Student Affairs*
Improve Digital Access and Connectivity *https://www.horrycountyschools.net/Page/15212*	Contact your school regarding technology issues or problems with devices Student Access to Digital Services *Personalized Digital Learning* *HCS Technology Department* Wifi Access available in school parking lots at designated times *WiFi Access*
Consider alternative means if digital access is unavailable to students/families	Let us know if you prefer a paper packet
Provide resources and materials to those students identified as needing assistance (school supplies, clothes, food, etc.)	We can help you get school supplies like pencils, paper, etc. Contact your school administration, or use these links to find available resources: *Family Resources* *United Way of Horry County 211*
Provide cultural response and outreach by ensuring awareness of the diversity among families (such as single parents,	*Family Resources* *Homeless Education & Services*

EQUITY AND FAMILY NEEDS *(Continued)*

non-traditional heads of households, homeless students, low-income parents, parents who are essential workers, limited-English proficiency parents)	Horry County Adult Education
Maintain Nutritional Services	See Nutrition Services, HCS Nutrition Services Food Assistance
Assess and support student and staff social emotional needs	See Social-Emotional Health Rehabilitative Behavioral Health Services, Family Resources, Employee Assistance Program
METHODS OF COMMUNICATION	
School/Teacher Commitments	**Family/Student Implementation**
Establish effective methods of communication with students/families	Let us know the best way to communicate with you - email, phone, print, etc. Be sure to maintain accurate PowerSchool contact information
Address potential barriers by providing information in various languages. HCS Translation Resources Apps with translation features: Talking Points, Class Dojo, and Remind 101.	We will follow your language preference from the home language survey on PowerSchool. Resources for translation: Google Translate: Translate text or use the camera on your phone or tablet to translate print.
Ensure communications appropriate to student and families with disabilities, including assistance for the visually and hearing impaired	Those with special communication needs should notify the school. Special Education Parent Resources
Provide methods of feedback from stakeholders	It is important we hear your thoughts - call the school or email us
Offer support sessions (family nights and practice sessions)	Join us at the school when we offer family nights and practice sessions
Identify and share community resources to help meet the needs of students and families (food, clothing, housing, child supervision, medical services, internet, education supplies, etc.).	Your community wants to help you. Here are some resources or visit the school website for more assistance in your area: Community Resources United Way of Horry County 211

SOCIAL-EMOTIONAL HEALTH

Upon the reopening of schools, we know that meeting social, emotional and mental health needs will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. The impact of COVID-19 and the shifts to new types of learning experiences will have a lasting and profound impact on many of our students' academic, social, emotional, and life outcomes. As school leaders, we must create supportive learning environments where all students and adults can thrive given their current challenges and circumstances. Never has it been more important to teach and develop social and emotional competencies so that students can engage together as learners, feel a sense of belonging, heal and thrive.

Therefore, it is critical that we identify and make available resources, capitalize on existing HCS protocols and processes for identifying and responding to student needs, and be proactive in assessing and responding to students' social, emotional, and mental health needs upon the reopening of HCS schools.

The plan takes into account crisis response teams, triage protocols and resources as outlined in the *SCSDE AccelerateED Task Force Guidance and Recommendations* document.

The following additional factors were also taken into consideration:

- Use existing structures (e.g., MTSS or RtI Teams, Crisis Response Teams, Grief Teams, etc.) to carry out this work.
- Plan and implement strategic social and emotional learning for all students (elementary, middle and high).

The plan outlined below for meeting social, emotional and mental health needs apply to return to school plans A, B, and C. School administrative teams will make adjustments based on individual plan needs and school resources.

TRIAGE PROTOCOL, CRISIS RESPONSE TEAMS AND RESOURCES

It will be critically important for schools to be fully prepared to assess and support student and staff social emotional needs.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

The district will provide professional development for building staff capacity around physical and mental health issues, including, but not limited to:

- Symptoms of COVID-19
- Prevention techniques including universal precautions
- New district procedures to prevent and minimize exposure
- Signs of mental health stress in oneself and co-workers, with follow-up protocols
- Signs of mental health stress in students, with follow-up protocols
- Social and Emotional Learning: Strategies and promising practices to provide social and emotional support for students
- Cultural Sensitivity/Awareness

Schools will establish or convene a currently established crisis response team to review and discuss information as outlined in this plan to meet the social emotional needs of staff, students and families. The team could include, but not be limited to: a school counselor, special education staff, a teacher, school nurse, RBHS counselor, mental health counselor and administrator. The team will develop a school-based system for supporting students and staff in efforts to provide support for those affected by Covid 19.

All guidance counselors and principals will complete the online course entitled Trauma-Informed Resilient Schools. This course teaches school professionals how to create trauma-informed schools and classrooms. The training focuses on resilience, exploring the core values and beliefs of educators and places an emphasis on understanding how trauma impacts children and their school experience.

SOCIAL-EMOTIONAL HEALTH *(Continued)*

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

Proactive strategies such as fostering connections, prioritizing social and emotional skills, and establishing safety. This course provides detailed information and concrete actions that answer not just the "why" but also the "how" to create the best classroom and school supports for traumatized students and the school professionals who serve them. Using the information presented in this course, principals and guidance counselors will provide ongoing school-based training sessions for the staff members within their assigned schools. Registration information can be accessed *HERE*.

Horry County Schools will promote district-level and school-based participation in the 2020 Trauma and Resilience Virtual Conference scheduled for July 20-22, 2020. Registration information can be accessed *HERE*.

School administrative teams will communicate to school staff the importance of identifying and addressing the social and emotional needs of students and families.

School administrative teams will review and communicate with staff the roles and responsibilities of key school personnel as outlined in *this document*.

School administrative teams must be familiar with supportive agencies and local mental health resources. *This document* identifies resources but is certainly not an inclusive list. Schools are encouraged to add resources to this list based on resources located in their respective communities.

In an effort to identify students and families in crisis prior to schools reopening, homeroom and/or advisory teachers will conduct informal needs assessments of students and families via phone or virtual communication. If LEAP days are approved, schools could reach out to families during this time.

- Teachers will provide school administrative teams with information regarding families in crisis or need.
- School administrative teams will work with the crisis response team to assess needs and determine appropriate support actions which may include, but are not limited to:
- risk assessments
- MTSS/RtI referrals
- guidance referrals
- RBHS referrals
- mental health referrals
- provide additional resources/support as needed

Teachers may also have valuable information relative to the students they served last year (especially during the closure) that could be shared with the administrative team or the students' receiving teachers for follow-up.

Schools will review and employ the *HCS Risk Crisis Protocol* to respond, document and guide assessments of students in crisis.

Schools will employ MTSS/RtI team protocols to address individual student behavioral and academic needs.

Support for students and families will be provided as needed via guidance support, RBHS support and/or mental health counseling following current HCS protocols.

Resources for HCS employees can be accessed on the district website's *Employee Assistance Programs* page as follows:

- *PEBA Behavioral Health Care flyer*
- *PEBA Insurance Benefits Guide (P.42)*
- *Unum Employee Assistance Program*
- *Unum Medical Bill Saver*

SOCIAL-EMOTIONAL HEALTH *(Continued)*

SOCIAL EMOTIONAL LEARNING

Social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Creating learning environments (whether virtual or face-to-face) where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive will be paramount as we begin the new school year.

LOW SPREAD	MEDIUM SPREAD	HIGH SPREAD

Schools will provide opportunities for students to discuss and process shared experiences, as well as address student feelings about the disruptions caused by school closures with regard to changes in both living and learning structures.

Students at all levels will be provided social emotional learning opportunities as outlined in *this document*.

Administrative teams can use *this slide deck* to share with staff the importance of social and emotional learning opportunities for students.

Administrative teams may want to use the following CASEL resource when exploring and designing school based SEL implementation plans: *Leveraging the Power of Social Emotional Learning as You Prepare to Reopen and Renew Your School Community*

Teachers are encouraged to use the following self-assessments to guide and inform SEL planning and instruction:

- *Assessing SEL Instruction Via Distance Learning: A Teacher Self-Assessment*
- *Assessing SEL Instruction Through Face-to-Face Learning: A Teacher Self-Assessment*

ACKNOWLEDGMENTS

Thank you to the numerous staff members and stakeholders who provided thoughtful and honest feedback so that Horry County Schools may best support the return of all students, staff, and families for fall 2020.

SUBCOMMITTEE	SUBCOMMITTEE LEADS	SUBCOMMITTEE MEMBERSHIP
Public Health & Safety	**Velna Allen** *Chief Officer for Student Services* **Tammy Trulove** *Director of Health Services*	Kandi Fleming David Beaty Kathy Stockholm Jennifer Wells High School student
School Operations & Logistics	**Daryl Brown** *Chief Officer for Support Services* **John Gardner** *Chief Financial Officer* **Benjamin Prince** *Principal, Ten Oaks Middle School*	Joe Burch Nadine DeLuke James Davis Rob Grimes Leanne Hagen Terry Hucks Kim Johnson Doyle Nobles Patrick Rhodes
Teaching & Learning	**Boone Myrick** *Chief Academic Officer* **Lee James** *Principal Specialist*	Edi Cox Shanay Clark Christian Huggins Jeremy Rich Angela Rush Kristin Wilson High School student
Equity & Family Needs	**Kenneth Generette** *Staff Attorney* **Maquitta Davis** *Principal, Conway Elementary School*	Lisa Brown Gaye Driggers Elizabeth Hendrick Lashanda Pickett High School student
Social-Emotional Health	**Mark Porter** *Executive Director of Elementary Education* **Kristie Hamilton** *Principal, Myrtle Beach Elementary School*	Ashley Casey Brantay Cohens Felisa McDavid Candace Lane Tonya Pickett

HCS Horry County Schools 2020-21 Calendar

August 2020

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September 2020

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January 2021

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June 2021

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First day of school: Sept. 8
Last day of school: June 16
Last day for teachers: June 17

- Schools Closed
- Schools Closed/Possible Make-up Days
- Teacher Work/Staff Development Days - Student Holidays
- Additional Staff Development Day for teachers - approved by the Board
- 2 1/2 Hour Early Dismissal for Students
- Teacher Work/Staff Development Days - Student Holidays (Possible Make-up Days)
- LEAP Days - K-8 ELA and Math + Administrators and Support Staff
- Distance Learning Practice Days

Any non-instructional day, including Saturdays, may be considered a make-up day, due to school cancellation.

Testing
Dates for SCREADY and SCPASS assessments are May 19 – June 16, 2021.
Dates for EOCEP – English 2 Reading, Algebra, Biology, and USHC assessments are the last 15 days of each semester. English 2 writing is the last 20 days of each semester.

Interim Report and Report Card Dates
Interim reports will be issued on October 9, 2020, December 18, 2020, March 5, 2021, and May 17, 2021.

Report cards will be issued by November 17, 2020, February 3, 2021, April 16, 2021, and June 21, 2021.

Emergency Closings
If at any time HCS determines the need for a delayed opening, early dismissal, or school closure, notification will be made via our mass notification system, HCS-TV, the HCS website, the HCS Mobile App, all forms of HCS social media, as well as the local news media. Please ensure that your student's records contain current contact information that will enable HCS to reach you during the school day and after hours. Report changes of information to your school.

Make-Up Days
January 18, 2021, January 29, 2021, February 15, 2021, and March 15, 2021, are possible make-up days. Any non-instructional day, including Saturdays, may be considered a make-up day, due to school cancellation.

Transportation/Bus Offices:
If you have a question or concern about school bus transportation, call the bus office in your area.

Aynor	843.488.7125
Carolina Forest	843.236.0705
Conway	843.488.6094
Green Sea Floyds	843.392.3134
Loris	843.390.6822
Myrtle Beach	843.445.2041
North Myrtle Beach	843.399.8575
Socastee	843.293.6941
St. James	843.650.1937
District Transportation Office	843.488.6957

Horry County Schools does not discriminate on the basis of race, religion, color, national origin, sex, disability, age, immigrant status, English-speaking status, or any other characteristic protected by federal or S.C. law in its programs or activities. For questions regarding the nondiscrimination policy call 843.488.6700, Horry County Schools, 335 Four Mile Road, Conway, SC 29526.

Horry County Schools · P.O. Box 260005 · 335 Four Mile Rd. · Conway, SC 29528-6005 · 843.488.6700 · www.HorryCountySchools.net
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HORRY COUNTY BOARD OF EDUCATION

The District is governed by a twelve-member *Board of Education*. Eleven members are elected from single-member districts for four-year staggered terms, and the chairperson is elected at large for a four-year term. The Board, which has legal authority for the operation of all public schools in Horry County, acts to interpret the educational needs of the County and then meets those needs with policies and facilities that stimulate the student and the learning process. The Board is also responsible for hiring the *Superintendent* who is a professional educator employed to advise the Board on all matters concerning management of the schools and to administer laws, regulations, and policies adopted by the Board. As the leader for teaching and learning for the District, the Superintendent is responsible for guiding the development of the curriculum and educational programs that address the needs of students, as well as providing leadership and advocacy for education.

Ken Richardson
Chairman

W. Russell Freeman
District 1

Sherrie Todd
District 2

Ray H. Winters
District 3

David Cox
District 4

Janice Morreale
District 5

Helen Smith
District 6

Janet Graham
District 7

John Poston
Vice-Chair, District 8

Chris Hardwick
District 9

Neil James
District 10

Shanda Allen
District 11

Horry County Schools

INSPIRING POSSIBILITIES

P.O. Box 260005 • 335 Four Mile Road • Conway, SC 29526 • Telephone: 843.488.6700 • Fax: 843.488.6722

visit www.horrycountyschools.net

Follow us on

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