WORKING TOGETHER
POST COVID
2022-2024

IN THIS TOGETHER

SCHOOL

HOME

COMMUNITY

Resilient and Ready
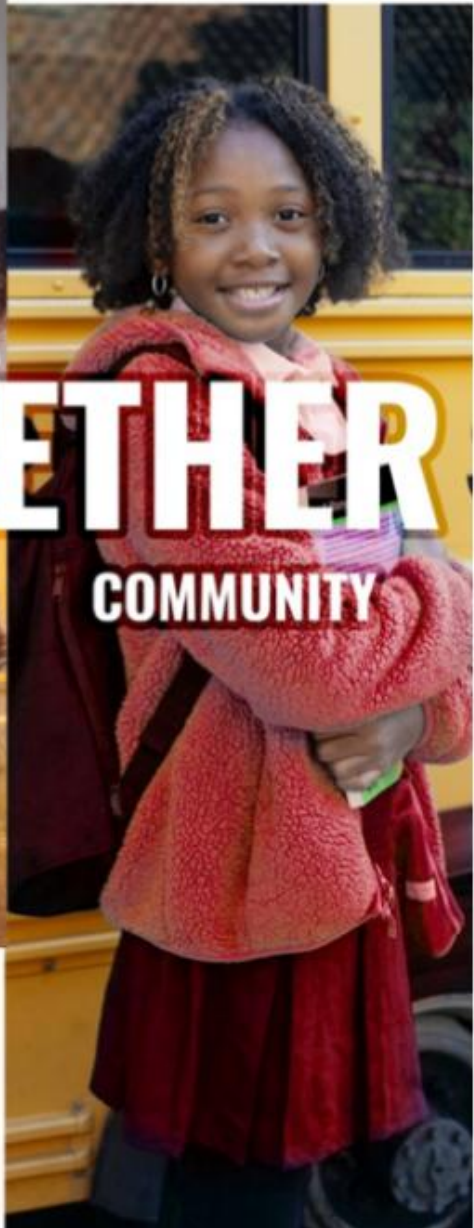HOKE COUNTY SCHOOLS

HOKE COUNTY SCHOOLS

Hoke County's Guidebook for Re-Opening Public Schools

Hoke County Schools Re-entry Plan Team

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Dear Parents, Guardians, and Educators,

On behalf of the Hoke County Board of Education and Hoke County Schools, let me thank you for your continued support and understanding as we work together to reopen our schools for the 2021-2022 school year. Our community is optimistic and hopeful as we slowly emerge from one of the most unprecedented school years we have ever experienced collectively, the COVID-19 pandemic. Throughout the pandemic, we have consistently implemented mitigation strategies and preventive measures, which have all proven extremely effective to our in-person instruction efforts.

As we approach the 2021-2022 school year, our employees, families, and community leaders will continue to collaborate to provide a safe and supportive learning environment for our students and staff. "Working Together for Re-Entry" is still an appropriate title for our plan because we know it will take a team effort and a collective commitment for the safe return to in-person instruction for our students. We recognize the importance of a safe reopening and the ability to remain open in order to provide engaging in-person instruction and critical support services.

Monitoring state and local metrics will continue to drive decisions impacting our operational strategies in all of our schools and departments. Monitoring our local metrics (such as rates of community transmission, vaccination rates, and new cases in our community) and consulting with our local health department will help determine what precautions are needed in our schools to keep our students, staff, and community healthy in a safe and welcoming environment. Our district will continue to work steadily to make decisions that reflect our priority of the health and safety of the students, employees, families and communities we serve. We will continue to follow the guidance of the CDC, Hoke County Health Department, NC Department of Health and Human Services, North Carolina State Board of Education, North Carolina Department of Public Instruction, and the Hoke County Board of Education. Health and safety mitigation procedures will be in place in our schools and transportation in August, including cloth face coverings.

We are scheduled to return to in-person instruction 5 days a week PreK-12 while following all public health protocols in the most updated StrongSchools NC Toolkit beginning August 23, 2021. Remote instruction will only be allowable as outlined by the most current legislation. Except by special provisions, public school units shall not use remote instruction to satisfy the minimum required instructional days or hours for the school calendar. In addition, public school units will have the authority in the 2021-2022 school year to make day-to-day decisions concerning whether to shift individual school or individual classrooms that are providing

in-person instruction to temporary remote instruction as necessary due to COVID-19 exposures that result in insufficient school personnel or required student quarantines.

The district's Re-Entry Task Force worked diligently to create a re-entry plan that is transparent, comprehensive, and proactive. This plan is a living document that will be updated throughout the school year. Please note that this guide is subject to change and will adjust as new health data and guidance are received.

Thank you for your support and feedback as we continue the work of preparing for the 2021-2022 school year. The overall success of this school year will require each of us working closely together, listening to one another's concerns and doing our part to contribute to a positive, healthy and safe school experience.

Sincerely,

Debra Dowless

Dr. Debra Dowless
Superintendent

Executive Summary

The State Board of Education (SBE) and NC Department of Public Instruction (NCDPI), in consultation with the North Carolina Department of Health and Human Services (NCDHHS) will continue to collaborate for a coordinated response to the COVID-19 public health crisis. This document is in response to the Strong Schools NC Public Health Toolkit in developing plans and strategies for reopening schools in the 2022-2024 school year. As Hoke County continues to work to operationalize updates, requirements, and recommendations, it is critical to be intentional and prepared for change as the year unfolds in light of public health needs.

Guiding Principles for Reopening Schools

Hoke County Schools will

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

This approach is built upon the guidance and recommendations of public health officials; it is aligned to the NC Department of Health and Human Services (NCDHHS) [StrongSchoolsNC Public Health Toolkit (K-12)](#). It is designed to help districts prioritize the health and safety of students and teachers as they reopen school buildings and deliver instruction for the 2022-2024 school years.

As statewide and local COVID-19 public health needs change over time, it is critical for Hoke County Schools to have a comprehensive and flexible plan for the 2022-2024 school years. We will continue to consider multiple factors as we prepare to reopen, including community health needs, student and employee safety, operations, and teaching and learning strategies.

Working Together Post-Covid 2022-2024: In This Together provides considerations, recommendations, and best practices to ensure a safe and successful 2022-2024 school years. Unless other requirements are designated by Executive Orders issued by the Governor's Office, North Carolina Department of Health and Human Services, North Carolina General Statutes, and North Carolina State Board of Education Policy, the guidance and recommendations contained within this document are mandated by Hoke County Schools. The state has given Hoke County Schools the authority and the flexibility to meet our local needs and be responsive to our communities. As the impacts of the Covid-19 pandemic evolve, the SBE and NCDPI will continue to provide updated guidance and recommendations to districts

and schools on navigating the academic, social, and emotional effects on students and employees.

Guidance and action regarding operational plans may come in a variety of ways:

1. A statewide Executive Order issued by the Governor
2. North Carolina General Assembly and Session Law
3. NC Department of Health and Human Services guidance
4. State Board of Education action
5. Hoke County Health Department guidance
6. Hoke County Board of Education action

Reopening for Education Continuity

Critical Factors for the Reopening Plan

To develop the most effective Reopening Plan for 2022-2024, it is critical to incorporate various factors for comprehensive planning. Below are some factors to be considered:

- **Student Health and Needs**
    - Physical distancing and minimizing exposure
    - ace coverings
    - Cleaning and hygiene
    - Monitoring for symptoms
    - Protecting vulnerable populations
    - School Nutrition
    - Social and emotional wellness

- **Employee Health and Needs**
    - Physical distancing and minimizing exposure
    - Face coverings
    - Cleaning and hygiene
    - Monitoring for symptoms
    - Protecting vulnerable populations
    - Social and emotional wellness

- **Operations**
    - School Nutrition
    - Transportation and safety
    - School facilities, water and ventilation systems

- **Communication**
    - Identify representative stakeholders
    - Ensure consistent, accurate and timely communication
    - Create structures for two-way communication

- ○ Anticipate and address misinformation

- **Instructional Planning**
  - ○ Blended Learning
  - ○ Determining student learning needs
  - ○ Assessing formatively to inform instruction
  - ○ Remote Instruction Plan components, see Remote Instruction Plan Guidance
  - ○ Professional development

- **Issues of Equity and Excellence**
  - ○ Access to devices and broadband
  - ○ Variances of home learning environment
  - ○ Access to quality professional development to improve quality Hybrid, Blended, and Remote Learning
  - ○ Resource development to improve quality Hybrid, Blended, and Remote Learning
  - ○ Responsiveness to student needs, such as poverty, language barriers, differentiated academic challenges. 504 Plans, etc.

- **State and Federal Regulations and Policies**
  Note: Updates on these topics will be provided by NCDPI when available..
  - ○ Summative assessments/accountability
  - ○ CTE credentials, performance-based measurements, and state assessments
  - ○ NC Early Learning Inventory
  - ○ School Improvement Plan processes
  - ○ Class-size regulations
  - ○ Specialized services, such as Exceptional Children, Section 504 Plans, English Learners, Homeless, Foster Care, Academically/Intellectually Gifted, etc.
  - ○ Enrollment and attendance issues

Student Health and Needs

Physical Distancing and Minimizing Exposure

Physical distancing and minimizing exposure are key tools to decrease the spread of COVID-19. Physical distancing ("physical distancing") means keeping space between yourself and other people outside of your home.

Considerations	
CAFETERIA Students will eat breakfast in classrooms. Minimize large group gatherings in the cafeteria.	Create a system of taking breakfast orders and eating in classrooms. Create a system of students going to the cafeteria to select lunch meal items and eating in the classrooms. - The schools will continue with breakfast in the classroom for all K-8 students. - The schools will allow students to go to the cafeteria to select and receive lunch meals from the serving line using five section school lunch trays. Students will eat in the cafeteria. - Teachers or Teacher Assistants will pick up Pre-K students' breakfast meals from the cafeteria and they will eat breakfast in the classroom. Pre-K students will be served and eat lunch meals in the cafeteria. - The district/schools will stagger time for classroom helpers in elementary and middle schools to pick up breakfast meals that will be distributed by teachers or teacher assistants; have floor stickers to indicate where helpers can stand in line to pick up meal coolers and insulated bags. - The district/schools will designate traffic flow as one-way, posting directional reminders on the ingress and egress doors of the cafeteria. - The district/schools will coordinate times for hand washing before and after lunch. - Students will eat breakfast in the classroom and lunch will be eaten in the cafeteria.

HEALTH ROOM / NURSE	• The district/schools will have seating to be at least 6 feet apart for students. • The district/schools will create protocols for when students should come to the health room/nurse office.
OTHER COMMON AREAS (i.e., lobbies, gym, courtyard)	• The district/schools will designate entrance and exit doors for common areas.

Face Coverings

Wearing face coverings is optional for school personnel, students and visitors. Face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. The district will maintain a supply of face coverings at all schools, district offices, and on all school transportation for students and staff as requested.

Cleaning and Hygiene

Washing hands with soap for 20 seconds or using hand sanitizer reduces the spread of disease.

Considerations	

All students in school at the same time.	NCDHHS Requirements:
	    • The district/schools will provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60 percent alcohol for safe use by staff and older children, paper towels, and tissues).
	    • The district/schools will teach and 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.
	    • The district/schools will increase monitoring to ensure adherence among students and staff:
	        ○ Supervise use of hand sanitizer by 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 nose, coughing or

	sneezing; and after touching objects with bare hands which have been handled by other individuals.
	• The district/schools will 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.
	• The district/schools will systematically and frequently check and refill hand sanitizers.
	• The district/schools will 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.
	• The district/schools will incorporate frequent handwashing and sanitation breaks into classroom activity.
	• The district/schools will allow time between activities for proper cleaning and disinfection of high-touch surfaces.
	• The district/schools will establish a schedule to perform ongoing and routine environmental cleaning and disinfection of high-touch areas (e.g., door handles, stair rails, faucet handles, toilet handles, playground equipment, drinking fountains, light switches, desks, tables, chairs, kitchen countertops, cafeteria and service tables, carts, and trays) with an EPA approved disinfectant for SARS-CoV-2 (the virus that causes COVID-19), and increasing frequency of disinfection during high-density times and disinfect all shared objects (e.g., gym or physical education equipment, art supplies, toys, games) between use.
	○ Please note: 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.
	• The district/schools will ensure safe and correct use and storage of cleaning and disinfection products, including securely storing and using products away from children, and allowing for adequate ventilation when staff use such products.
	• The Schools/School Nurses will identify students with sensitivities as documented by the student's health plan and provide other hygienic opportunities.
	• The district/schools will begin the school year teaching the Essential Standards for Healthful Living on handwashing and the prevention of communicable disease. For resources for

	teaching hand washing: See Healthful Living Standards and Resources. • The district/schools will provide communications (e.g., posters, videos, etc.) using reputable sources e.g., CDC Posters, Factsheets, and Videos, Communications. • The district/schools will consult with the Hoke County Health Department and review CDC and EPA Reopening Guidance for Cleaning and Disinfecting.

Monitoring for Symptoms

Staff and students are encouraged to self-monitor for symptoms such as fever, cough or shortness of breath. If a student develops symptoms, while at school, he/she must notify an adult immediately . The staff will notify the parent or guardian. The district/schools in consultation with school nurses will ensure that staff and students stay home if the staff member or student has tested positive for or is showing COVID-19 symptoms, until they meet criteria for return according to the Hoke County Health Department, NCDHHS and CDC. More information on how to monitor for symptoms is available from the CDC.

Handling Suspected, Presumptime, or Confirmed Positive Cases of Covid-19

Considerations	
All students in school at the same time.	NCDHHS Requirements: • • Educate students, families, teachers, and staff 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 who become ill during the school day or disclose that they have tested positive for COVID that will not be used for other purposes. ○ Immediately isolate symptomatic individuals to the designated area at the school, and send them home to continue isolating. • Ensure symptomatic students remain under visual supervision of a staff member who is at least 6 feet away. The supervising adult should wear a face covering or a procedure mask. • Require the symptomatic person to wear a face covering

	or a procedure mask while waiting to leave the facility.
	● 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 face covering due to developmental, medical or behavioral health needs.
	    ○ Require school nurses or delegated school staff who provide direct patient care to wear appropriate Personal Protective Equipment (PPE) and perform hand hygiene after removing PPE.
	● Have a plan for how to transport an ill student or staff member home or to medical care.
	● Implement cleaning and disinfecting procedures.
	● Utilize NCDHHS and the CDC quarantine guidance
	    ○ Quarantine refers to someone who is determined positive with COVID-19 either through testing or symptom consistent diagnosis.
	● notify close contacts of a confirmed COVID-19 case among staff, students, and families while maintaining confidentiality in accordance with FERPA, NCGS § 130A-143, and all other state and federal laws.
	● Provide remote learning options for students unable to be at school due to Covid-19.
	● The district/schools in consultation with the school nurse will adhere to the following process for allowing a student or staff member to return to school.
	    ○ A person who has tested positive for COVID-19 can return to school five days with improved symptoms and wear a high quality mask. [My COVID-19 Plan](#).
	    ○ The person is not required to have documentation of a negative test in order to return to school.
	
	● A Person that has been in close contact with someone with a confirmed case of COVID-19 must wear a well fitting mask for 10 days.
	● District/schools will provide remote learning options for students unable to be at school due to COVID-19.

	● The district/schools will encourage employees to use sick leave to prevent the spread of infectious diseases. ● The district/schools will provide education on COVID-19 updates to school nurses and all school personnel. ● The Executive Director of Student Support Services, Hoke County Schools Lead Nurse and the Director of Hoke County Health Department will collaborate based on the Memorandum of Agreement to address COVID-19 and other public health issues.

Protecting Vulnerable Populations

	Considerations
All students in school at the same time.	● The schools will consult with the Exceptional Children's (EC) Department to identify the vulnerable populations at their school that may need to be served via remote learning and may need to complete and submit a Hoke County Schools Parent Request for Remote Learning application. ● The district/schools will make decisions based on each student's unique medical needs. ● HCS Exceptional Children's Department will provide enhanced protection supplies (gloves, wipes, paper towels, extra masks, and hand sanitizer) for self-contained classes and bus monitors. ● HCS Exceptional Children's Department will provide face shields to appropriate staff and students as requested. ● All EC students with compromised immune systems, chronic, and moderate illnesses will be provided alternative learning arrangements upon completion of Hoke County Schools Parent Request for Remote Learning application and approval by a district team. ● The HCS Exceptional Children's Department will consult with district nurses about any procedural changes for students with specific medical needs.

Social and Emotional Wellness

	Considerations

All students in school at the same time Addressing Social and Emotional Mental Health Needs Establish a process to help identify and provide supports to students and staff at high risk for significant stress	● The district/schools will provide support for students with pre-existing mental health issues. ● The district/schools will review processes and protocols with Student Support Personnel. ● The district/schools will respond to mental health needs. ● The district/schools will create Professional Development (PD) for Student Support Personnel and school staff regarding typical childhood reactions to stress and trauma which might have resulted from home confinement. ● The district/schools will prepare, revise, and share the list of Mental Health (MH) Providers with appropriate stakeholders. ● The district/schools will review and update processes for screening students for mental health or trauma and ensure that Specialized Support Staff are trained to implement the process. ● The district/schools will review and update the threat assessment process. ● The district/schools will provide a refresher Professional Develoment (PD) for Specialized Support Staff on suicide awareness and prevention to ensure appropriate response to high risk students ● The district will implement the School Mental Health Improvement Plan. ● The MH Coordinators, Counselor and Social Workers will support teachers with social and emotional resources. ● The MH Coordinators, Counselors and Social Workers will coordinate, collaborate and create learning opportunities for school employees and students on social and emotional learning. ● The School Counselors and School Social Workers will facilitate groups to help students adjust to the changes in their environments. ● The MH Coordinators will check in with staff to determine their mental health needs and refer to Human Resources. ● School Counselors and Social Workers will provide individual counseling to students who express fear, loss anxiety or depression. ● Student Support staff will provide ongoing behavioral/mental health monitoring and assessment. ● Student Support Staff will be readily available to address the needs of all students ● Student Support Services Personnel will review the process for identifying any student, staff having adjustment problems.

	- Student Support Services Personnel will review specialized referral processes when necessary for those who have adjustment problems. - Student Support Services Personnel will be available on-line and via school contact for students and families. - Student Support Service Personnel will serve as liaisons via remote or school to support families in crisis. - Mental Health Coordinators, School Counselors and School Social Workers will monitor and address GoGuardian/Gaggle and provide needed resources for students and parents. - Student Support Services Personnel will coordinate face to face as well as remote check-ins for high needs students. - Student Support Services Personnel will coordinate/facilitate face to face sessions and or social and emotional lessons for students using Zoom. - The District Mental Health Coordinator will coordinate community mental health resources for youth and families. - MH Coordinators, School Counselors and School Social Workers will facilitate virtual check in/meetings to help students adjust to the changes in their environments. - School Social Workers will report signs of abuse and neglect to the Hoke Department of Social Services. - The Lead District Mental Health Coordinator will facilitate Youth Mental Health First Aid (YMHFA) PD to help employees identify mental health signs and symptoms in students.

Employee Health and Needs

	Description & Considerations

Maintaining Employee Health	The Hoke County School District will follow NCDHHS requirements:
	
	● Provide a process for self-monitoring of symptoms.
	● Enforcing staff staying home if they:
	    ○ are sick; or
	    ○ have tested positive for and or are showing COVID-19 symptoms, until they meet the criteria for return.
	
	School personnel are critical resources and will need significant support to ensure their wellness and safety.

	The Hoke County School District will implement the following NCDHHS recommendations: ● Provide all employees with a list of the most common COVID-19 symptoms. ● Make hand sanitizer readily available for all staff members. ● Establish cleaning protocols informed by NCDHHS guidelines for all employees in their workspaces and throughout the building (e.g., employee/student restrooms, common lounge areas, individual and shared classrooms, office supply areas, copy machines, etc.). Employees are to self-report if they test positive to the principal/direct supervisor so that appropriate leave/return to work protocols can be established and to ensure employee confidentiality guidelines are followed.

Monitoring for Symptoms	The Hoke County School District will establish screening protocols and increase knowledge/awareness of staff: ● Provide staff members with a symptom guide from NCDHHS: NCDHHS Symptom Page. ● Discuss symptoms and safety via a staff meeting (in small groups or virtually). Use charts provided in the NCDHHS toolkit. ● Conduct ongoing regular training among all staff on updated health and safety protocols. ● Make demonstrating safety and hygiene protocols a required component of faculty, department, and PLC meetings. ● Provide a clear process for staff members who develop symptoms while at school, to immediately notify his or her supervisor (or school health designee), remain isolated, and return home at the direction of the employer or local health department official. Employees are to self-report if they test positive to the principal/direct supervisor so that appropriate leave/return to work protocols can be established and to ensure employee confidentiality guidelines are followed.
Protecting Vulnerable Populations	The Hoke County School District will follow NCDHHS requirements: ● Develop protocols for reporting COVID-19 exposure/symptoms that preserve staff privacy and minimize stigma. ● Establish guidelines on how long employees remain out of work once the employee has met the criteria for illness. ● Refer to the CDC's guidelines for self-isolation in developing self-isolation plans – CDC Isolation Guidelines. ● Develop cleaning protocols informed by NCDHHS guidelines for all employees in their workspaces and throughout the building.

Social and Emotional Wellness	The Hoke County School District will follow NCDHHS requirements:
	• Provide staff with information on how to access resources for mental health and wellness
	○ NC 211 (dial 211)
	○ Hope4NC Helpline 1-855-587-3463)
	○ [NCDHHS Wellness Resources](#)
	○ [Trails to Wellness:](#) The University of Michigan Trails offers a menu of strategies for self-care, each grounded in empirical research.
	○ [Resilient Educator COVID-19 Toolkit:](#) This toolkit equips teachers with actionable strategies and advice in working with and supporting children, parents, and families during these difficult times. Rich teacher wellness and self-care resources nurture teachers to become more resilient.
	○ [Compassion Resilience Toolkit](#): This resource offers information, activities, and resources for school leadership and staff to understand, recognize, and minimize the experience of compassion fatigue and increase compassion resilience. It is designed for flexible implementation by facilitators within their school.
	○ [Coping with the COVID-19 Crisis:](#) The Importance of Care for Caregivers Tips for Administrators and Crisis Teams: the National Association of School Psychologists (NASP) provides tips for how to support themselves and others.
	While it is important to focus on the social emotional wellness of students, it is also critical to remember that many school staff members have also been impacted. Many staff members will have different emotions to adjust to the transition back to school, meet changing expectations, and manage increased student needs. Social emotional learning and self-care starts with adults, and HCS leadership teams are making resources available and are integrating

	self-care information to combat fatigue and burn out.

	The Hoke County School District will ensure that employees have access to mental wellness services and resources:
	● Provide all employees with the HCS EAP service information:
	   ○ HCS Employee Assistance Information and the
	   ○ Health Advocate - EAP - video.
	● Provide all employees with additional mental health resources
	
	   ○ Trails to Wellness: the University of Michigan Trails offers a menu of strategies for self-care, each grounded in empirical research.
	
	   ○ Resilient Educator COVID-19 Toolkit: this toolkit equips teachers with actionable strategies and advice in working with and supporting children, parents, and families during these difficult times. Rich teacher wellness and self-care resources nurture teachers to become more resilient.
	
	   ○ Compassion Resilience Toolkit: this offers information, activities, and resources for school leadership and staff to understand, recognize, and minimize the experience of compassion fatigue and increase compassion resilience. It is designed for flexible implementation by facilitators within their school.
	
	   ○ Coping with the COVID-19 Crisis: The Importance of Care for Caregivers Tips for Administrators and Crisis Teams: the National Association of School Psychologists (NASP) provides tips for how to support themselves and others.
	
	● Partner with other institutions in the community to promote factual communication and cooperation in responding to COVID-19.
	
	All employees enrolled in Basic or Supplemental group term life with Colonial are automatically eligible for the Employee Assistance Program.

Operations

Child Nutrition

Description & Considerations

Minimum physical distancing	Personnel will:
	- wear gloves and follow protocols/procedures for washing hands and wearing gloves;
	- prepare, cook and serve meals following Hazardous Analysis Critical Control Points (HACCP) Procedures; and
	- practice physical distancing:
	   - individual meal prep workstations for team members;
	   - only one team member will serve meals at the serving line; and
	   - only one team member will use the computers at the double computer station for checking students out at lunch.
	
	Entire Cafeterias, Work Areas, and Meal Preparation Areas will:
	- be cleaned, sanitized and disinfected before, during and after meal preparation; and
	- disinfected at the end of each day.
	
	Meals
	- Breakfast meals are served and eaten in the classrooms.
	- Lunch meals are served and students will eat in the cafeteria using regular five section school trays.
	- Students will pre order breakfast meals.
	- All students are encouraged to participate in the School Breakfast Program and National School Lunch Program.
	- Breakfast meals will be delivered to the classroom using rolling coolers and insulated bags for students in Pre-K-Eighth (PK-8) grades.
	- Students in PK-8 grades will be served breakfast meals by the teacher and/or teacher assistant. Teachers and Teacher Assistants will use gloves to serve students their breakfast meals.
	- All high school students will be served breakfast and lunch meals in the cafeteria. Students take breakfast meals with them to eat outside at the picnic tables or in the classrooms. Students will eat lunch in the cafeteria or outside at the picnic tables.

| | Child Nutrition employees will provide cups of water to students upon request.
● Students are to be given adequate time to wash and sanitize their hands prior to meal service.
● The district recommends that parents send students with bottled water or water bottles as a beverage option. |

Transportation

	Description & Considerations

Transportation	School buses are operating at 100% capacity
	● Designated Bus Stops
	  ○ Strictly enforce that drivers stop only at designated bus stops as set by the TIMS system.
	● Volume of Ridership - 100% Full Capacity
	  ○ Face masks will be available at the request of the driver and/or student.
	  ○ The wearing of a face mask is optional for drivers and students.
	  ○ No food or drink will be allowed on buses.
	  ○ No trash dispensers will be allowed on buses.
	  ○ Students must ride their assigned bus. If a student cannot ride the assigned bus, parent must make arrangements to transport the student to/from school.
	  ○ No transportation changes will be allowed such as students riding home with other students, or exiting a bus at a different location than what is listed on the bus route printout.
	  ○ Activity bus usage protocols are the same as yellow school buses.
	  ○ EC bus usage will be determined by the HCS EC Department.
	
	● Cleaning and Disinfecting Each Bus Regularly is Critical
	  ○ Use EPA approved disinfectants which are effective against SARS-CoV-2.
	  ○ All bus drivers will participate in training to properly use the disinfectant dispenser to disinfect the interior of the bus.
	  ○ Children must not be present whenever a bus is treated with disinfectant.
	  ○ The bus drivers are responsible for cleaning and disinfecting the buses.

	- Bus drivers will have spray bottles of disinfectant and necessary cloths on bus to effectively complete the disinfecting timeline:
	    ■ After each AM route and
	    ■ After each PM route.
	- Bus drivers must ensure safe, correct use, and storage of cleaning and disinfection products, including storing products securely away from children.
	- Adequate ventilation is required when disinfectant products are used.
	- Clean and disinfect frequently touched surfaces in the vehicle (e g , surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
	- Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
	- Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
	- Air flow- windows open, weather permitting, as feasible.
	- Close windows after final disinfecting for the day.
	- Any student who becomes sick during the school day, will not be permitted to use bus transportation to return home. The school staff will follow the protocol for such an issue.
	- If a bus driver becomes sick with COVID-like symptoms during the day, follow outlined protocols and must not return to drive students.
	
	• Student Behavior
	- School administration will provide notice to all parents and students pertaining to expectations for students compliance with ridership rules and consequences for non-compliance is critical to safe and effective bus service.
	- Students must adhere to the bus rider rules listed in the HCS Student Code of Conduct.
	- Each student will be assigned a seat on the bus as documented by a seating roster.
	- Siblings will be assigned seating together as possible.
	- Students must sit in the same assigned seat each bus trip.
	- Students must stay seated.
	- Students must face forward.
	- Failure to sit in assigned seat consequences
	    ■ 1st offense - notify school administration - off bus 3 ridership days.
	    ■ 2nd offense - notify school administration - off bus 5 ridership days.

- - ■ 3rd offense - notify school administration - off bus 10 ridership days.
    - ■ 4th offense - notify school administration - off bus for remainder of school year.
    - ■ School administration must notify the parent of each offense.

- Bus Driver Behavior
  - HCS currently maintains a database of all staff holding the CDL w/P and S certification; both full-time and substitute bus drivers.
  - It is optional for bus drivers to wear a face mask while driving a bus.
  - Bus Driver response to student refusal to sit in assigned seat:
    - ■ Do not confront students.
    - ■ Report student to school administrator upon bus arrival at school.
  - Bus Driver response to other student behavior that is unsafe or violates bus rules in the HCS Student Code of Conduct
    - ■ Unsafe behavior: Follow established protocol as detailed during bus driver training.
    - ■ Minor bus rules violations: Report behavior to school administrator upon bus arrival at school.
  - Bus Drivers are responsible to disinfect buses at the required times and in accordance with the process(es) covered in manuscript.

- Mandatory Bus Driver Orientation (August 2022) will include:
  - State and Hoke County Schools' Bus Driver Policies Procedures and Daily Practices;
  - Daily bus cleaning and disinfecting procedures and timelines;
  - Face masks are optional for drivers and students and should provided upon request;
  - Student assigned seat requirement;
  - Bus driver response to student refusal to sit in assigned seat; and
  - Review of basic bus rider rules and driver response to violations of rules.

- Personnel Required for Bus Driver Orientation Attendance
  - All bus drivers (HCS employed and outside drivers);
  - All HCS classified employees employed under the HCS Dual Employment Policy (Examples include, but are not limited to, TA's, custodians, and PCA's as applicable);

	○ Substitute drivers; ○ All athletic coaches; ○ All bus mechanics; ○ All other transportation department employees holding CDL w/P certification; ○ All bus monitors; and ○ All certified employees holding a CDL w/PS certification.

Facilities

Description & Considerations
Facilities

Facilities	All Students May Attend School
	    ● Classroom Size and Space
	        ○ Allow students and staff to bring personal water bottles or containers from home, or allow access to bottled water in vending machines, water fountains to refill personal bottles or disposable cups, etc.
	            ■ Students can drink directly from water fountains; refillable containers are preferred.
	            ■ Do not allow students to share water bottles, cups, containers.
	        ○ Each classroom will have hand sanitizer in pump dispensers as well as sanitizer wipes that can be used to sanitize high-touch surfaces.
	        ○ Instruct, and encourage regularly, all students in proper hand washing with soap and water for at least 20 seconds.
	        ○ Instruct, and reinforce regularly, older students and staff on the safe use of 60% alcohol hand sanitizer.
	
	    ● Signage
	        ○ Signage messaging, background color, lettering color and style, and type of signs are consistent across all schools, all district offices, and auxiliary services facilities.
	        ○ Signage is directional and informational.
	        ○ Signage messaging is English and Spanish in most cases.
	        ○ No existing required signage or safety signage is covered.
	        ○ Signage is posted in all highly visible locations, with a variety of safety information:
	            ■ Entrances and exits;
	            ■ Restrooms - "Wash Hands" (using soap and water for 20 seconds);
	
	    ● Cleaning, Disinfecting, & Sanitizing Buildings and Facilities

		- School district will maintain and supply cleaning supplies, equipment, bulk containers of disinfectant and sanitizer, electric hand dryers, backpack sprayers and spray bottles to apply disinfectant in buildings and buses, pump dispensers for sanitizer in all classrooms and offices, wall sanitizer dispensers for hallways, inside building entrances, and outside of bathrooms. - The district custodial supervisor and district maintenance director maintain and manage the inventory and distribution of bulk purchased cleaning, disinfecting, and sanitizing supplies and materials from a centralized warehouse. - Each school's custodial staff receives regular training sessions on-site with the district custodial director on maintaining cleanliness in bathrooms, hallways, doors, tables, chairs, flooring, use of equipment, storing chemicals, etc. - All school system facilities have established, documented daily and evening cleaning schedules applying to personnel as well as routine, including targeted disinfectant practices during the school day and as a conclusion to regular evening cleaning every day. - Restocking student and staff bathrooms during the school day with paper products, refilling soap dispensers and sanitizer dispensers, and spot cleaning of sinks, toilets, urinals, and tile floors is a constant. - District custodial supervisor will visit each school at least once a month and conduct a facility walkthrough checklist with the school lead custodian (and a school administrator when available). The completed walkthrough checklist results will be shared with the school principal. This practice serves as a support effort to school administrators and custodians. - District administration will continue to visit all schools as often as possible in a support role for principals in the custodial and maintenance areas as well as any other administrative roles requested. - School administration must identify opportune times for custodial use of disinfectant on "high touch" areas such as door knobs, door push/pull bars, handrails, counter tops, water fountains or water dispensers during the school day. - Thorough disinfectant treatment of all classrooms, offices, cafeteria seating areas, kitchen areas, gyms/multipurpose rooms, locker rooms, bathrooms, health rooms, safe rooms, water fountains, and hallways will be performed by custodians at each school every evening prior to the facility being secured for the night.

- All custodians at each school and district facility must:
  - Be trained in the proper operation of a backpack packsprayer in the application of disinfectant in the different types of facility spaces.
  - Be trained in the accurate preparation of the concentrated disinfectant solution used in the backpack sprayer.
  - Demonstrate the most effective method of spraying the disinfectant mix in various building spaces to ensure each specific entire space is treated in a comprehensive manner.
- Entrance and exit thresholds must be cleaned and disinfected throughout the school day.
- Disinfectant, sanitizer, and any abrasive products are stored at each facility in a dry secure location with limited access to lead custodian, district custodial director, maintenance director, and school principal.
- Any disinfecting or cleaning in classrooms or high traffic areas during the school day must take place when no students or staff are in the classrooms or areas sprayed for a period of at least 30 minutes.
- Additional trash receptacles will be staged in hallways during breakfast in the classroom mealtimes to ensure all trash from meals is contained and removed in a timely manner. The trash receptacles must be moved out of the hallway when not in use during the school day (fire code).

- Water and Ventilation Systems
  - School administrators and custodians regularly check all ventilation and water systems in the building and specifically in classrooms for proper operation:
    - Any issues are reported immediately through the online work order system.
    - Emergency needs are shared with maintenance director and district administration by cell phone or email.
  - Opening windows and doors as feasible increases the movement of fresh air in enclosed spaces such as classrooms and offices.
  - Students and staff may bring their own water bottles and refill these at water fountains or water dispensers where available. Most schools also have bottled water in vending machines.
  - No touch electric hand dryers as well as no touch sink and toilet/urinal hardware is being installed in all student bathrooms.

- Physical distancing
  - Consistent across schools is a mandatory, posted protocol for visitors and parents:
    - Contacting the main office prior to entering the building under non-emergency conditions.
    - All visitors, including parents, must report directly to the main office.
    - No parents are allowed beyond the main office / foyer area without approval of the principal and escorted by a school staff member.
- The district/schools will allow activities that involve bringing together large groups of people or activities that do not allow for physical distancing, including assemblies, in-person field trips, large groups using playground equipment simultaneously, etc.
- Hoke County Schools' athletic programs will follow the North Carolina High School Athletic Association guidelines as far as physical distancing and athletic practices, games, and team travel are concerned.
- Plexiglass shields are installed around all school reception counters, desks. =
- Building entrance and exit doors have "Enter Only" or "Exit Only" signage to reduce as much face to face meeting as possible.

- Safety Drills
  - Regular safety drills are required by state and local statutes and are scheduled during district set timelines for all schools.
  - Hoke County Schools' guidance to schools on Safety Drills and the Safe School Plans remains with the same urgency and proactive planning and practice continues as the norm
    - Each school completed a School Safety, Health, and Wellness Assessment prior to the end of July. The Safe School Plan is based on review of the assessment and must be completed in August annually.
- All school staff are trained in Critical Response Incident Response (CIR) protocols during the first week of mandatory teacher workdays in August. Reviews of response actions also take place periodically during the school year.
- Students are trained by teachers and administrators during the first weeks of school and a CIR drill is practiced to gauge staff and student response to an engaged RAVE app and the resulting alert.
- Each school must run a "live" CIR drill with law enforcement observation prior to the end of the first week of October and again prior to the first week of March. Administrators and law enforcement debrief after each drill.

	- Schools are required to run the Severe Weather Drill and also monthly Fire Drills. All these drills require inclusion in the Safe School Plan and involve the practice of staff, students, and law enforcement. - Documentation of the Safe School Assessment, Safe School Plan, and of each CIR drill, Severe Weather Drill, and monthly Fire Drills are placed in each school's Safe Schools Documentation file located in Google Drive. - Parents and visitors to any school will be expected to participate in the CIR drill if they are on campus at the time the drill is conducted. - Access to school buildings and facilities by non-essential visitors and activities involving external groups or organizations is limited depending on specific circumstances and the Principal or district administration's approval. - School Facility Requests by an external entity to use school facilities are referred to the Office of the Superintendent for evaluation and response. Any such agreement will be evaluated by district administration and require the approval of the superintendent to continue. - A practice of review of all facility usage by external entities is in place. - Any exception to the non-use of facilities by external entities would also require a deep cleaning and disinfecting of the facility involved, building entrance/exit, and restrooms prior to school resuming.

Communication Plan

- The district will ensure consistent, accurate, and timely communication.
- The district/school will disseminate COVID-19 information to staff, students, and families through multiple communication channels i.e. email, website, SchoolMessenger, social media, videos, newsletters, and newspapers.
- The district will use components from the Public Health and Social Media Toolkit to create a comprehensive district social media campaign.
- The district/school will maintain a designated place on the website's homepage for all COVID-19 information, school operations, and other critical information.
- The district will provide key messaging and COVID-19 information to schools in order to control misinformation and ensure that the information staff, students and families receive is coming directly from reliable resources.
- The district will post signs, posters, and flyers at main entrances and in key areas throughout the school buildings and facilities i.e. Reminders of the 3Ws - Wear, Wait, Wash.
- The district will ensure all forms of communication are available in multiple languages to reflect the diverse needs of our community.
- The district will ensure communication is appropriate for students and families with disabilities.
- The district will create a short video to illustrate procedures for students and staff to follow as they enter the school buildings.
- The district will create a short video to provide an overview of the reentry plan.
- The district will develop a communication task force team to inform the public on COVID-19 information i.e., Dr. Shannon Register, Interim Superintendent; Meredith Bounds, Director of Public Relations; Dr. Peggy Owens, Executive Director of Student Support Services;Mr. Shawn O'Connor, Assistant Superintendent of Human Resources; Dr. Dawn Ramseur, Assistant Superintendent of Elementary Education; Dr.Mary McLeod, Interim Assistant Superintendent of Secondary Education; Jacob French, Director of Digital Teaching and Learning; Russ Brown, Director of Transportation; Dr. Chad Hunt, Assistant Superintendent of Operations and Information Systems; Deborah Davis Carpenter, Executive Director of Child Nutrition; and Antonio Covington, HCS Principal of the Year.

Student Learning

Instructional Planning

As public health needs change, it is important for Hoke County Schools to be prepared for student learning for each of the required plans. In preparation for the 2022-2024 school years, Hoke County Schools has taken into consideration the necessary support for students and teachers based on the Student Learning Instructional Plan being implemented.

Minimal Physical Distancing

Considerations	
Traditional Instruction with Blended Learning Options Students on campus with traditional instruction and ability to accommodate hybrid or remote instruction if necessary.	• District/school will continue to monitor the school improvement process. • Teachers will provide weekly checklists in their online learning platforms (Seesaw, Canvas) with clear instructions that can be followed on or off-site. • Teachers will create standards-aligned lessons that work toward mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations. • Lessons will be designed with the possibility of shifting to hybrid or remote learning if needed. Instructional materials should be available in the appropriate Learning Management System to provide for continued support outside of the school day. • The district will identify and prepare assessment tools that teachers will administer to determine student learning readiness, such as the K-3 Reading Diagnostic Assessment, NC Third Grade Beginning of Grade Reading Assessment, Reading Assessment for Fourth Grade, Passport Assessments and Math Sets provided by NCDPI, PreAssessments, Classworks, etc. • The district will provide extended learning strategies to address student learning needs (Canvas modules, tutoring sessions, etc.) • The district will identify and provide focus standards not addressed or mastered in the previous year.

	- Teachers will access and utilize data from End-of-Course and End-of-Grade assessments, \ MClass, and Final Exams to inform their instructional decision making and differentiated core and Tier 2 instruction. - Teachers will provide student practice on-site for Learning Management Systems (Seesaw and Canvas) that students will utilize on-site and off-site. - District-created instructional videos will be shared to assist students and parents with accessing online learning platforms. - On-site practice and district-created instructional videos will be shared that explain how to submit work, where to view teacher feedback, and provide guidance and practice with downloading materials that will be available in an offline format. - The district/school will provide videos to support technical troubleshooting skills during on-site instruction. ○ Contact information and hours for technical support will be provided for staff, students and parents. - The district will conduct professional development as needed for all teachers to assist with the implementation of blended instruction. - The district will establish a communication plan to effectively inform parents and stakeholders of remote learning components and expectations. - The district will provide access to resources for students to create and provide evidence of their knowledge in a variety of formats to demonstrate mastery. - Teachers will create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion. - Students will receive required services as outlined in their plans (IEPs, DEP, EL Plans) - Individualized Education Program team members will review/revise (IEPs)/504 plans to adjust learning goals due to the impact of lost instruction ~~and address the potential for continued distance learning.~~ - ESL teachers will review/revise EL educational plans to adjust learning goals due to lost instruction and address the potential for continued distance learning.

	- AIG facilitators and teachers will review/revise DEPs to adjust learning goals due to lost instruction and address the potential for continued distance learning - Off campus field experiences will resume at the discretion of the superintendent and/or the Board of Education. - After school programs will be permitted. Pre-Kindergarten will begin the school year on a 2-day staggered start (half of the students attend Day 1,the other half of the students attend Day 2 all students return Day 3). - Kindergarten students will begin the school year on a 2-day staggered start (half of the students attend Day 1, the other half attend Day 2, and all students return Day 3). - Schools will hold a face to face open house schedule prior to August 28, 2023. Open house will provide parents with the opportunity to meet teachers, to share school processes with families, and to inform parents of any procedures and best practices related to COVID-19.

Equity and Excellence

	Considerations
All students report to school daily.	- The district will provide students access to devices and broadband during the school day. - The district will provide home internet access for students who do not have access to reliable internet outside of the school setting. - The district/school Student Support Services personnel will identify barriers and provide solutions to home environments not conducive to learning. - The district/school will provide professional development to ensure that all students have access to quality blended learning. - The district/school will utilize support teams to respond to student needs, such as poverty, language barriers, differentiated academic challenges, 504 Plans, IEPs, Educational Language Plans, etc. - The district/school will take into account families with disabilities and other potential language barriers when communicating and provide the appropriate accommodations to support the unique needs of the family. - The district/school will manage computers/devices to ensure each student has an available, operable device; provide technical support for maintenance and upkeep of the computer/device. - The district/school will provide equitable access to honors classes, AP courses, AIG cluster, and college courses.

State and Federal Regulations and Policies

Considerations	
All students in school at the same time. Traditional Instruction with Preparation for hybrid Learning, Online Learning, and Offline Options Responding to the needs of Academically and/or Intellectually Gifted learners, students who have been identified with a disability, English Learners,Career and Technical Education, and McKinney-Vento Act as homeless will receive regular services.	Academically/Intellectually Gifted Learners ● Teachers will differentiate instruction with learning opportunities to enrich, extend, and accelerate the North Carolina Standard Course of Study (NCSCOS) for Academically/Intellectually Gifted and Advanced Learners. ● Teachers will support social and emotional learning needs of students. ● Teachers will compact the curriculum for gifted students when appropriate. ● All schools will screen, identify, and place students accordingly to ensure their specific educational needs are addressed. ● The AIG facilitator at each school will keep a log/record of the screening pool, referrals, and placement decisions. ● AIG facilitators will consult with teachers/administrators and disseminate gifted information to administrators/teachers/parents. ● Schools will adhere to the referral and testing schedule as stipulated in Hoke Schools AIG Plan. ● Different types of services will be provided to AIG students in a variety of settings to meet the diverse needs of AIG students. ● AIG facilitators will conduct parent meetings to share the AIG plan and services offered to AIG students. ● The school will continue to ensure a Differentiated Education Plan (DEP) and IDEPs (Individualized Differentiated Education Plan) are developed and implemented. ● AIG facilitators will plan/conduct parent meetings on a regular basis while following physical distancing guidelines. ● Gifted Identification Team (GIT) will collect/review student information in order to determine eligibility status. ● The AIG facilitators will maintain AIG student folders and documentation to support progress and accountability. ● Resources ○ [Article 9B Academically or Intellectually Gifted Students](#)

	o HCS AIG PLAN
	o North Carolina Academically or Intellectually Gifted Program Standards
	o NC DPI: Advanced Learning and Gifted Education
	o NC DPI: 2020 AIG Remote Learning Resources
	Special Education and Related Services
	● Teachers and related service providers will provide Free Appropriate Public Education (FAPE) consistent with the Individual Education Plan (IEP).
	● Teachers will support social and emotional learning needs of students.
	● Schools will adhere to the referral and testing process for the identification of the Exceptional Children's Program.
	● Exceptional Children teachers and related service providers will communicate and collaborate with General Educational teachers to provide accommodations and modifications based on the students' unique needs and circumstances.
	● The school will continue to conduct IEP meetings on a regular basis while following physical distancing guidelines.
	● Monitors will be utilized on EC buses to assist with cleaning and disinfecting frequently touched surfaces.
	● HCS Exceptional Children's department will provide adequate supplies to support the cleaning and protection of the close contact and vulnerable populations.
	● EC teachers and related service providers will be trained on cleaning procedures before, during, and after direct instructional sessions in self-contained settings.
	● HCS Exceptional Children's department will provide enhanced protection measures as requested (gloves, wipes, paper towels, extra masks, and hand sanitizer) for self-contained classes and bus monitors.
	● Resources:
	o https://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf
	o OSEP Supplemental Fact Sheet-March 21, 2020
	o Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities

	○ [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#)
	○ [COVID-19 Information and Resources for Schools and School Personnel](#)
	○ [Student Privacy Policy Office FERPA & Coronavirus Disease 2019 FAQs March 2020](#)
	
	English Learners
	● Teachers will provide Free Appropriate Public Education (FAPE) consistent with the English Learner Educational Plan.
	● Teachers will support social and emotional learning needs of students.
	● Schools will adhere to the referral and screening process for the identification of English Learners based on the Home Language Survey.
	● The school will continue to conduct PLC meetings on a regular basis while following physical distancing guidelines to monitor the progress of English Learners.
	● The school will conduct and administer the ACCESS assessment adhering to the state's testing window.
	● The district will continue to conduct surveys and parent events utilizing physical distancing guidelines.
	● English as Second Language teachers will communicate and collaborate with General Educational teachers to provide accommodations and modifications based on the students' unique needs and circumstances to ensure progress of language skills.
	● English as Second Language and General Education teachers provide instruction that focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.
	● Teachers will provide standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
	● Resources
	    ○ [US Department of Education's Office of English Language Acquisition (OELA)](#)
	    ○ [English Learners Fact Sheet](#)
	
	Migrant Students
	● Teachers will provide Free Appropriate Public Education (FAPE) consistent with the Individual Education Plan (IEP).

	● Teachers will support social and emotional learning needs of students.
	● The district will continue to conduct meetings on a regular basis and while following physical distancing guidelines to monitor the progress of migratory students.
	● The district will continue to conduct surveys and parent events utilizing physical distancing guidelines.
	● The district will continue with recruiting efforts to narrow the learning gaps of migrant students.
	● The district/school will continue to monitor the progress of migrant students to ensure on-track for graduation.
	● The district will continue to provide high quality supplemental and support services for migrant families.
	● The district will continue with collaboration efforts with other states (MSIX) to enhance the continuity of education for migrant students.
	
	Career and Technical Education (CTE)
	● Teachers will differentiate instruction with learning opportunities to enrich the Career and Technical Education Essential Standards. (100% Occupancy)
	● Teachers will support social and emotional learning needs of students.
	● All individuals in labs will wear appropriate safety gear while working in lab.
	● Credentials will be earned through normal vendor procedures.
	● Sandhill Community College will follow the district and the state guidelines.
	
	Homeless Children and Youth Guidance
	● The Education of Homeless Children and Youth Program entitles children who are experiencing homeless to a free, appropriate public education and requires schools to remove barriers to their enrollment, attendance, and success in school.
	  ● NCHE Resources for on the Every Student Succeeds Act of 2015: https://nche.ed.gov/every-student-succeeds-act/
	  ● NC Homeless Education Program (NCHEP)
	  ● National Center for Homeless Education (NCHE)
	  ● The Law and Non-Regulatory Guidance
	
	Educational Stability for Children in Foster Care

	The Every Student Succeeds Act established new protections for children in foster care under Title I, Part A (Title I). These provisions complement the requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) and further promote the purpose of Title I – to ensure that all children receive a high-quality education and to close achievement gaps between student groups.
	Resources:
	    ● [The US Department of Education (ED) and Health and Human Services (HHS) Non-regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (pdf)](#)
	    ● [ESSA: Ensuring Educational Stability for Children and Youth in Foster Care in NC-Joint Guidance NC DHHS and NC DPI (pdf)](#)
	    ● [Every Student Succeeds Act: Promoting Educational Stability for Children and Youth in Foster Care (NCDPI, 2016)](#).
	
	Testing and Accountability
	    ● State assessments will be administered at the school by the teacher(s) or assigned test administrator.
	    ● State assessments will consist of:
	        ○ Grade 3 Beginning of Grade Reading
	        ○ Grades 3-5 End of Year Reading
	        ○ Grades 3-5 End of Year Mathematics
	        ○ Grade 5 End of Year Science
	        ○ Grade 3 Read to Achieve Test
	        ○ Grades 6-8 End of Year Reading
	        ○ Grades 6-7 End of Year Mathematics
	        ○ Grade 8 Science
	        ○ Grade 8 NC Math 1 End of Course
	        ○ Grades 3-8 NCEXTEND1 Alternate Assessment for Reading and Mathematics Grades 3–8, and Science Grades 5 and 8
	        ○ Grades 9-12 NC Math 1, NC Math 3, Biology, and English II End of Course
	        ○ Grades 6-12 NC Final Exams
	        ○ Grade 10 Pre-ACT
	        ○ Grade 10 College and Career Readiness Alternate Assessment (CCRAA)
	        ○ Grade 10 NCEXTEND1 Alternate Assessment for English II, Biology, and NC Math 1
	        ○ Grade 11 ACT
	        ○ Grade 11 College and Career Readiness Alternate Assessment (CCRAA) at Grade 11

- ○ Grade 11 NCEXTEND1 Alternate Assessment
  - ○ Grade 12 WorkKeys
  - ○ Grades 3-12 WIDA Screener
  - ○ Grades 3-12 WIDA ACCESS
  - ○ NC Check-Ins
    - ■ 4-8 Reading
    - ■ 3-8 Math
    - ■ 5 & 8 Science
    - ■ NC Math 1
    - ■ Biology
- State Assessments will be administered online.
- Grade 11 NCEXTEND1 Alternate Assessment will be administered in the format of paper/pencil.

HomeBase - PowerSchool
- Parents or guardians will enroll students via Scribbles (online) or at the school.
- Parents or guardians will withdraw students at the school.
- Attendance will be taken daily.
  - ○ Students are marked present for being physically present; students are marked absent for not being physically present.
    - ■ If the student has been approved to attend school virtually, the student must follow the procedure(s) outlined in the remote request packet.
  - ○ Attendance is recorded in PowerSchool.
- PowerSchool is the authoritative source to post or communicate student attendance, tardies, assignment grades and comments, as well as overall subject/course grades and comments.

North Carolina Early Learning Inventory (NC ELI)
- All kindergarten students will participate in the NC ELI.
- Kindergarten teachers will continue with observation-based formative assessment that includes a set of development progressions across the five domains of learning and development.
- Kindergarten teachers will document student's learning and development with evidence in Teaching Strategies Gold to substantiate a child's skill attainment along the developmental progressions and utilize this information to personalize instruction for students.
- Kindergarten teachers will adhere to the district and state-determined dates for data entry and checkpoints.

Glossary

Asynchronous Learning - learning that occurs at no specific time or location

Blended Learning - actively engaging online and offline learning where students have some control over pace, place, path, and/or time.

Canvas - A Learning Management System that gives teachers a centralized place to post learning resources, engage their students, and deliver personalized learning. It helps teachers to manage the routine administrative tasks of classwork.

Hybrid Setting - A classroom environment composed of face to face students and virtual students learning synchronously.

Hybrid Learning - An educational approach combines seat time in a traditional face-to-face course and online course delivery method.

Learning Management System (LMS) - software that provides a framework through which learning content is delivered and managed. A management system of this type is easily accessible for remote learners

Off-site - away from the physical school campus

On-site - at the physical school campus

Remote Learning - In NC K-12 public schools, remote learning is defined as learning that takes place outside of the traditional school setting using various media and formats, such as but not limited to: video conference, telephone conference, print material, online material, or Learning Management Systems (LMS).

Seesaw - digital portfolio and parent communication tool that will be utilized at the learning management solution for grades PreK-1st grades.

Synchronous Learning - learning that happens at a given time and location

Virtual Learning - is a learning experience that takes place in an online environment.