Reopening 2020-2021

Update to the School Board

Dr. Lloyd Gardner, Chief of Staff and Strategic Planning

June 24, 2020

Desired Outcomes

By the end of this session, Board members will have. . . .

- A deeper understanding of the health guidance for our school district

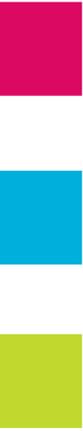- Reviewed and provided input into scheduling structure options

Guidelines

Department of Health and Human Services

Strong Schools NC Public Health Toolkit

Department of Public Instruction

Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools

Planning Considerations

Health Guidelines

Kelly Creech,RN, Director of Health Services

Health Guidelines

Face Coverings

Individuals are required to follow federal, state, and local requirements, if they are more restrictive than WCPSS guidelines.

Staff	**Strongly recommended**
Staff administering temperature checks or interacting with symptomatic students/staff	**Required**
Students	**Strongly recommended**
Visitors (anyone who is not a WCPSS employee)	**Required***

*Unless a person cannot tolerate a face covering due to developmental, medical, or behavioral health needs or prevented by religious beliefs.

Face Coverings

- When at a WCPSS school or worksite, if you do not have access to a face covering and would like one, a face covering will be given to you.

- Face coverings will be available on buses for students or staff who do not bring their own face covering and would like one.

- If given a reusable face covering, it is your responsibility to wash it when needed and bring it back to reuse it.

Health Screenings

Home Temperature Check

- All students, staff, visitors, and vendors should take their temperature every day at home before coming to school or reporting to work.
- If your temperature is 100.4 degrees or higher, you must stay home.

School/Workplace Health Screenings

When arriving at school or the workplace, everyone will undergo a health screening.

The Health Screening Process contains two parts:

- Symptom Screening Checklist
- On-site Temperature Check

Health Guidelines

Health Screenings

Health Screening Safety Precautions

- People waiting to be screened must stand six feet apart from each other. Tape or other markers will be placed as visual reminders for social distancing.
- The staff member taking temperatures must wear a face covering.
- Staff members must wash hands or use hand sanitizer before touching the thermometer.
- Staff members must wear gloves when taking temperatures.
- If a staff member wearing gloves touches another person, the staff member must remove their gloves.
- Staff members must wash hands or use hand sanitizer after removing gloves.

Health Guidelines

Students and Staff Who Do Not Pass Symptom Screening

Staff

- Staff who do not pass the entrance health screening must be sent home.

Students

- A staff member must escort students who do not pass the health screening to the health waiting area, offer them a face covering if they do not have one, and staff will contact the student's parent/guardian to immediately pick them up from school.
- A staff member will stay with the student in the health waiting area until their parent/guardian arrives to pick them up.
- Staff must keep the student under visual supervision, while remaining at least 6 feet away from the student.
- Staff must wear a facing covering.
- If the student does not have a face covering, staff will give them a face covering to wear.
- Staff will notify WCPSS Health Services anytime a student does not pass a health screening. WCPSS Health Services will notify Wake County Public Health.

Health Screenings for Bus Riders

Before Boarding the Bus

- We urge parents to screen their children at home and complete the attestation form daily to reduce students' risk of exposure to illness at bus stops.
- Students who do not have the completed and signed daily attestation form will be asked the symptom screening questions before they board the bus.
- No temperature checks on the bus.

After Arriving at School

- All bus riders will be asked the symptom screening checklist questions and have their temperature taken at school, before being allowed to enter the building.

Bus Riders Who Do Not Pass Symptom Screening

- Student will not be allowed on the bus
- Bus driver will not leave the student alone
- Bus driver must keep the student under visual supervision, while remaining at least 6 feet away from the student
- Bus driver will park the bus in a safe place near the bus stop
- Bus driver or transportation supervisor contacts the student's parent/guardian to have them come pick up the student from the bus stop
- Bus driver notifies the transportation supervisor to advise them of the situation and bus delay
- Bus driver should remain on the bus to continue supervising other students on the bus, while also visually monitoring the student
- Bus remains with the student until they have been picked up by their parent/guardian or until another transportation employee arrives to supervise the student
- Transportation supervisor will notify WCPSS Health Services anytime a student does not pass a health screening. WCPSS Health Services will notify Wake County Public Health.

Health Guidelines

Daily Health Screening Pass

- If an individual plans to leave campus and return later, they may request a dated health screening pass to verify they have successfully passed through the full health screening process.

- Anyone with a dated health screening pass will not need additional screening before entering or reentering a WCPSS facility on that day.

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Visitors

- NCDHHS requires schools to "limit nonessential visitors and activities involving external groups or organizations."
- We're recommending virtual or telephone meetings with parents instead of an in-person meeting. Any meetings with parents or visitors must follow social distancing guidelines.
- If it is essential to have a parent, visitor, vendor, or volunteer enter the facility, they must go through the same health screening process as students and staff.

Health Guidelines

Water Fountains

- Individuals should not drink directly from water fountains.
- Individuals are recommended to bring their own bottled water and/or reusable water bottles, labeled with their name.
- If someone wants water and does not have a water bottle, they may ask for a cup to get water from the water fountain and drink from the cup.

Healthy Hygiene

- 3 Ws:
  - **Wear** a cloth face covering
  - **Wait** 6 feet apart
  - **Wash** your hands often with soap and water for 20 seconds or use hand sanitizer
- Regular opportunities for thorough handwashing and/or hand sanitizing
- Sanitizing stations at every building entrance, exit, cafeteria, and classroom

Health Guidelines

Social Distancing and Minimizing Exposure

- Social distance markings on floors, hallways, stairways, bathrooms, offices, and outside the building
- Staff monitor hallways and bathroom entrances to reinforce social distancing expectations
- Arrange furniture to maximize social distancing in classrooms
- Students should only be allowed to work in groups when space allows for social distancing
- Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- Avoid shared use of soft or other items that cannot be easily cleaned and disinfected, like stuffed toys, clay, etc.
- Students should not be required to "dress out" for PE. Students who do not "dress out" will be allowed to participate in PE as long as they are wearing safe clothing and footwear.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Health Guidelines

Handling Suspected, Presumptive, or Confirmed Cases

- Each school will have a Health Waiting Area, where individuals not feeling well must wait to be picked up.

- Staff will follow all of the precautions required in the DHHS guidance.

- Parents or guardians will be expected to pick up their student as soon as possible.

- WCPSS Health Services will notify Wake County Public Health of suspected, presumptive, or confirmed cases and work with health officials for contact tracing and notifying families, when needed.

- School will coordinate with custodial services to ensure the areas are properly cleaned and disinfected.

When staff/student can return to work/school

Individual was **exposed** to someone with COVID-19 within the last 2 weeks	Individual was **diagnosed** with COVID-19 within the last 10 days
NO SYMPTOMS	
Must remain out of school/work for 14 days since the last date of exposure, even if the individual tests negative for COVID-19. If the individual tests positive for COVID-19, they must remain out of school/work until they meet the criteria requirements for someone diagnosed with COVID-19 within the last 10 days.	Must remain out of school/work until 10 days have passed since the date of their first positive COVID-19 diagnostic test, if they have not developed any symptoms of COVID-19. If the individual develops symptoms of COVID-19, they must remain out of school/work until they meet the criteria requirements for someone experiencing symptoms.

Health Guidelines

When staff/student can return to work/school

| EXPERIENCING AT LEAST ONE SYMPTOM |
|---|
| Should not be at school/work and should stay at home if individual is:

• Diagnosed with COVID-19 by a medical professional based on a test or their symptoms or
• Does not get a COVID-19 test but has had symptoms

Should remain out of school/work until they can answer YES to all three of these questions:

1. Has it been at least 10 days since the individual first had symptoms?
2. Has it been at least 3 days since the individual had a fever (without using fever reducing medicine)?
3. Has it been at least 3 days since the individual's symptoms have improved, including cough and shortness of breath?

If an individual has had a negative COVID-19 test, they can return to school/work once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours. |

Health Guidelines

Other Guidance and Work In Progress

- Athletics
- Performing Arts
- Extra-curricular and Co-curricular Activities
- Office of Early Learning
- Special Education
- Career and Technical Education
- Transportation
- Custodial Services, Maintenance and Operations
- Purchasing
- Facilities and Planning
- Office of Professional Learning
- Child Nutrition
- Transportation
- Security
- Risk Management
- Counseling and Student Services

Questions and Considerations

What questions do you have?

Are there other factors that you would like for us to consider as we develop plans?
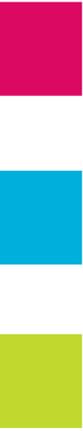
Planning Considerations

Instructional Scheduling

Drew Cook, Assistant Superintendent, Academics

Brian Pittman, Senior Director, High School Programs

Options for Scheduling of Instructional Time

Desired Outcomes

By the end of <u>this</u> session, we will:

- Build common language for discussing options for learning environments.
- Review and clarify options for scheduling structures.

During our next discussion (June 30), we will:

- Determine a specific scheduling structure with which to move forward.
- Review logistics related to the WCPSS Virtual Academy.

Defining Learning Environments

Purpose: Provide clear, common language related to learning environments.

- **Daily Face-to-Face Instruction**
  Students attending class sessions face-to-face in the school building with their teacher and classmates each day.

- **Blended Instruction**
  Students experience a combination of (1) face-to-face learning in the school building with their teacher and classmates, and (2) learning that continues on other days / weeks via remote instruction through an online platform.

- **Fully Online Instruction**
  Students receive instruction entirely through an online platform. Students experiencing this environment would not participate in instruction inside the school building at any point during the semester / year.

[Document Link](#)

Defining Learning Environments

How are the learning environments the same?

- Rigorous core instruction will be provided on a daily basis and will align with grade level standards.

- Learning materials (ex - texts, tools, etc.) will be similar across the learning environments.

- Grading expectations will be consistent across learning environments and will align with [Board Policy 3400](#).

- Attendance expectations will be consistent and applied in each learning environment.

- Students will receive appropriate support and services through the general education program, with consideration for special education Individualized Educational Programs (IEPs) and 504 plans.

- Academically & Intellectually Gifted (AIG), English as a Second Language (ESL) students, as well as students requiring interventions will also receive appropriate supports.

- Students will receive appropriate support through Counseling and Student Services.

- In each learning environment, there will be an intentional focus on social emotional learning and building effective relationships and community to support strong learning outcomes.

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

Reviewing schedule options includes examining structures from a variety of perspectives.

- **Core Instructional Focus**
  - ✔ Effectiveness of Instructional Delivery
  - ✔ Alignment to Stakeholder Feedback

- **Operational Focus**
  - ✔ Health & Safety Considerations in Alignment with State Guidance
  - ✔ Alignment to Family / Community Needs
  - ✔ Transportation Feasibility
  - ✔ Facilities Feasibility
  - ✔ Financial Cost to Implement

Note: These options exist within a broader system of needs, supports, and logistics.

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

Reviewing schedule options includes examining structures from a variety of perspectives.

Child Care Options

- Discussions are underway with YMCA.
- WCPSS will calculate estimates of slots that will be needed.
- The YMCA is planning to convene all partners - public and private - for discussion and planning around this critical need.
- WCPSS & the YMCA will work together on private funding to support this effort.
- Additional information will be shared with the Board prior to June 30.

NCDPI Reopening Plans

COVID-19 REOPENING PLANS	School Facilities and Students	Health Precautions *	Teaching and Learning
REOPENING PLAN A *Minimal Social Distancing*	Open All students in school at same time	Enhanced health protocols See NCDHHS requirements and recommendations	Traditional with preparation for Blended Learning
REOPENING PLAN B *Moderate Social Distancing*	Open Limit density in facilities to no greater than 50% maximum occupancy	Enhanced health protocols See NCDHHS requirements and recommendations Increased requirements in addition to Plan A	Blended Learning for all
REOPENING PLAN C *Remote Learning*	Closed No students in school facilities	N/A All at home	Remote Learning for all

Refer to NCDHHS StrongSchoolsNC: Public Health Toolkit (K-12) from June 8, 2020

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

Plan A: Daily face-to-face instruction for all students

Plan C: Fully online learning for all students, Pre-K-12

Plan B: Options for implementing Plan B include by are not limited to:

- Pre-K-2 engages in face-to-face daily with 3-12 fully online

- Blended instruction with rotation by day

- Blended instruction with rotation by week

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

As we begin reviewing options, we acknowledge the following:

- The needs of both our families and staff members vary.
- With any option we recognize that our families and staff will be impacted differently.
- With all options, we will work to honor the unique needs and strengths of our students and our staff in our action steps.
- The plan we use to start the year is likely to be adjusted throughout the year.

Examining Possible Scheduling Structures

Plan A: Daily Face-to-Face Instruction for All Students

All students return to school experiencing face-to-face instruction. This option implements social distancing to the degree feasible.

Pro

- Strong face-to-face instruction.
- Existing structures to support social emotional needs, intervention supports, etc.

Con

- Returning to the classroom with daily face-to-face instruction will be a challenge for some staff members.
- Challenges with addressing social distancing guidelines within the school building. Full implementation of social distancing will likely require:
    - Additional staffing
    - Funding associated with running additional bus routes
    - Changes to bell schedules (arrival / dismissal)

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

Face-to-Face Instruction for All Students

All students return to school experiencing face-to-face instruction.

NOW
Reflect

NOW
Clarify

LATER
Evaluate

Examining Possible Scheduling Structures

Plan C: Fully Online Learning

Students receive fully online instruction including both pre-recorded and live learning sessions.

Pro

- Feasible in terms of facilities, transportation, and staffing.
- Meets the needs of families and staff members who have significant concerns about returning to school.

Con

- Fully online instruction may provide challenges for some families.
- Supporting social and emotional needs of students will require new structures and strategies.
- Additional investment in technology will likely be required.

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

Fully Online Learning

Students receive a fully online instruction including both pre-recorded and live learning sessions.
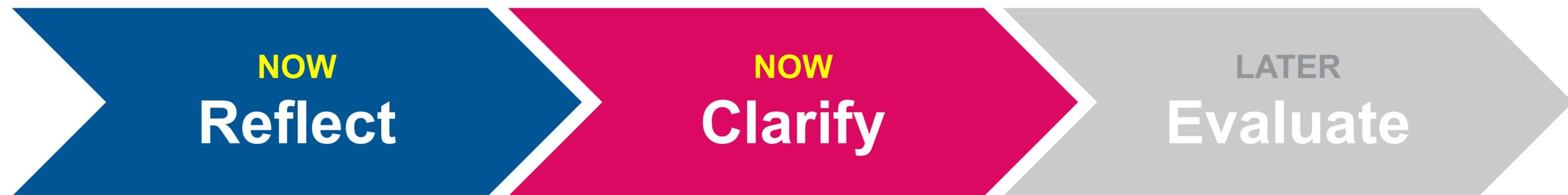
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Examining Possible Scheduling Structures

Plan B Option: Face-to-Face at Pre-K-2 & Fully Online for Grades 3-12

Students in early grades (Pre-K through Grade 2) attend face-to-face instruction daily while students in grades 3-12 attend through fully online learning.

Pro

- Acknowledges research around the importance of learning at early grades and the need to prevent early learning gaps that are often persistent.
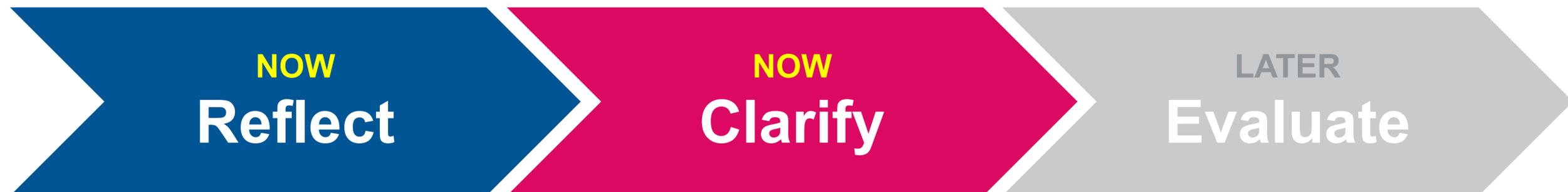
Con

- No face-to-face instruction for students in grades 3-12
- Requires revision to elementary school bell schedules to separate them over the three tiers of transportation.
- Requires additional staff to implement.

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

Face-to-Face at Pre-K-2 & Fully Online for Grades 3-12

Students in early grades (Pre-K through Grade 2) attend face-to-face instruction daily while students in grades 3-12 attend through fully online learning.

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WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Examining Possible Scheduling Structures

Blended Instruction with Rotations by Day

Students attend school in cohorts (A/B, A/B/C, A/B/C/D) with an alternating day rotation between face-to-face and remote instruction.

Pro

- Depending on the number of cohorts chosen, it is feasible to implement in terms of facilities, transportation, and staffing.
- Ensures every student has equitable face-to-face time with their teachers.
- Leverages smaller instructional groupings to maximize face-to-face learning outcomes.
- Can meet social distancing guidelines.

Con

- Alternating day rotations may present challenges with instructional delivery.
- Frequent changes inherent in alternating day rotations may be difficult for families to manage.
- Transportation cannot implement an A/B rotation without additional resources.

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

Blended Instruction with Rotation by Week

Students attend schools in cohorts (A/B, A/B/C, A/B/C/D) with a rotation by week of attending school in person and receiving remote instruction.

Example:

Week	Cohort A	Cohort B	Cohort C	
Days 1-5 (8/17 - 8/21)	Face-to-Face	Remote Learning	Remote Learning	
Days 6-10 (8/21 - 8/27)	Remote Learning	Face-to-Face	Remote Learning	1st Unit of Study
Days 11-15 (8/31 - 9/4)	Remote Learning	Remote Learning	Face-to-Face	
Days 16-19 (9/8 - 9/11)	Face-to-Face	Remote Learning	Remote Learning	
Days 20-25 (9/14 - 9/18)	Remote Learning	Face-to-Face	Remote Learning	2nd Unit of Study
Days 26-30 (9/21 - 9/25)	Remote Learning	Remote Learning	Face-to-Face	
Days 31-34 (9/29 - 10/2)	Face-to-Face	Remote Learning	Remote Learning	
Days 35-39 (10/5 - 10/9)	Remote Learning	Face-to-Face	Remote Learning	3rd Unit of Study
Days 40-44 (10/12 - 10/16)	Remote Learning	Remote Learning	Face-to-Face	
… and so on				

Options for Scheduling of Instructional Time

Examining Possible Scheduling Structures

Blended Instruction with Rotation by Week

Students attend school in cohorts (A/B, A/B/C, A/B/C/D) with an alternating week rotation between face-to-face and remote instruction.

Pro

- Depending on the number of cohorts chosen, it is feasible to implement in terms of facilities, transportation, and staffing.
- Smaller instructional groupings maximize and personalize face-to-face and online learning.
- Offers equitable face-to-face time with teachers.
- Can meet social distancing guidelines.
- A multi-week rotation provides a concentrated block of face-to-face instruction.

Con

- Significant implications for schools building a master schedule for 2020-2021.
- May present challenges in terms of child care and work schedules.
- Transportation cannot implement an A/B rotation without additional resources.

Examining Possible Scheduling Structures

Blended Instruction with Rotations by Day

Students attend school in cohorts (A/B, A/B/C, A/B/C/D) with an alternating day rotation between face-to-face and remote instruction.

Blended Instruction with Rotation by Week

Students attend school in cohorts (A/B, A/B/C, A/B/C/D) with an alternating week rotation between face-to-face and remote instruction.

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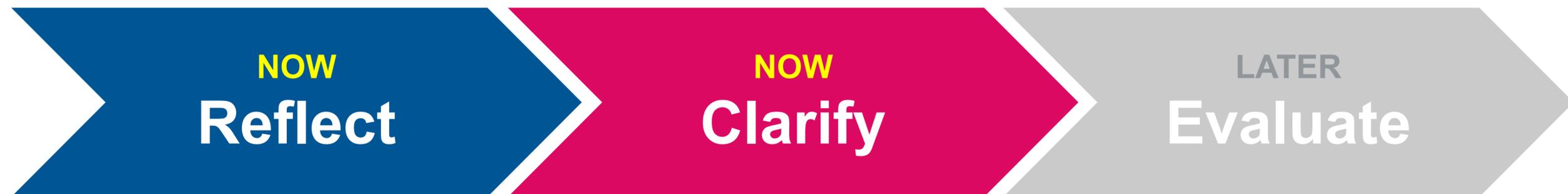
Closing Remarks

Dr. Lloyd Gardner, Chief of Staff and Strategic Planning

Cathy Moore, Superintendent