

CALHOUN COUNTY SCHOOLS

COVID-19 Protocols for School Reopening

August 2020



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Purpose of the Handbook

The Calhoun County Public Schools continues to be proactive and agile in its response to the COVID-19 pandemic across schools, and athletic facilities. This fall, our public school system will be one of the first districts across the country to welcome students, educators, and staff back to school.

Principals are in the midst of evaluating school facilities, teacher-student ratios, and health guidelines to ensure the continuity of learning on healthy and safe campuses. It is a monumental task that lacks precedent and challenges our ability to continually adjust and recalibrate to a new normal while grappling with budgetary shortfalls and economic recovery efforts.

This handbook provides our school principals and education leaders with an overview of key areas for decision-making and considerations affecting the opening of school year (SY) 2020-21. It addresses school operations, requirements (must-dos) with timelines, guidelines (how-to) with operating procedures, and program lead contact information and, in addressing the ongoing COVID-19 situation, serves as a complement to current Calhoun County Board of Education policies and DHEC protocols, manuals and procedures. This handbook is a living document that will continue to be updated as conditions change throughout the 2020-21 school year.

During this time of uncertainty and crisis, you are commended for your tremendous leadership and insight as we venture forward to reinvent our school designs to optimize learning for our students, staff and refocus our professional development to expand distance learning support for our educators.

CCPS Communications

CCPS will continue to share updates about SY 2020-21 and the COVID-19 situation:

- On our district website and through phone messages.
- As needed, updates will also be emailed to official Calhoun County School Google accounts.

Due to the large number of employees, students and families served by the CCPS, there will be situations where important and urgent messages are communicated through traditional media including news stations, newspapers and radio.

In the event of an emergency or crisis situation:

- Schools should follow communication protocols in CCPS Emergency Operations Plan.

CCPS PIO is tasked with providing support during crisis situations including media relations, school-level messaging such as letters to parents and staff, and coordinating a communications response with CCPS leadership.

- If media contacts a school, administrators are encouraged to work with the PIO to ensure accurate and timely information is provided while also protecting student and employee privacy, as required by law.

Contact:

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CCPS Core Assumptions for Reopening Schools

The Core Assumptions for Reopening Schools shall serve as the guiding principles to support decision-making throughout the CCPS structure as schools, complex areas, and state offices navigate the changing circumstances in South Carolina and collective impacts on our public school system.

1. The core operations of public education¹ and school models must be adjusted according to the Impact Level of the public health emergency identified for the community. Impact levels may vary by zip code. The matrix below displays the three levels of impact as described by the AccelerateEd Task Force, DHEC and the potential changes in the CCPS operations in opening schools.

Two Week indicators are Low	Two Week indications are Medium	Two Week indicators are High
<ol style="list-style-type: none">1. All students return to school on a regular 5 day a week schedule for face to face instruction.2. Safety protocols are to remain in place during a low period of Covid-19.	<ol style="list-style-type: none">1. The CCPS will operate on a Hybrid Model (Blended Learning).2. The board approved Hybrid model calendar will be implemented3. Safety protocols are to remain in place during a medium period of Covid-19.	<ol style="list-style-type: none">1. CCPS will operate on a virtual learning platform.2. Teachers will report to work M-Thurs. to teach from a virtual location.3. Teachers will remain home on Fridays and teach virtually from their home.

District level administration will make the appropriate instructional delivery decision based on the DHEC data. Administration will review the two-week trends when released. The District will then communicate the change to stakeholders. Changes will occur on Mondays.

¹ Core Operations include student transportation, food services, safety and security, facilities use, academic and co-curricular program, adult education, athletics, etc.

2. SY 2020-21 will include 180 instructional days with an array of delivery instructional models that are developmentally appropriate to the needs of learners, adhere to the health and safety guidelines, and consider the unique conditions of the community regarding the impact of COVID-19.

Targeted Start Date:

Teachers – K-8 August 3, 2020
CCHS August 10, 2020

Students – August 10, 2020 for identified K-8
August 17, 2020 for all students

Delivery of instruction:

1) Traditional, 2) School-based hybrid, 3) School-based eLearning/ACELLUS virtual

All calendars were presented and approved by the BOE on July 7, 2020.

3. School models will reflect a culture of care that is consistent with the BOE principles of Giving Hope, Acting with Kindness, and Working toward Togetherness. Thus, school models will demonstrate:
 - a. Adherence to the health and sanitation directives to ensure the health and safety of our students, employees, families, and community members.
 - b. Priority for students who have challenges with online learning or need additional support to be successful academically for on-campus learning.
 - c. Flexibility as schools address facilities and workforce capacity and health and safety guidelines to provide supervision and optimal learning conditions for their most vulnerable students. Models will be designed to align within a complex area to support families with learners in multiple schools to the greatest extent possible.

SCHOOL DESIGN

First Two Weeks of School

August 17, 2020 is designated as the first day of school on the BOE-approved SY 2020-2021 School Calendar. The first ten days of instruction will consist of:

- K-9 grades STAR testing
- IEP teams convene to review IEPs and make necessary changes
- Review technology etiquette
- Confirm student enrollment
- Identify social and emotional needs

CCPS will monitor announcements from the Governor's office and DHEC, daily to estimate the impact of COVID-19 on school programs at the start of the school year.

Additional adjustments

- Schools with families enrolling their child after the start of the school year may need to adjust for the influx of new students, which may result in the need for additional classes and adjustments to procedures regarding meal service, common areas, and transitions between classrooms and buildings.
- All teachers will need time to assess student readiness for grade level and/or coursework at the beginning of the school year and are expected to adjust their instructional plans according to student needs.
- To support virtual learning, schools will work with families to distribute devices for learning at home.

Adoption and Approval of SY 2020-21 School Model

Consistent with the BOE principles of Working toward Togetherness, school leaders will work with their school communities to propose adjustments to school day schedules and delivery of instruction methods (Traditional, School-based hybrid, School-based eLearning/Acellus virtual).

As South Carolina progresses towards the "New Normal", the Superintendent will communicate any necessary adjustments to the school models or school schedules prior to implementation. The announcement will give schools and the community time to adjust to the changes. In cases of emergency, CCPS, working under the direction of DHEC, will direct immediate actions to be taken to ensure the health and safety of students and employees.

School Models

School Models	Social Distancing addressed	180 Days of Instruction	Vulnerable Students on campus full-time	Student Support Services available	Health and Sanitation addressed
	Y/N	Y/N	Y/N	Y/N	Y/N
Model A: Traditional <ul style="list-style-type: none"> All students on campus daily (full-time) for face-to-face instruction. 	Y	Y	Y	Y	Y
Model B: School-based hybrid <ul style="list-style-type: none"> All students will be on rotation. Groupings of students on a rotation will best accommodate the needs of the school community. One group of students to be present on campus receiving face-to-face instruction while the other group(s) participates in distance learning. Blended learning strategies will be implemented to deliver lessons to students, Group A and B. Principal will have the flexibility to determine the rotational schedule. Teacher would work with family to give guidance for distance learning. 	Y	Y	Y	Y	Y
Model C: School-based eLearning <ul style="list-style-type: none"> All students K-12 will learn virtually. Teachers will work in their classrooms M-Thurs. Remotely on Fridays. Teacher would work with family to determine if students are full comprehending the information that is being delivered virtually. 	Y	Y	Y	Y	Y
Model D: District Acellus/Virtual Learning <ul style="list-style-type: none"> Year-long commitment Proficiency-based Personalized learning platform Students will be provided a device Families are responsible for supportive eLearning environment 	Y	Y	Y	Y	Y

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| <ul style="list-style-type: none">• Course grades will adhere to SC Uniform Grading Policy• All courses must be completed by the end of the last grading period | | | | | |
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CCPS Acellus Virtual Learning

Families who choose to participate in virtual learning can do so through Calhoun County Public Schools Acellus Virtual Learning program. The district will serve students in grades Kindergarten through 12th grades. Instruction will be delivered through a proficiency-based, personalized learning platform with the support of our highly qualified teachers. Students will be provided a device and families are responsible for a supportive eLearning environment at home. Course grades will adhere to the South Carolina Uniform Grading Policy and all courses must be completed by the end of the last grading period.

Students with High-Risk Medical Conditions

Parents and families are encouraged to consult their child's healthcare provider to discuss the appropriateness of students with high-risk medical conditions attending campus for in-person instruction. This also includes students who depend on mechanical ventilation and students with tracheostomies.

When a student is at high risk for infection due to an underlying medical condition, the parent or school may request a meeting to discuss Section 504 eligibility and accommodations. In these cases, when a student is eligible for a Section 504 plan, providing online instruction and other distance learning opportunities *may* be an appropriate accommodation to the school's instructional model.

Health and Safety

Overview

Staff shall refer to the Department's Health and Safety Recommendations for a comprehensive set of guidelines that ensure the continuity of learning on healthy and safe campuses. Students, staff, and visitors are required to wear a face covering while on school buses and on school grounds.

Campus Operations

Visitors to Campus

Visitors to the campuses will be confined to designated areas to protect the health and safety of all. Parents/Guardians will be allowed to take students to an assigned point before allowing the student to continue under the supervision of school staff. Parents will not be permitted to walk students to or retrieve students from the assigned classroom.

Schools shall take all reasonable precautions to maintain and enforce social distancing and mask requirements when meeting with parents and the public at school and CCPS offices.

- Appointments may be required to properly schedule and maintain health and safety measures.
- Principals and their designees shall have the authority to restrict access to the campus for those individuals exhibiting any symptoms of illness.
- Principals and their designees shall have the authority to restrict access to the campus if a visitor doesn't have an appointment, and allow for scheduling a future appointment or other means of communication to maintain health and safety measures.
- Persons who are restricted from physical presence at the school or office shall be allowed to conduct business by telephone or other appropriate audio-visual technology.

Attendance

To satisfy the attendance requirements of the state of South Carolina, schools shall take daily student attendance. School attendance procedures shall support varying school designs and learning opportunities, including Traditional, School-based eLearning, and School-based hybrid. In accordance with compulsory attendance laws, when a student is absent from school (face-to-face or virtual), upon his/her return, the student has five days to produce a written excuse from the parent or medical professional. Absences that are documented with the excuse are considered "excused absences." Absences that are not verified with a note are considered "unexcused absences." When a student accumulates three consecutive or five cumulative unexcused absences, an Attendance Improvement Plan (AIP) must be developed with the parent. Should the student accumulate two additional unexcused absences, there will be a referral to the Solicitor's Office for Family Court intervention.

Learning Assessments

During the first two weeks of SY 2020-21, schools will complete assessments on all students from kindergarten through grade 12 to determine the students' readiness to meet the curricular standards of their current grade level.

- Be administered at the start of the school year (Fall);
- Be aligned to the SC Curriculum Standards; and
- Provide a measure of growth with screening also scheduled for mid-year (Winter) and year-end (Spring).

The other option is for schools to administer school-developed tests to assess student needs. All grade-levels and course departments will begin their formative assessment cycle during the first two weeks of school.

- The school-developed pre-tests will be aligned to the SC Teaching Standards.
- The pre-assessments will be used as an initial diagnostic to establish baseline instructional goals and personalization.

COVID-19 Related Special Education Procedures

Due to the closure of school related to COVID-19 in March 2020, the following procedures will be used to provide FAPE for Special Education students.

School Response to the Impact of COVID-19 on Students with IEPs

Upon reopening in the fall, schools shall conduct Individualized Education Program (IEP)/Section 504 meetings to determine each student's need to compensate for loss of skills that resulted from the closure of our school facilities. Parent(s)/legal guardian(s) are vital to this process. As such, it is imperative that schools engage their participation in decision-making.

The IEP/Section 504 teams may determine the need for one or more of the following:

1. High impact strategies/interventions which are available to all students.
2. Revision to the IEP (which may be a new annual), and/or
3. COVID-19 Compensatory Services (Compensatory Services).

Services beyond the typical school day may be necessary and are referred to as Compensatory Services. COVID-19 compensatory services are based on individual student needs as determined by the IEP/Section 504 team and is not defined as a legal remedy for a denial of Free Appropriate Public Education (FAPE).

Special Services continued

Prior to start of school

- August 10-14, 2020 will be used as LEAP Days for students K-8. During this time, SPED staff should conduct student assessments to gauge academic performance baseline for the 20-21 school year and to compare with the performance level in March 2020. This data can be obtained using the performance levels using the corresponding ENRICH progress reports. Students can be assessed using STAR Reading and STAR Math.
For students who are unable to take STAR, teachers should select an appropriate assessment then notify Shalanda Shuler, Psychologist or Ferlondo Tullock, Deputy Superintendent.
- High School students will also be assessed upon the “return” to school. STAR can be used through grade 9. Grades 10-12 should select the assessment that best meet students’ needs. Again, high school staff should inform Shalanda Shuler, Psychologist or Ferlondo Tullock, Deputy Superintendent of their choice of assessments.
- For students who do not appear in person to complete the STAR assessment, provisions should be made for the students to complete the assessment via the web.
- All SPED instructors and related service providers must convene meetings with parents to modify/adjust/change IEPs to reflect the current instructional model if needed and to explain the delivery of services. There should be a clear level of understanding of the services and how the services will be delivered. This should be done at the conclusion of the STAR assessment and the delivery of assessment scores.
- All IEPs should be reviewed with the team to make the necessary changes to achieve compliance.

Special Services continued

Start of School Year

Calhoun County Public Schools Board of Trustees has approved two calendars and the District has adopted three models by which instruction will be delivered. The instructional models will be determined by Administration's interpretation of DHEC's COVID-19 data.

Low activity	Schools can operate using a traditional face-to-face schedule 5 days per week while adhering to social distancing recommendations (Face-to-Face)
Medium activity	Schools must operate using a hybrid model: face-to-face two days, virtual 3 days per week. Students separated into two groups: A group and B group (Hybrid)
High activity	Schools must operate virtually with no face-to-face instruction permitted (eLearning)

The 2020-21 school year will begin virtually for all students on August 17, 2020. All staff should be prepared to adhere to the following procedures:

- Instruction should be provided based on the student's IEP.
- In conjunction with the classroom teachers, SPED teachers should develop schedules to meet students "online" to provide services in small group or individually (based on the IEP).
- Students should attend classes as scheduled and instruction should be delivered towards meeting IEP goals. Teachers should use the ENRICH contact log to document students' attendance. Student's attendance should be recorded and communicated to the school's attendance clerk (SMK8-Dorothy Michael, SRK8-Cassandra Heatley, and CCHS-Iris Williams).
- It is suggested that Resource teachers and Related Services providers (Speech, OT, PT, Vision, etc.) should have access to students' teachers to be able to send reminders should a student not leave the teacher's "session" on time to report for special education services.
- It is understood that to provide some related services, it may be best, if safe, to meet individually face-to-face, however it should be understood that the parent, provider, and Director agree to the conditions by which the educator and student will meet.
- For students who attend general education classes, the SPED provider is urged to establish their schedule early to minimize conflicts with scheduling.
- Although instruction will begin online, please keep accurate documentation to complete progress reports by the scheduled due dates.
- This is a very fluid time in which we live and operate. To relieve you of some anxiety, schedules that you develop, can be used with any of the three instructional models (face-to-face, hybrid, or eLearning).

Special Services continued

Supplemental School Closure Services vs Compensatory Services

The hope is that student skills' regression will be minimal, but regression may exist as a result of the forced closure distance learning. Supplemental School Closure Services are those services to be offered as the result of the closure of school buildings due to COVID-19. This regression is due to the change in format/delivery of specialized services or instruction as it affects all students. Please refer to the data just prior to the closure in March to establish a baseline. Compare that to where the student is performing at the conclusion of the Aug. 2020 assessment. There may be the need to increase time or change the special education model because of the regression. When meeting with the team suggest what is necessary to close the gap.

Compensatory services are services or time "owed" to a student because of negligence or the District's failure to provide services. From the information received from each service provider, there should be no discussions regarding compensatory services or owed time. It has been reported that there had been communication with all students during the period of closure. Compensatory services are intended to put the student back in the position that the student would have been before the denial of FAPE. The six students, District-wide, who were not in communication was a result of the parents' actions and that the educators attempted contact multiple times. Again, to mitigate the regression of skills, evaluate the IEP to determine if changes are needed. Those changes can include any of the following: increased time in SPED, change in model from Resource to Self-contained, more intensive instruction while in the SPED setting, etc.

Service Delivery Models

Schools must be mindful of students with disabilities in determining their instructional model. Placement in the least restrictive environment continues to be a regulatory requirement under state and federal laws. Physical and social distancing and the creation of cohort classes shall not result in the segregation of students with disabilities. Small-group pullout (resource or related services) should be limited to the students within a specific class cohort. If students composing the small group are from various class cohorts, that service should be provided virtually when possible.

Teachers must continue efforts to ensure inclusion of students with disabilities in their online virtual classroom sessions. Accommodations and modifications based on an individual students' needs are required. Virtual learning as an instructional choice within a school model may constitute a change in placement for a student with a disability and thus require the IEP team to convene.

Schools are reminded to design learning opportunities within their school model that ensure this student population is properly served.

Special Services continued Evaluations

Prior to the closure of school buildings in March 2020, there were students who were in the process of being evaluated. Upon the return to school (virtually or face-to-face), the Office of Student Services will resume screenings and evaluations of students who were in process. The Office will develop schedules for evaluations and make contact with parents/guardians to inform of the pending evaluation and to have the student be made available by the parent. Schools must continue to complete pending initial and reevaluation assessments. Please note that in certain cases, a review of existing data is sufficient to make a determination and develop a program. Utilizing data from multiple sources and avoiding overreliance on standardized norm-referenced tests when making eligibility decisions is paramount. The limited diagnostic accuracy of standardized assessments and utility of evidence-based assessment techniques should always be considered.

Child-Find

All staff will be key in identification and referral of students who are in need of Special Education and related services. When a staff member suspects that a child has a disability, that staff member should immediately make referral to the appropriate school counselor. That referral should begin the process of documenting the student's need for intervention to address the deficits or for referral to evaluation planning team.

During this new experience, our online instructional delivery efforts should mirror those of engaged in face-to-face instruction. Make use of the technology and the various meeting platforms that allow for group and individual meetings.

This guide has been developed to provide general procedures to address Special Education services. Should you have the need for more specific answers, please consult your lead staff person or Student Services Dept. staff (Julie Black, Shalanda Shuler, or Ferlondo Tullock at 655-7310 or 655-2625).

Below is a link to a SDE presentation on FAPE and Special Education services during the COVID-19 closure.

https://drive.google.com/file/d/1XVUWB46eI91jQI452mqQL6UJ5xT_jOTz/view?usp=sharing

Technology Devices for Students

Schools to the greatest extent possible should be assigning one device per student to use for the school year. Classroom sets, such as laptop carts, can be labeled with the name of the student.

After-School Programs

School administrators have the authority to coordinate programming, approve activities, and determine the use of school facilities. It is imperative to remember that if we are in a high and medium level all After-School Programs will be canceled. The rental of school facilities need to be coordinated with the Director of Operations and Facilities.

School administrators should continue to consider the health and safety of staff, service providers, families and students and provide timely communication to the out-of-school-time programs and its participants.

Student Activities

Student activities are an integral part of the curriculum and must be maintained by adhering to current health and safety requirements while practicing necessary social and physical distancing.

Athletics

CCPS is collaborating with the SC High School League, to establish requirements for restarting high school athletics. The requirements will incorporate National Federation of State High School Associations guidelines that were developed with guidance from the Centers for Disease Control and Prevention. Separate CCPS practice guidelines will assist with the restart of athletics. Guidelines will adhere to state and county declarations and health and safety guidelines.

Competitions

School administrators should evaluate academic competitions and other contests throughout the school year to ensure student and chaperone health and safety.

Music Performances and Competitions

CCPS will collaborate with our Fine Arts Coordinator and DHEC to provide guidelines and resources for facilitating the restructure and delivery of quality instrumental music instruction during COVID-19 and beyond at the elementary, middle and high school levels.

Student Travel

Field trips are highly discouraged for the 2020-21 school year to limit students' exposure to foreign environments. Student travel to off-site facilities is discouraged, but can be appealed to the Deputy Superintendent.

Student Discipline

The Calhoun County Code of Conduct remains in effect whether schooling is done in person, with a blended model, or virtually.

- If an infraction occurs during virtual schooling, teachers are expected to address the incident and provide the appropriate discipline and follow-up support.
- Should a student need to be removed from group work in a virtual setting, education for this student can continue via learning packets or in an individualized virtual setting.

Online/virtual learning should not be used as a means to remove a student with behavioral challenges out of the class. Further, it should also not be used in lieu of suspension.

Student Transportation

School Buses

Students and staff who ride the state's pupil transportation system to and from school are required to wear face coverings while boarding, riding, and exiting school buses. Staff members, including bus drivers, are required to wear face coverings while boarding, riding, driving, and exiting school buses. Bus drivers and support staff should ask any student who boards a bus without a covering to put one on and offer them a disposable or cloth face covering provided by the SCDE.

Students who should NOT be required to wear face coverings:

- Those younger than two years old;
- Those who have trouble breathing;
- Those unable to remove the covering without assistance; and/or
- Those with special healthcare or educational needs as determined by an Individualized Education Program (IEP), 504 Accommodations Plan, or an individual student healthcare plan, or by a medical doctor

Staff members, including bus drivers, who have trouble breathing and/or those with special healthcare needs as noted by a medical doctor should NOT be required to wear face coverings.

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School Food Services Delivery Models

School-based eLearning- Meals will be delivered to the students at a specified drop-off location.

School-based Hybrid- Student meals will be served in the classrooms. Students who are at home will be provided a meal via bus delivery. Meal delivery times and dates may be subject to change.

Traditional- Students will be escorted to the lunch room to receive their meal. Students will then take the meal back to their classroom to consume.

During the times of eLearning and Hybrid academic instruction, students will receive meals delivered by school bus. Students will receive meals each afternoon beginning on Tuesday, August 18, 2020. Each afternoon, students will receive two meals: breakfast and lunch for the following day. Meal delivery will begin after 3:15 each afternoon. Buses will deliver to the normal drop-off points. Parents may pick-up meals from the schools beginning at 11:00am.

Employee Travel

Professional development, meetings and collaborations beyond the school or office level should continue to prioritize the use of e-conferencing to the greatest extent possible until further notice.

- Out-of-state travel (international and domestic) must be approved by the Superintendent.

Substitute Teachers

School administrators should review health and safety procedures and social distancing guidelines with all substitute teachers. Substitute teacher training will occur via virtual means.

Professional Development and Training

Professional development and training may be conducted at the school or state level virtually or in-person with adherence to the health and safety guidelines and social distancing.

- Participants should be provided with online handouts and related materials.

General training and development opportunities for all CCPS employees may be addressed at the start of the school year.

Major Partnerships

CCPS welcomes and encourages sponsorships and collaborative opportunities that strengthen and enhance school programs and help build solidarity and goodwill within the entire school community.

Public schools and public school students benefit from sponsorships and public-private partnerships that often include contributions of resources to support schools' educational programs.

CONTINGENCY PLANNING

Cases of COVID-19

If a student or employee either tests positive for COVID-19 or has been identified as a close contact or household member to someone who has tested positive, please refer to the Health and Safety guidebook for further guidance on next steps and cleaning protocols.

Modification of Emergency Drills Procedures

Schools will review their practice for evacuation, lockdown, and shelter-in-place drills to include social distancing to the greatest extent possible. In the event of a real emergency, expediting the evacuation of the school will take precedence over social distancing protocols.



Calhoun County Public Schools Instructional eLearning Guidelines 2020-2021

Dear Teachers, Students, and Parents:

Please read carefully for eLearning guidance.

The School District of Calhoun County Public Schools' eLearning Program provides:

- Academic rigor aligned to South Carolina Standards;
- High quality instruction to eligible district students using online and distance education technology;
- Highly qualified, South Carolina certified teachers;
- Frequent communication with students and parent(s) / guardian;”
- Additional support when needed.

Platform:

The School District of Calhoun County Public Schools will use Google Meets as the instructional meeting platform in conjunction with Google Classroom.

Attendance and Truancy:

All students participating in eLearning are subject to compulsory attendance requirements of South Carolina Statutes. Attendance must be verified by the teacher. State law requires the regular attendance of children between the ages of 6 and 17 and makes parents and legal guardians legally responsible for seeing that their children attend school. 3 consecutive or 5 cumulative unexcused absences will result in the development of an Attendance Improvement Plan (AIP). 2 additional unexcused absences will result in a referral to the Solicitor for court intervention. Once a full-time student earns fifteen (15) consecutive absences, he/she will be withdrawn from the virtual program and reported to truancy.

The parent should contact the teacher or the school if the student is going to be absent and explain the absence(s). If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician.

Academic Integrity and Plagiarism:

Academic integrity means:

- Student work on each assignment is completely his/her own.
- Collaboration with another classmate on any assignment must be pre-approved by the instructor.
- A student will not practice plagiarism in any form.
- A student will not allow others to copy his/her work.
- A student will not misuse content from the internet.

What is Plagiarism? Plagiarism is copying or using ideas or words from another person, an online classmate, or an internet or print sources and presenting them as one's own.

Classroom Set-Up and Communication Guidelines:

In a virtual setting or classroom, set-up and communication is key to the success of the student. Students will be required to log in every day according to their schedules. They will receive their Google Meets link within Google Classroom for each course. Teachers will provide interactive and rigorous instruction via Google Meets. Students will be required to meet all of their course requirements and compulsory attendance requirements according to the South Carolina Statutes. Students and parents will be required to attend an eLearning/Wellness check orientation.

Curriculum and Instruction:

All course curriculum is aligned to South Carolina College and Career Ready Standards and focuses on the required State Assessments.

Grading Procedures:

Teachers are responsible for maintaining and reporting accurate grades. Grades are issued by the teacher and entered into the student information system according to the district timeline. Grading procedures will follow the Grading Policy and Re-do regulation set forth by the district.

Instructional Materials:

The district will provide a device to each student. Each device must have paid insurance before being issued.

Multi-Tiered System of Support/Response to Intervention:

Teachers are expected to utilize the Multi-Tiered System of Support and the problem solving process to ensure success of all students. The Multi-Tiered System of Support is based on defining the problem, analyzing the data to determine why the problem is occurring, developing and implementing a plan driven by results of the problem analysis; and measuring the responsiveness to determine appropriate next steps. The online teacher should provide differentiated support to address the needs of each student.

Parent Conferences:

Parents/Guardian will be contacted as soon as a student concern is identified. The conference could be via video or over the phone.

Parent / Guardian Responsibilities:

The guardian's active participation is essential to ensure the success of the eLearning Program student. In the virtual environment, parents can monitor their student's progress and learning content 24/7 (via Parent PowerSchool Portal). Parents will receive guidance.

- The parent/guardian must make certain that their child is following the course schedule provided by the school.
- The parent/guardian shall be responsible for their child's school attendance as required by law. Absences of more than three (3) days must be reported to the school by the parent/guardian. If the student is absent for any reason, the parent must ensure that the student completes make up assignments for all absences and provide a written excuse.
- The parent/guardian will establish the structure necessary for focused participation in classes; will provide motivation and follow-up to make certain that their child has what he/she needs to be successful, along with the teacher and school; and will regularly communicate with school staff to ensure the student has a positive and productive experience.

It is the mission of Calhoun County Public Schools to close the achievement gap and increase student achievement and to ensure the safety and health of all stakeholders to the best of our ability.

South Carolina Department of Education Face Covering Guidelines for K-12

Public Schools

The CDC suggests that all school reopening plans address adherence to behaviors that prevent the spread of COVID-19. Face coverings are recommended by national and state public health experts as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the covering coughs, sneezes, talks, or raises their voice. This recommendation is based on what we know about the role respiratory droplets play in the spread of the virus that causes COVID-19, paired with emerging evidence from clinical and laboratory studies that shows coverings reduce the spray of droplets when worn over the nose and mouth. COVID-19 spreads mainly among people who are in close contact with one another (within about 6 feet), so the use of coverings is particularly important in settings where people are close to each other or where social distancing is difficult to maintain.

To support the national and state efforts to slow the spread of COVID-19 and to best protect the health and safety of South Carolina public school students and staff, the South Carolina Department of Education (SCDE) is requiring face coverings to be worn on school buses and within public school facilities. The below information outlines the specifics of the state's face covering policy.

A face covering is a piece of fabric, cloth, or other material that covers the wearer's nose, mouth, and chin simultaneously and is secured to the wearer's face by elastic, ties, or other means. Acceptable face coverings may be homemade, and they may be reusable or disposable.

School Buses

Students and staff who ride the state's pupil transportation system to and from school are required to wear face coverings while boarding, riding, and exiting school buses. Staff members, including bus drivers, are required to wear face coverings while boarding, riding, driving, and exiting school buses. Bus drivers and

support staff should ask any student who boards a bus without a covering to put one on and offer them a disposable or cloth face covering provided by the SCDE.

Students who should NOT be required to wear face coverings:

- Those younger than two years old;
- Those who have trouble breathing;
- Those unable to remove the covering without assistance; and/or
- Those with special healthcare or educational needs as determined by an Individualized Education Program (IEP), 504 Accommodations Plan, or an individual student healthcare plan, or by a medical doctor

Staff members, including bus drivers, who have trouble breathing and/or those with special healthcare needs as noted by a medical doctor should NOT be required to wear face coverings.

School Facilities

Students and staff in South Carolina public schools **must** wear a face covering upon entering a school building, moving through hallways, during carpool/bus drop off or pickup, and when social distancing is not possible or optimal. Student face coverings may be removed upon teacher or administrator direction while in the classroom or during special activities outside the classroom.

Students who should **NOT** be required to wear face coverings:

- Those younger than two years old;
- Those who have trouble breathing;
- Those unable to remove the covering without assistance; and/or
- Those with special healthcare or educational needs as determined by an Individualized Education Program (IEP), 504 Accommodations Plan, or an individual student healthcare plan, or by a medical doctor

Staff members who have trouble breathing and/or those with special healthcare needs as noted by a medical doctor should **NOT** be required to wear face covering.

Additional Considerations

The SCDE recognizes that face coverings may be challenging for some students, teachers, and staff, including:

- Younger students, such as those in early elementary school (Pre-Kindergarten-2)
- Students, teachers, and staff with severe asthma or other breathing difficulties.
- Students, teachers, and staff with special educational or healthcare needs, including intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity.

In these instances, parents, guardians, caregivers, teachers, and school administrators should consider adaptations and alternatives whenever possible.

Consider use of clear face coverings that cover the nose and wrap securely around the face by some teachers and staff. Clear face coverings should be determined not to cause any breathing difficulties or over heating for the wearer. Teachers and staff who may consider using clear face coverings include:

- Those who interact with students or staff who are deaf or hard of hearing, per the Individuals with Disabilities Education Act
- Teachers of young students learning to read
- Teachers of English learners
- Teachers of students with disabilities, as applicable

Clear face coverings are not face shields. The CDC does NOT recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings because of a lack of evidence of their effectiveness for source control.

Calhoun County Public Schools

COVID-19 GUIDANCE

The Calhoun County School District will adhere to the SC Department of Health and Environmental Control interim guidance for Covid-19 scenarios. This guidance is subject to change based on additional guidance from the SC Department of Health and Environmental Control.

Employees who experience COVID-19 symptoms or receive positive results from a COVID-19 test should report the findings to George Kiernan in Human Resources at 803-655-7310.

What to do if a student in your class is not feeling well?

1. Get the student to the school nurse.
 - a. Do not take risks, send them to the nurse immediately.
 - b. Do not assume that is not COVID-19.
 - c. Contact the nurse and tell them you are sending a student down to them.
2. Contact the front office if you have a sick student.
 - a. The front office will send a custodian down to the room to disinfect the room.
 - b. Your class might be asked to leave the classroom and line up outside the classroom 6 feet apart from each student until the cleaning is done.
3. Where does a potential COVID-19 case go to?
 - a. The first stop is to the nurse's office.

- b. The nurse will assess the student and decided if the student needs to be quarantined.
 - c. Each nurse's office has a location to quarantine students that have signs of COVID-19.
4. What if I have a positive COVID-19 case in my classroom?
- a. Do not panic.
 - b. Figure out if you have been in close contact with the individual. Have you been within 6 feet of the person for more or less than 10 minutes?
 - c. Contact the school nurse and express your concerns.
 - d. Monitor your students within your classroom and send any students who are demonstrating Covid-19 symptoms to the school nurse.

COVID-19 Symptoms

COVID-19 related symptoms:

Any one (1) of the following

- Fever – or-
- Shortness of breath or difficulty breathing -or-
- Loss of taste or smell – or-
- New or worsening cough –

or

Any two (2) of the following:

- Sore throat
 - Muscle or body aches
 - Chills
 - Fatigue
 - Headache
 - Congestion or runny nose
 - Diarrhea
 - Nausea or vomiting
- Respiratory (droplet possibly airborne) routes, or by contact with infected individuals or objects.