

ALLENDALE COUNTY SCHOOLS

ALLENDALE
COUNTY SCHOOLS



2020-2021 SCHOOL REOPENING PLAN



THE VOICE OF THE SUPERINTENDENT



Dear Tiger Family:

This has been a summer unlike any other for school districts across the country. As we face these unprecedented circumstances with COVID-19, this pandemic continues to change our collective landscape of how we deliver instruction to our students. The changes in our lives due to the pandemic are numerous. Unfortunately, the impact of the virus continues to change the most fundamental aspects of how we live, including how we hold school. Reopening schools during a pandemic demands careful planning — a process complicated by weekly changes to DHEC infection rates and demands for new cleaning and social-distancing protocols. As we approach this new school year, it is our sincerest desire to keep our families and community informed and maintain open communication.

Our dynamic and resilient Leadership Team and staff have all worked collectively the entire summer planning for the reentry of our scholars to ensure our scholars this 2020-2021 school year receive a quality learning experience and high academic outcomes. Without a doubt, teachers are better trained at using online-teaching tools, thus, leveraging digital tools to create content for our scholars in ways that demonstrate growth and understanding.

Thus, we will definitely need the support of parents and our community to work along-side us to achieve our goals this year. There is no one-size-fit-all approach to reopening schools; however, the district is fully committed to using recommendations from DHEC, SC Department of Education, AccelerateED Task Force, Parent & Staff Surveys and ACS Reopening Task Force Committee to help us make informed decisions about how we reopen and achieve our goals. Please know that all decisions made recognize the need to physically open schools face-to-face, five days a week, but lives hang in the balance. Safety is our priority. Addressing the academic skills' slide our students are experiencing remains an important objective; however, students will not be ready to engage in formal learning until they feel physically and emotionally safe. Establishing safety measures are protocols the district is putting in place to try and relieve those stressors.

Because schools must operate within the requirements of social-distancing and the limitations of having less than 50% occupancy in classrooms and on our busses, the district will have phases of reentry. For families who are returning to us face-to-face, please rest assured that we will put all safety measures in place to ensure a healthy, instructionally sound, and safe learning environment for all children. For families grappling with the decision to return to traditional school due to COVID-19, we are happy to offer our new K-12 virtual platform, ACS Virtual Academy. This platform is designed to help students reach their academic goals through an accredited online environment.

In spite of all the new changes this upcoming school year, we are eager to see our scholars again and achieve our vision for equipping them to become the communicators, collaborators, creators and critical thinkers we need to send out into the world.

Dr. Margaret Gilmore,
Superintendent



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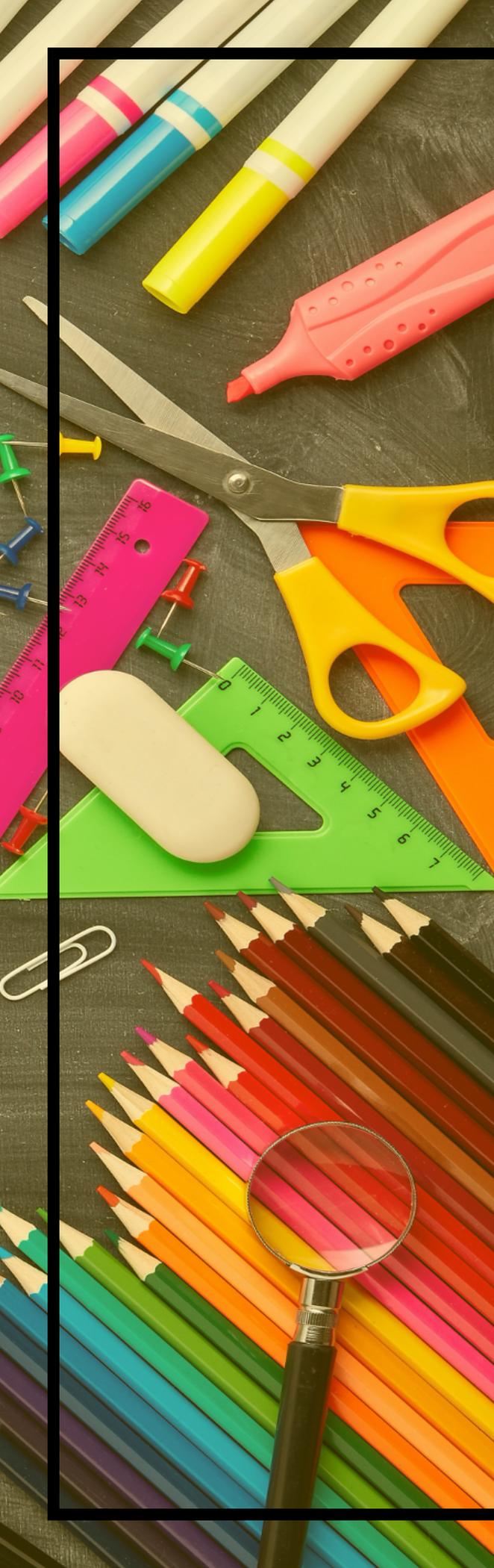
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Allendale County Schools Re-Opening Task Force Sub-Committees and Members
Dr. Margaret Gilmore, Superintendent
2020-2021

Operations and Logistics	Instructional Planning	Social/Emotional Support/Health & Safety Students, Staff, Parents	Professional Development & Training	Community Engagement /Communications
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1st Meeting – June 18, 2020 (Face-to-Face)
2nd Meeting – July 15, 2020 (Virtual)-By Committees



OPERATIONS & LOGISTICS

Allendale County Schools

Re-Opening Plan

2020-2021

Operations & Logistics

Start Dates/Times

- √ August 17-21– Staff Development/Teacher Work Days – Faculty & Staff
- √ August 24-28 – 4K-8th grade students will return (Early LEAP Days). Orientation days for HS students.
- √ August 31st – Official first day of school. All students.
- √ Elementary – 7:30 AM – 2:30 PM; Doors open at 7:00 AM
- √ Secondary – 8:45 AM – 3:45 PM; Doors open at 8:00 AM

Temperature/PPE/Masks:

- √ Face masks are required for students and staff daily.
- √ Face masks will be provided to all employees and students.
- √ Routine temperature checks will be administered for staff and students at the beginning of each school day.
- √ All employees will be trained on COVID symptoms.
- √ Parents should monitor their children and keep them home if they have a temperature of 100.4 or higher.
- √ Hand sanitizer stations will be made available in the office, hallways and classrooms
- √ Gloves will be provided for staff as needed.
- √ Employees will self-monitor at home and not report to work if they have a temperature of 100.4 or higher.

Facility Cleaning:

All district and school facilities will implement a cleaning protocol and follow guidelines from CDC and DHEC.

- √ The district will hire a Disinfecting Company to come in and spray/disinfect all classrooms, offices, cafeteria, gym, and buses before school opens.
- √ Staff will wipe down and sanitize doorknobs, pencil sharpeners, phones, towel dispensers, copy machines, countertops, printers, etc. throughout the day in their workspace.
- √ Teachers will clean their classrooms at the end of each day. Guidelines will be provided on how to clean.
- √ Hand sanitizer will be available in every front office, school buses, restrooms, and all classrooms.
- √ Cleaners/spray bottles will be placed on school buses.
- √ At the end of the school day, custodial staff will ensure that the disinfecting fogger is used in all areas and complete a sign off/completion sheet for that day.
- √ To ensure building occupants practice social distancing, each building

will be equipped with 6 feet social distancing floor decals.

Transportation

- √ Bus loads will be reduced to no more than 50% capacity
- √ Bus routes will be staggered – All elementary students will load buses first and dropped off at school. All middle/high school students will be picked up and transported to school. Buses will be disinfected/fogged/sanitized between elementary & secondary routes. Elementary Schools start time- 7:30 a.m.- 2:30 p.m.; Middle/High School start time – 8:45 a.m. – 3:45 p.m.
- √ Drivers and students are required to wear face coverings while on the bus and throughout the school day.
- √ Students are expected to practice social distancing at bus stops, during loading, during transport, and while unloading the bus.
- √ Students will load the bus from rear to front and disembark from the bus front to the rear one at a time during AM and PM routing.
- √ Each bus seat will be cleaned and disinfected using a sprayer and EPA-approved disinfectant after completion of morning and afternoon routes.

All School Locations

Arrival:

- √ Doors will be open and monitored by staff during arrival.
- √ A nurse will be located at the front entrance to check each employee's temperature.
- √ All individuals are required to wear facial coverings upon entry.
- √ A quarantine area will be designated at each school for students with temperatures or other symptoms of COVID-19.
- √ Students will walk independently into buildings and report directly to homeroom or first block class.
- √ Students will NOT congregate in a common area/gym/cafeteria. Staff will monitor students.
- √ Each homeroom teacher/1st block teacher will conduct temperature checks for each student.
- √ Car riders and bus riders will enter building in separate designated areas to reduce crowding.

Dismissal:

- √ Doors will be opened and monitored by staff during dismissal.
- √ Students will be released on a staggered schedule to parking lot, car rider line, or bus loading area to reduce crowding.
- √ Staff will monitor waiting areas (bus, car lines) to ensure adequate social distancing.

Meal Services:

- √ Schools: All students will be strongly encouraged to wash hands before/after eating. All items offered will be individually packaged or cupped. Serve individually plated or boxed meals. Utensils, straw and napkin will be included. Hot meals will be served by cafeteria staff when possible. Lunch cards will be scanned by student or cashier.

- √ In some cases, to keep student cohorts from mixing, schools will use large rolling carts to deliver meals to classrooms. Students will eat in their classrooms to reduce large gatherings and follow social distancing guidelines. Students may bring their own snacks and water bottles.
- √ Secure large rolling carts to place food on and transport food to classrooms – when feasible.

Maintenance/Custodial Care:

- √ Water fountains will be closed; students may bring their own unopened water bottles to school.
- √ Common areas (main office, hallways, teacher work rooms, restrooms, some specialized classrooms) will be cleaned regularly by custodial staff.
- √ Restroom breaks will be scheduled by teacher when possible.
- √ All restrooms will be sanitized routinely throughout the day by the custodial staff.
- √ Student lockers will be closed.

All Classrooms/Art/Music/Band/PE/Library:

- √ Increase spaces between desks and have them facing the same direction maintaining 6 feet of distance to the extent possible.
- √ All materials and surfaces used by teachers and students will be sanitized between student groups; shared items will be minimal.
- √ Practice social distancing inside the classroom.
- √ Teachers will space seating as much as possible.
- √ Band/music students will sanitize/disinfect personal instruments before and after daily use.
- √ Students will not share instruments or equipment.
- √ Students will face the same direction while practicing inside
- √ Books and paper are not considered a high risk for COVID-19 exposure and do not require additional disinfection.
- √ Contact sports will be reduced, and social distancing used when possible.
- √ Students are strongly recommended to wear face coverings when playing contact sports.
- √ Clear desk dividers and sneeze guard shields will be used in classrooms.

Hallway Transitions:

- √ Teachers will stagger transition times to reduce crowded hallways.

DHEC RECOMMENDATIONS



DHEC Recommendations

Protocol for Cleaning and Disinfecting Classrooms/Schools

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
- Cleaning with soap and water reduces number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces.
 - - More frequent cleaning and disinfection may be required based on level of use.
 - Surfaces and objects in public places, such as shopping carts and point of sale keypads should be cleaned and disinfected before each use.
- High touch surfaces include:
 - Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

DISINFECTANT

- Recommend use of [EPA-registered household disinfectant](#).
Follow the instructions on the label to ensure safe and effective use of the product.
Many products recommend:
 - Keeping surface wet for a period of time (see product label).
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Always read and follow the directions on the label to ensure safe and effective use.

- Wear skin protection and consider eye protection for potential splash hazards
- Ensure adequate ventilation
- Use no more than the amount recommended on the label
- Use water at room temperature for dilution (unless stated otherwise on the label)
- Avoid mixing chemical products
- Label diluted cleaning solutions
- Store and use chemicals out of the reach of children and pets

You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. Do not wipe or bathe pets with these products or any other products that are not approved for animal use.

See [EPA's 6 steps for Safe and Effective Disinfectant](#)

Special considerations should be made for people with asthma and they should not be present when cleaning and disinfecting is happening as this can trigger asthma exacerbations. To learn more about reducing asthma triggers: https://www.cdc.gov/asthma/reduce_triggers.html

- **Diluted household bleach solutions may also be used** if appropriate for the surface.
 - Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 5%–6%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection.
 - Unexpired household bleach will be effective against coronaviruses when properly diluted. **Follow manufacturer’s instructions** for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser. **Leave solution** on the surface for **at least 1 minute**.

To make a bleach solution, mix:

- 5 tablespoons (1/3rd cup) bleach per gallon of room temperature water
OR
 - 4 teaspoons bleach per quart of room temperature water
- Bleach solutions will be effective for disinfection up to 24 hours.
 - **Alcohol solutions with at least 70% alcohol may also be used.**

SOFT SURFACES

For soft surfaces such as carpeted floor, rugs, and drapes

- **Clean the surface using soap and water** or with cleaners appropriate for use on these surfaces.
- **Launder items** (if possible) according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely.

OR

- **Disinfect with an EPA-registered household disinfectant.** [These disinfectants](#) meet EPA’s criteria for use against COVID-19.
- [Vacuum as usual.](#)

ELECTRONICS

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines

- Consider putting a **wipeable cover** on electronics.
- **Follow manufacturer’s instruction** for cleaning and disinfecting.

- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

LAUNDRY

For clothing, towels, linens and other items

- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- **Wear disposable gloves** when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- **Do not shake** dirty laundry.
- Clean and **disinfect clothes hampers** according to guidance above for surfaces.
- Remove gloves, and wash hands right away.

CLEANING AND DISINFECTING YOUR BUILDING OR FACILITY IF SOMEONE IS SICK

- **Close off areas** used by the person who is sick.
 - Companies do not necessarily need to close operations, if they can close off affected areas.
- **Open outside doors and windows** to increase air circulation in the area.
- **Wait 24 hours** before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect **all areas used by the person who is sick**, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM machines.
- [Vacuum the space if needed](#). Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
 - Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
 - Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once area has been **appropriately disinfected**, it **can be opened for use**.
 - **Workers without close contact** with the person who is sick can return to work immediately after disinfection.
- If **more than 7 days** since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
 - Continue routine cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

CLEANING AND DISINFECTING OUTDOOR AREAS

- Outdoor areas, like **playgrounds in schools and parks** generally require **normal routine cleaning**, but **do not require disinfection**.
 - Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
 - High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
 - Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
- **Sidewalks and roads should not be disinfected**.
 - Spread of COVID-19 from these surfaces is very low and disinfection is not effective.

WHEN CLEANING

- **Regular cleaning staff** can clean and disinfect community spaces.
 - Ensure they are trained on appropriate use of cleaning and disinfection chemicals.
- **Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash**.
 - Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
 - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.
- **Wash your hands often** with soap and water for 20 seconds.
 - Always wash immediately after removing gloves and after contact with a person who is sick.
 - Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

Always read and follow the directions on the label to ensure safe and effective use.

- Keep hand sanitizers away from fire or flame
- For children under six years of age, hand sanitizer should be used with adult supervision
- Always store hand sanitizer out of reach of children and pets

See [FDA's Tips for Safe Sanitizer](#) and [CDC's Hand Sanitizer Use Considerations](#)

- **Additional key times to wash hands** include:
 - After blowing one's nose, coughing, or sneezing.
 - After using the restroom.

- Before eating or preparing food.
- After contact with animals or pets.
- Before and after providing routine care for another person who needs assistance (e.g., a child).

ADDITIONAL CONSIDERATIONS FOR EMPLOYERS

- **Educate workers** performing cleaning, laundry, and trash pick-up to recognize the symptoms of COVID-19.
- Provide instructions on what to do if they develop [symptoms](#) within 14 days after their last possible exposure to the virus.
- **Develop policies for worker protection and provide training** to all cleaning staff on site prior to providing cleaning tasks.
 - Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.
- Ensure workers are trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard ([29 CFR 1910.1200](#)).
- **Comply with OSHA's standards** on Bloodborne Pathogens ([29 CFR 1910.1030](#)), including proper disposal of regulated waste, and PPE ([29 CFR 1910.132](#)).

ALTERNATIVE DISINFECTION METHODS

- The efficacy of alternative disinfection methods, such as ultrasonic waves, high intensity UV radiation, and LED blue light against COVID-19 virus is not known.
 - EPA does not routinely review the safety or efficacy of pesticidal devices, such as UV lights, LED lights, or ultrasonic devices. Therefore, EPA cannot confirm whether, or under what circumstances, such products might be effective against the spread of COVID-19.
- CDC does not recommend the use of sanitizing tunnels. There is no evidence that they are effective in reducing the spread of COVID-19. Chemicals used in sanitizing tunnels could cause skin, eye, or respiratory irritation or damage.
- CDC only recommends use of the [surface disinfectants identified on list](#) against the virus that causes COVID-19.



Interim COVID-19 guidance for schools: Management of suspect and confirmed COVID-19 cases

This guidance is intended for schools to plan their response to known or possible cases of COVID-19 as well as known contacts. This is based on what is currently known about COVID-19 and will be updated as more information and guidance become available.

Students or staff with symptoms of COVID-19

Students and staff should be excluded from school if they have:

- 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

- Any two (2) of the following:
 - Sore throat
 - Muscle or body aches
 - Chills
 - Fatigue
 - Headache
 - Congestion or runny nose
 - Diarrhea
 - Nausea or vomiting

Note: Any child with any one of these symptoms should consider not attending school regardless of meeting exclusion criteria. If these symptoms are explainable by an underlying condition (such as shortness of breath or cough for an individual with asthma) exclusion may not be necessary.

Schools should plan to have a room identified to isolate students or staff with symptoms of COVID-19 identified during the school day.

- Students and staff should be moved safely, respectfully, as well as in accordance with any applicable privacy laws or regulations, to the isolation room for evaluation. The individual should be provided a mask if they are able to use one, and students should be supervised by a staff member who maintains at least six feet of distance and uses appropriate personal protective equipment (PPE) if available.

- School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: What Healthcare Personnel Should Know About [Caring for Patients with Confirmed or Possible COVID19 Infection](#).

Return to school

- Advise sick staff members and children not to return until they have met criteria for return.
- Students or staff excluded for these symptoms should not return until they have either tested negative for COVID-19 or a medical evaluation determines that their symptoms were more likely due to another cause (e.g. sore throat due to strep throat). In this later case, the individual can return when they meet criteria for that condition.
- Students or staff that require testing for COVID-19 will require a negative PCR test (mouth or nose swab) or similar rapid test that directly detects the virus or must complete the current isolation criteria for COVID-19 to return to school.
- Current **isolation criteria** for COVID-19:
 - Students and staff who test positive for COVID-19 and persons with symptoms of COVID-19 (see list above) who do not get tested, should isolate until:
 - Ten (10) days have passed since symptoms started - and –
 - Three (3) days (72 hours) have passed since last fever without taking medicine to reduce fever - and -
 - Overall improvement in symptoms.
 - Those who test positive by a PCR test but do not have symptoms will be required to stay out of school until ten (10) days after the specimen was collected.
 - The criteria above should be used to determine eligibility to return to school. Negative PCR test results are not required after meeting these criteria.

Testing

A student or staff member who develops symptoms of COVID-19 but does not get tested could limit DHEC's ability to appropriately respond to new cases and ensure the health and safety of other students and staff. PCR testing (nose or throat swab) or similar rapid test that directly detects the virus is required as there is delay in developing detectable antibodies. A negative antibody test is insufficient to rule out a new infection.

- Location of testing sites is available on the DHEC website: <https://scdhec.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19/covid-19-screening-testing-sites>
- Location of DHEC mobile and pop-up testing sites: <https://www.scdhec.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19/covid-19-mobile-pop-clinics>

Cases in classroom

If a student or staff member tests positive, they could have been contagious with the virus up to 48 hours before their symptoms began or before their test specimen was collected (for those with no symptoms).

- Prevention - Routinely using these precautions will help avoid the need to quarantine all classroom contacts of persons with COVID-19:

July 8, 2020

- It is essential that staff ensure maximum distancing between students and other staff while in the classroom and throughout the day to limit the possibility of transmission.
- Encourage the use of masks among students and staff able to use them.
- Anyone known to be a **close contact** (defined as being within six (6) feet for fifteen (15) minutes or more) to a COVID-19 case while contagious must be excluded from school for fourteen (14) days after last contact with the person with COVID-19. This exclusion requirement applies even if masks were worn if social distancing was not maintained.
- For any classrooms where social distancing could not be maintained (classes with young children who do not have assigned seating throughout the day), all children and staff must be considered close contacts and must complete a fourteen (14) day quarantine period.
- Students and teachers in a classroom with a known COVID-19 case in which social distancing was reliably maintained should remain together in the same cohort to the extent that is possible. They should receive screening for fever and symptoms (see above) each morning until 14 days after last contact with the case. Note: anyone determined to be a “close contact” must be excluded.
 - Any of these students or teachers who are monitored and found to have symptoms of COVID-19 should be sent home and excluded and will be required to get tested or complete the required isolation period to return to school.
- The classroom will need to be closed for [cleaning and disinfection](#) before use again.

Quarantine

Some students or staff may have been told they were a close contact to a case of COVID-19 and have to complete a quarantine period. This means they will be required to stay home so they do not risk exposing others to COVID-19 if they become sick. DHEC staff will inform them of the length of their quarantine period. For students, a parents' note that they have been cleared from quarantine may be used to allow return to school

- Close Contact: The standard quarantine period is fourteen (14) days after last close contact with person while they were contagious with COVID-19.
- Household contact: If the student or staff lives in the same household as the case and has daily close contact, they will have to quarantine for an additional fourteen (14) days after the day their household member has been cleared from their isolation period.
- Other household members in quarantine: If the student or staff lives in the same household as someone in quarantine, they will not necessarily need to quarantine themselves unless the household member in quarantine is then determined to be a COVID-19 case. DHEC will notify those who are required to complete quarantine.

Note: This guidance is consistent with information available as of July 8, 2020 and may be updated as new information on this novel virus and evolving situation become available.

July 8, 2020

INSTRUCTIONAL MODELS AND PLANS



ACS Instructional Model

Student Learning Models for 2020-2021

The instructional model below describes the student learning phases the district will employ in relation to the most up-to-date DHEC COVID-19 activities by county. Basically, the general formats that will be utilized with the opening of the new school year will fall into one of three phases based on community spread of Covid-19. These phases are (1) Substantial Spread (high in all categories), (2) high spread, (3) medium spread, or (4) low spread.

At the start of school, the district will be in Phase Two and will revisit DHEC information monthly to determine which phase the district will be operating in. Depending on the level of virus spread, the district/school will communicate directly to parents when the phases/models change. Allendale County School District will open school in Phase Two.

Substantial - High Spread in ALL categories

Phase One:

- School buildings are closed and will be based on State Department of Education and Governor's Statewide Executive Order.

High Spread

Phase Two

Option 1:

- A/B Hybrid Model – PreK-12th Grade – A Day(M&T)/B Day(W&Th) – 2 Days Face-to-Face; 3 Days eLearning

Option 2:

- ACS Virtual Academy (Online Learning)
- Accredited online standards-based video teacher-directed lessons aligned to South Carolina curriculum standards
- Acellus/ACS Teacher support & interactions
- Teachers facilitate virtual collaboration/small group online conferences
- Virtual Office Hours
- Participation with extracurricular activities

Medium Spread

Phase Three

Option 1:

- PreK-5th Grade – Students on campus 4 days a week(M-Th); Friday - eLearning Day
- 6th-12th Grade – A Day (M,T,F)/B Day (W,Th,F) – 3 Days Face-to-Face; 2 Days eLearning; Fridays – Extra Help/Small Group Day (Face-to-Face) – A Day (1st & 2nd Friday) B Day (3rd & 4th Friday)

Option 2:

- ACS Virtual Academy (Online Learning)
- Accredited online standards-based video teacher-directed lessons aligned to South Carolina curriculum standards
- Acellus/ACS Teacher support & interactions
- Teachers facilitate virtual collaboration/small group online conferences
- Virtual Office Hours
- Participation with extracurricular activities

Low Spread

Phase Four

Option 1:

- Traditional Learning – All students on campus five days a week

Option 2:

- ACS Virtual Academy (Online Learning)
- Accredited online standards-based video teacher-directed lessons aligned to South Carolina curriculum standards
- Acellus/ACS Teacher support & interactions
- Teachers facilitate virtual collaboration/small group online conferences
- Virtual Office Hours
- Participation with extracurricular activities

2020-2021

ACS Instructional Plan

Allendale County Schools



Changing the Headlines...
Allendale Forward

TEACHING & LEARNING IS OUR PRIORITY!

“Learning is not attained by chance, it must be sought for with ardor and attended to with diligence. “ – *Abigail Adams*

ACS Instructional Models

Student Learning Models for 2020-2021

Option 1: A/B Hybrid Model

Pre-K – 12th Grade

(2 Face-to-Face Instructional Days & 3 eLearning Days)

A-Days – Mondays & Tuesdays & B-Days – Wednesdays & Thursdays

Completely Virtual - Fridays

*On eLearning days, students will still be expected to join the classroom lesson with their teacher because there will be instructional continuity with pacing. Teacher will live-stream instruction to students on their non face-to-face instructional days. More information is available on the ACS Instructional Models document.

OR

Option 2: ACS Virtual Academy (Online Learning)



Pre-K – 12th Grade

(5 eLearning Days – 100% Virtual)



*Students will be enrolled in the ACS Virtual Academy and will use the Acellus instructional platform for online instruction for all five days for PreK-12 as well as the Waterford program for 3K and 4K students. More information is available on the ACS Instructional Models document.

Registration: July 20 – 22, 2020

July 20 & 22 (8:30 am – 4:30 pm) & July 23 (12:00 pm – 7:00 pm)

**Parents will have the opportunity to select their child's Instructional Model during registration. If you have already registered online, you will still need to come to the school to complete the Instructional Model selection form and to pick up your child's book bag.*

Our Priority is to Make Quality Teaching & Learning Available to All Students Despite the COVID-19 Pandemic

ACS Instructional Models

Student Learning Models for 2020-2021

The instructional model below describes the student learning phases the district will employ in relation to the most up-to-date DHEC COVID-19 activities by county. Basically, the general formats that will be utilized with the opening of the new school year will fall into one of three phases based on community spread of Covid-19. These phases are (1) Substantial Spread (high in all categories), (2) high spread, (3) medium spread, or (4) low spread.

At the start of school, the district will be in Phase Two and will revisit DHEC information monthly to determine which phase the district will be operating in. Depending on the level of virus spread, the district/school will communicate directly to parents when the phases/models change. Allendale County School District will open school in Phase Two.

Substantial - High Spread in ALL categories

Phase One:

- School buildings are closed and will be based on State Department of Education and Governor's Statewide Executive Order.

High Spread

Phase Two

Option 1:

- A/B Hybrid Model – PreK-12th Grade – A Day(M&T)/B Day(W&Th) – 2 Days Face-to-Face; 3 Days eLearning

Option 2:

- ACS Virtual Academy (Online Learning)
- Accredited online standards-based video teacher-directed lessons aligned to South Carolina curriculum standards
- Acellus/ACS Teacher support & interactions
- Teachers facilitate virtual collaboration/small group online conferences
- Virtual Office Hours
- Participation with extracurricular activities

Medium Spread

Phase Three

Option 1:

- PreK-5th Grade – Students on campus 4 days a week(M-Th); Friday - eLearning Day
- 6th-12th Grade – A Day (M,T,F)/B Day (W,Th,F) – 3 Days Face-to-Face; 2 Days eLearning; Fridays – Extra Help/Small Group Day (Face-to-Face) – A Day (1st & 2nd Friday) B Day (3rd & 4th Friday)

Option 2:

- ACS Virtual Academy (Online Learning)
- Accredited online standards-based video teacher-directed lessons aligned to South Carolina curriculum standards
- Acellus/ACS Teacher support & interactions
- Teachers facilitate virtual collaboration/small group online conferences
- Virtual Office Hours
- Participation with extracurricular activities

Low Spread

Phase Four

Option 1:

- Traditional Learning – All students on campus five days a week

Option 2:

- ACS Virtual Academy (Online Learning)
- Accredited online standards-based video teacher-directed lessons aligned to South Carolina curriculum standards
- Acellus/ACS Teacher support & interactions
- Teachers facilitate virtual collaboration/small group online conferences
- Virtual Office Hours
- Participation with extracurricular activities

ACS Instructional Models

Content Delivery

Hybrid Instructional Model

(Combines teacher-directed instruction with live virtual content)

- √ Blend of face-to-face teacher-directed instruction and delivery of live sessions through digital platforms such as Microsoft Teams, Skooler, and other teacher-selected tools.
- √ Use of teacher-selected materials (e.g., print, district-adopted textbooks, digital content)
- √ Instruction provided through district-licensed online content resources (e.g., i-Ready, Acellus, USA Test Prep, Gizmos, etc.)
- √ Student communication through digital platform and Student Support Day on Fridays

ACS Virtual Academy

(Teacher-directed instruction (via online, live), personalized practice)

- √ Acellus (online) teacher delivers high quality instruction daily.
- √ Instruction provided through district-licensed online content resources (e.g., Acellus, i-Ready, USA Test Prep)
- √ Personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and task completion
- √ Student communication through district-licensed online content resources, phone, or other digital platform selected by the teacher.

Allendale County Schools

Virtual Academy

About the Virtual Academy – fully online learning

Allendale County School District will be offering a new Virtual Academy for the 2020-2021 school year to accommodate families of Pre-kindergarten through 12th graders who prefer students to experience virtual learning at home. Students receiving their education through our new Virtual Academy will remain fully-enrolled in their regular school. Academy teachers are certified Acellus teachers and ACS teachers.

This accredited online learning platform will be based on South Carolina curriculum standards and will be delivered through Skooler and Microsoft Teams, our current learning management tools. Courses will be designed using the curriculum platform of Acellus and supported with teacher-designed assessments, lessons, activities and supports. Courses will be offered as full virtual courses with opportunities for online instruction, tutoring, intervention and teacher support. Students must maintain discipline and complete all online tasks and activities.

Students will follow a schedule of virtual classes just as they would in a traditional brick and mortar school. Thus, students are expected to attend and participate in scheduled class sessions. Students will receive standards-based content, participate in classroom discussion, submit assignments and demonstrate mastery of learning from the safety and comfort of their homes. Teachers will be able to provide instant course participation data such as student online engagement, assignments completed, assessments scores and course/subject average. Students are expected to adhere to completion and submission of all assignments, projects, assessments and activities. The Acellus platform will be utilized in both the at-home virtual and school-site hybrid setting. This will allow for streamlining of resources and instructional materials, as well as teaching and learning for students across the district regardless of their instructional model choice. Teachers and students will be able to enjoy a blended model for instructional purposes.

Students who qualify for special education services will receive accommodations and modifications according to their IEP or 504 plan. Any required face to face accommodations will be provided while ensuring the safety and health of the student and teacher.

Students will follow ACS school calendar start and end dates. Students will have opportunities to build relationships with their teachers. Many student and family engagement opportunities will be available as students will still be able to participate and have access to school activities such as sports, band, cheerleading, JROTC, CATE classes and fine arts.



ACS Virtual Academy

KEY ELEMENTS OF VIRTUAL LEARNING

Acellus (PreK-12) & Waterford Program (3K & 4K)

<p>Totally Online Learning: Master/Certified teachers provide excellent instruction through the Acellus Program to students in Pre-Kindergarten through 12th grade.</p>	<p>Comprehensive Curriculum: Acellus courses cover all content areas PK-12 as well as courses for Advance Placement, Career & Technical Education and Exam Preparation.</p>	<p>ACS Teacher Support: ACS Teachers will provide additional on-campus support to students on Fridays. This will allow for teachers of record to still interact with students along with the Acellus platform to ensure student success.</p>
<p>SCCCR Standards: The Acellus program uses the SC College and Career Readiness Standards to guide instruction. Assessments and benchmarks will be given collaboratively between Acellus and ACS throughout the year.</p>	<p>Research Based Data Driven Instruction: Acellus utilizes statistical data on how students learn to customize the learning process to the individual needs of students.</p>	<p>Professional Development: Teachers, students and parents will be provided professional development and technology support. This will ensure that all stakeholders understand how to navigate in this learning experience</p>

The Waterford Program: SmartStart (3K) and Early Learning Program (4K)

Designed to complement existing curriculum or as a stand-alone solution, SmartStart for 3K students includes everything you need to provide a developmentally-appropriate curriculum. In addition, the 4K students will be using the Waterford Early Learning program which is a personalized learning software that adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace, making it ideal for all of your early learners.

Reminders

- All students have the option to engage in a 100% virtual experience (5 days/week).
- ACS Students will be enrolled in the Acellus Program for all of their courses for both core instruction and electives.
- Teachers, students and parents will be provided with instructional and tech support.
- Student attendance is pertinent to the his/her success and must adhere to policy.
- In addition to Acellus, Kindergarten students must still work in their individualized learning path in iReady for 30 minutes and 1st – 8th grade



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Allendale Forward



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Pre-Kindergarten (3 & 4-year-olds)

Virtual Instructional Framework

Learning Day Schedule: Here is a recommended academic schedule for 3 -and 4-year-old Pre-Kindergarten students. Students should be engaged in academic and social-emotional activities for approximately 2 hours (120 minutes) daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc.

Live or Virtual Office Hours

Teachers will be available to answer questions Monday-Thursday at the beginning or at the end of each day. In addition, teachers will be available on Fridays via email, Microsoft Teams/Skooler, Acellus or in person as needed.

Early Learning Domains	Time on Task	Prekindergarten Assignments* (Early learning assignments should be based on hands-on active learning)
Language & Literacy	3 hours 20 minutes/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using Quarter-based Creative Curriculum <input type="checkbox"/> Waterford SmartStart/Early Learning (two 20-minute sessions per day) <input type="checkbox"/> Independent story time/rest time (10-15 minutes daily)
Mathematics	2 hours 30 minutes/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using Quarter-based Creative Curriculum <input type="checkbox"/> Waterford SmartStart/Early Learning (two 20-minute sessions per day)
Science/SS	2 hours 30 minutes/week (30 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using Quarter-based Creative Curriculum <input type="checkbox"/> Waterford SmartStart/Early Learning (two 20-minute sessions per day)
Physical Development/Creative Expression through Arts	2 hours 30 minutes/week (30 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using Quarter-based Related Arts Curriculum <input type="checkbox"/> Outdoor Time, Independent Play, Music & Movement <input type="checkbox"/> Talk, Read, Sing*** activities
Social and Emotional Development/Enrichment Brain Breaks		<input type="checkbox"/> Second Step Curriculum https://cfccdn.blob.core.windows.net/static/pdf/scope-sequence/second-step-el-scope-sequence.pdf <input type="checkbox"/> Ready Rosie activities and ideas for social-emotional skill development
Total Recommended Student Time on Task 10 hours 50 minutes/week & (Approximately 3 hours/daily)		Recommended Early Learning Domains, Time on Task, and Assignments are appropriate for ELL and ESE students and should include ELL strategies and ESE accommodations. Teachers will connect with ELL students through Microsoft Teams and Skooler and model the steps of a process or show students what a finished product should look like; Provide small group instruction or one-on-one instruction for ELL students; Practice using academic language with ELL students; Scaffold instruction; Provide iReady intervention modules; All ACS classroom teachers receive training each year on strategies to use for EL students in the mainstream classroom; Offered WIDA online recertification courses to all teachers this year

Note: Students will use both Acellus for Preschool Skills and SmartStart/Waterford Early Learning. Teachers should go LIVE at the times allocated in their daily schedule using Promethean Panel and Swiv'l technology. The lesson will be recorded for students to access at a later time however it is highly preferred that students are online at the time of LIVE instruction. It is imperative that students remain on a consistent schedule. Each day, students will receive instruction in English Language Arts, Math, Science/Social Studies using the Creative Curriculum as well as electives.

Due to the unique developmental nature of 3k and 4K students, teachers will also provide additional learning support through at-home packets.

Special Education: Teachers must invite Collaborative Special Education teachers or paraprofessionals, and ELL teachers, to their sessions. The support teachers and paraprofessionals can monitor student learning, co-teach with teachers, and provide support.

Allendale County School District Special Education and Section Services 504 Accommodation Plan Procedures Plans to Return to School

During this challenging period, Allendale County School District is committed to providing students with a free appropriate public education. For students receiving special education services under the Individuals with Disabilities Act or Section 504 of the Vocational Rehabilitation Act, administrators, teachers and service providers will continue to provide specially designed instruction and/or related services outlined in a student's current Individual Education Program and 504 accommodation plan.

Recognizing the unique needs of some students with disabilities and the limitations of a virtual instructional and related services delivery model for such students, IEP teams and 504 committees will be scheduling meetings to determine and to recommend an appropriate model on a case-by-case basis, with input from and consideration of safety concerns from parents and guardians. To ensure the provision of appropriate services, the following actions will occur:

- All students will be assessed to determine present levels of academic achievement and functional performance. Teachers and specialists should conduct student assessments to ascertain academic performance baseline for the 2020-2021 school year and to compare with the performance level in March 2020.
- IEP and 504 accommodation plan meetings will be convened for all students. All special education teachers, general education teachers, and specialists providers must convene necessary meetings with parents to modify/adjust/change IEPs to reflect the current instructional model if needed and to explain the delivery of services. These modifications and accommodations are designed to provide meaningful educational benefit (FAPE) in the least restrictive environment. There should be a clear level of understanding of the services and how the services will be delivered.
- New individual education programs and 504 accommodation plans will be formulated for all students. All special education teachers and specialists will ensure that each student with disabilities will have a current IEP for the 2020-2021 school year. An active IEP Team will be in place to review the necessary changes to achieve compliance.
- To the extent possible and with careful consideration of health and safety concerns, IEP teams and 504 committees will explore the extent to which specially designed instruction and related services can be delivered via a face-to-face model pursuant to health and safety protocols.

Intervention Services: Students will be provided with the opportunity to received instructional support on Fridays. Students will engage i-Ready Reading and Math using the learning path, teacher assigned lessons, and teacher tool-box intervention resources.

Vertical Alignment Assurances/Curriculum Map & Pacing Guides: Teachers will continue to adhere to the Pacing Guides and Curriculum Maps provided by the district and aligned to the state standards and/or Creative Curriculum.



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Elementary (K-2)

Virtual Instructional Framework

Learning Day Schedule: Here is a recommended academic schedule for Kindergarten – 1st grade students. Students should be engaged in academic and social-emotional activities for the intended amount of time daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc.

Live or Virtual Office Hours

Teachers will be available to answer questions Monday-Thursday at the beginning or at the end of each day. In addition, teachers will be available on Fridays via email, Microsoft Teams/Skooler, Acellus or in person as needed.

Subject Areas	Time on Task	Kindergarten – 2 nd Assignments*
Reading/Language Arts/Writing	3 hours 45 minutes/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Log into i-Ready and complete 30 minutes (K) and 45 minutes (1-2) weekly <input type="checkbox"/> Independent Reading for 50-60 min/weekly
Mathematics	3 hours 45 minutes/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Log into i-Ready and complete 30 minutes (K) and 45 minutes (1-2) weekly
Science/SS	1 hour 30 minutes/week (30 minutes/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Visit National Geographic for Kids at https://kids.nationalgeographic.com
Special Areas: Art, Music, PE, STEM	1 hour 30 minutes/week (30 minutes/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus
Social and Emotional Development/Enrichment Brain Breaks		<input type="checkbox"/> Second Step Curriculum https://cfccdn.blob.core.windows.net/static/pdf/scope-sequence/second-step-el-scope-sequence.pdf <input type="checkbox"/> Ready Rosie activities and ideas for social-emotional skill development
Total Recommended Student Time on Task 10 hours 30 minutes/week (Approximately 2 hours 6 min/daily)		Recommended Early Learning Domains, Time on Task, and Assignments are appropriate for ELL and ESE students and should include ELL strategies and ESE accommodations. Teachers will connect with ELL students through Microsoft Teams and Skooler and model the steps of a process or show students what a finished product should look like; Provide small group instruction or one-on-one instruction for ELL students; Practice using academic language with ELL students; Scaffold instruction; Provide iReady intervention modules; All ACS classroom teachers receive training each year on strategies to use for EL students in the mainstream classroom; Offered WIDA online recertification courses to all teachers this year

Note: Students will use Acellus to receive instruction in English Language Arts, Math, Science/Social Studies as well as electives (special areas).

Special Education: Teachers must invite Collaborative Special Education teachers or paraprofessionals, and ELL teachers, to their sessions. The support teachers and paraprofessionals can monitor student learning, co-teach with teachers, and provide support during the work session following the instruction.

Allendale County School District Special Education and Section Services 504 Accommodation Plan Procedures Plans to Return to School

During this challenging period, Allendale County School District is committed to providing students with a free appropriate public education. For students receiving special education services under the Individuals with Disabilities Act or Section 504 of the Vocational Rehabilitation Act, administrators, teachers and service providers will continue to provide specially designed instruction and/or related services outlined in a student's current Individual Education Program and 504 accommodation plan.

Recognizing the unique needs of some students with disabilities and the limitations of a virtual instructional and related services delivery model for such students, IEP teams and 504 committees will be scheduling meetings to determine and to recommend an appropriate model on a case-by-case basis, with input from and consideration of safety concerns from parents and guardians. To ensure the provision of appropriate services, the following actions will occur:

- All students will be assessed to determine present levels of academic achievement and functional performance. Teachers and specialists should conduct student assessments to ascertain academic performance baseline for the 2020-2021 school year and to compare with the performance level in March 2020.
- IEP and 504 accommodation plan meetings will be convened for all students. All special education teachers, general education teachers, and specialists providers must convene necessary meetings with parents to modify/adjust/change IEPs to reflect the current instructional model if needed and to explain the delivery of services. These modifications and accommodations are designed to provide meaningful educational benefit (FAPE) in the least restrictive environment. There should be a clear level of understanding of the services and how the services will be delivered.
- New individual education programs and 504 accommodation plans will be formulated for all students. All special education teachers and specialists will ensure that each student with disabilities will have a current IEP for the 2020-2021 school year. An active IEP Team will be in place to review the necessary changes to achieve compliance.
- To the extent possible and with careful consideration of health and safety concerns, IEP teams and 504 committees will explore the extent to which specially designed instruction and related services can be delivered via a face-to-face model pursuant to health and safety protocols.

Intervention Services: Students will be provided with the opportunity to received instructional support on Fridays. Students will engage i-Ready Reading and Math using the learning path, teacher assigned lessons, and teacher tool-box intervention resources.

Vertical Alignment Assurances/Curriculum Map & Pacing Guides: Teachers will continue to adhere to the Pacing Guides and Curriculum Maps provided by the district and aligned to the state standards.



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Elementary (3-5)

Virtual Instructional Framework

Learning Day Schedule: Here is a recommended academic schedule for 3rd – 5th grade students. Students should be engaged in academic and social-emotional activities for the intended amount of time daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc.

Live or Virtual Office Hours

Teachers will be available to answer questions Monday-Thursday at the beginning or at the end of each day. In addition, teachers will be available on Fridays via email, Microsoft Teams/Skooler, Acellus or in person as needed.

Subject Areas	Time on Task	2 nd - 5 th Assignments*
Reading/Language Arts/Writing	5 hours/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Log into i-Ready and complete 45 minutes weekly <input type="checkbox"/> Independent Reading for 100-150 minutes weekly
Mathematics	5 hours/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Log into i-Ready and complete 45 minutes weekly
Science/SS	2 hours 30 min/wk (30 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Visit National Geographic for Kids at https://kids.nationalgeographic.com
Special Areas: Art, Music, PE, STEM	1 hour 30 minutes/week (18 minutes/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus
Social and Emotional Development/Enrichment Brain Breaks		<input type="checkbox"/> Second Step Curriculum https://cfccdn.blob.core.windows.net/static/pdf/scope-sequence/second-step-el-scope-sequence.pdf <input type="checkbox"/> Ready Rosie activities and ideas for social-emotional skill development
Total Recommended Student Time on Task 14 hours/week (Approximately 2 hours 48 min/daily)		Recommended Early Learning Domains, Time on Task, and Assignments are appropriate for ELL and ESE students and should include ELL strategies and ESE accommodations. Teachers will connect with ELL students through Microsoft Teams and Skooler and model the steps of a process or show students what a finished product should look like; Provide small group instruction or one-on-one instruction for ELL students; Practice using academic language with ELL students; Scaffold instruction; Provide iReady intervention modules; All ACS classroom teachers receive training each year on strategies to use for EL students in the mainstream classroom; Offered WIDA online recertification courses to all teachers this year

Note: Students will use Acellus to receive instruction in English Language Arts, Math, Science/Social Studies as well as electives (special areas).

Special Education: Teachers must invite Collaborative Special Education teachers or paraprofessionals, and ELL teachers, to their sessions. The support teachers and paraprofessionals can monitor student learning, co-teach with teachers, and provide support during the work session following the instruction.

**Allendale County School District
Special Education and Section Services 504 Accommodation Plan Procedures
Plans to Return to School**

During this challenging period, Allendale County School District is committed to providing students with a free appropriate public education. For students receiving special education services under the Individuals with Disabilities Act or Section 504 of the Vocational Rehabilitation Act, administrators, teachers and service providers will continue to provide specially designed instruction and/or related services outlined in a student's current Individual Education Program and 504 accommodation plan.

Recognizing the unique needs of some students with disabilities and the limitations of a virtual instructional and related services delivery model for such students, IEP teams and 504 committees will be scheduling meetings to determine and to recommend an appropriate model on a case-by-case basis, with input from and consideration of safety concerns from parents and guardians. To ensure the provision of appropriate services, the following actions will occur:

- All students will be assessed to determine present levels of academic achievement and functional performance. Teachers and specialists should conduct student assessments to ascertain academic performance baseline for the 2020-2021 school year and to compare with the performance level in March 2020.
- IEP and 504 accommodation plan meetings will be convened for all students. All special education teachers, general education teachers, and specialists providers must convene necessary meetings with parents to modify/adjust/change IEPs to reflect the current instructional model if needed and to explain the delivery of services. These modifications and accommodations are designed to provide meaningful educational benefit (FAPE) in the least restrictive environment. There should be a clear level of understanding of the services and how the services will be delivered.
- New individual education programs and 504 accommodation plans will be formulated for all students. All special education teachers and specialists will ensure that each student with disabilities will have a current IEP for the 2020-2021 school year. An active IEP Team will be in place to review the necessary changes to achieve compliance.
- To the extent possible and with careful consideration of health and safety concerns, IEP teams and 504 committees will explore the extent to which specially designed instruction and related services can be delivered via a face-to-face model pursuant to health and safety protocols.

Intervention Services: Students will be provided the opportunity to complete their online intervention during the scheduled time and days allotted for their ELA and Math courses. Students are to block off 15 minutes daily for this online activity.

Vertical Alignment Assurances/Curriculum Map & Pacing Guides: Teachers will continue to adhere to the Pacing Guides and Curriculum Maps provided by the district and aligned to the state standards.



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Middle School (6 – 8)

Virtual Instructional Framework

Learning Day Schedule: Here is a recommended academic schedule for 6th – 8th grade students. Students should be engaged in academic and social-emotional activities for the intended amount of time daily.

Live or Virtual Office Hours

Teachers will be available to answer questions Monday-Thursday at the beginning or at the end of each day. In addition, teachers will be available on Fridays via email, Microsoft Teams/Skooler, Acellus or in person as needed.

Subject Areas	Time on Task	6 th –8 th Assignments*
Reading/Language Arts/Writing	5 hours/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Log into i-Ready and complete 45 minutes weekly <input type="checkbox"/> Independent Reading for 100-150 minutes weekly
Mathematics	5 hours/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Log into i-Ready and complete 45 minutes weekly
Science	3 hrs 45 min/week (45 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Gizmos (Explore Learning – Science)
Social Studies	3 hrs 45 min/week (45 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus
Electives: Music, PE, Business, STEM, etc.	2 hours 30 minutes/week (30 min/elective daily) 5 hours total/week	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus
Social and Emotional Development/Enrichment Brain Breaks		<input type="checkbox"/> Second Step Curriculum https://cfcdn.blob.core.windows.net/static/pdf/scope-sequence/second-step-el-scope-sequence.pdf <input type="checkbox"/> Ready Rosie activities and ideas for social-emotional skill development
Total Recommended Student Time on Task 22.5 hours/week (Approximately 4-5 hrs daily)		Recommended Early Learning Domains, Time on Task, and Assignments are appropriate for ELL and ESE students and should include ELL strategies and ESE accommodations. Teachers will connect with ELL students through Microsoft Teams and Skooler and model the steps of a process or show students what a finished product should look like; Provide small group instruction or one-on-one instruction for ELL students; Practice using academic language with ELL students; Scaffold instruction; Provide iReady intervention modules; All ACS classroom teachers receive training each year on strategies to use for EL students in the mainstream classroom; Offered WIDA online recertification courses to all teachers this year

Special Education: Teachers must invite Collaborative Special Education teachers or paraprofessionals, and ELL teachers, to their sessions. The support teachers and paraprofessionals can monitor student learning, co-teach with teachers, and provide support during the work session following the instruction.

Allendale County School District
Special Education and Section Services 504 Accommodation Plan Procedures
Plans to Return to School

During this challenging period, Allendale County School District is committed to providing students with a free appropriate public education. For students receiving special education services under the Individuals with Disabilities Act or Section 504 of the Vocational Rehabilitation Act, administrators, teachers and service providers will continue to provide specially designed instruction and/or related services outlined in a student's current Individual Education Program and 504 accommodation plan.

Recognizing the unique needs of some students with disabilities and the limitations of a virtual instructional and related services delivery model for such students, IEP teams and 504 committees will be scheduling meetings to determine and to recommend an appropriate model on a case-by-case basis, with input from and consideration of safety concerns from parents and guardians. To ensure the provision of appropriate services, the following actions will occur:

- All students will be assessed to determine present levels of academic achievement and functional performance. Teachers and specialists should conduct student assessments to ascertain academic performance baseline for the 2020-2021 school year and to compare with the performance level in March 2020.
- IEP and 504 accommodation plan meetings will be convened for all students. All special education teachers, general education teachers, and specialists providers must convene necessary meetings with parents to modify/adjust/change IEPs to reflect the current instructional model if needed and to explain the delivery of services. These modifications and accommodations are designed to provide meaningful educational benefit (FAPE) in the least restrictive environment. There should be a clear level of understanding of the services and how the services will be delivered.
- New individual education programs and 504 accommodation plans will be formulated for all students. All special education teachers and specialists will ensure that each student with disabilities will have a current IEP for the 2020-2021 school year. An active IEP Team will be in place to review the necessary changes to achieve compliance.
- To the extent possible and with careful consideration of health and safety concerns, IEP teams and 504 committees will explore the extent to which specially designed instruction and related services can be delivered via a face-to-face model pursuant to health and safety protocols.

Intervention Services: Students will be provided the opportunity to complete their online intervention during the scheduled time and days allotted for their ELA and Math courses. Students are to block off 15 minutes daily for this online activity.

Vertical Alignment Assurances/Curriculum Map & Pacing Guides: Teachers will continue to adhere to the Pacing Guides and Curriculum Maps provided by the district and aligned to the state standards.



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High School (9-12)

Virtual Instructional Framework

Learning Day Schedule: Here is a recommended academic schedule for 9th – 12th grade students. Students should be engaged in academic and social-emotional activities for the intended amount of time daily.

Live or Virtual Office Hours

Teachers will be available to answer questions Monday-Thursday at the beginning or at the end of each day. In addition, teachers will be available on Fridays via email, Microsoft Teams/Skooler, Acellus or in person as needed.

Subject Areas	Time on Task	6 th –8 th Assignments*
Reading/Language Arts/Writing	5 hours/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Independent Reading for 100-150 minutes weekly
Mathematics	5 hours/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus
Science	5 hours/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus <input type="checkbox"/> Gizmos (Explore Learning – Science)
Social Studies	5 hours/week (60 min/daily)	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus
Electives: Music, PE, Business, STEM, CTE, etc.	2 hours 30 minutes/week (30 min/elective daily) 5 hours total/week	<input type="checkbox"/> Teacher lessons/assigned activities using pacing guide/curriculum map <input type="checkbox"/> Acellus
Social and Emotional Development/Enrichment Brain Breaks		<input type="checkbox"/> Second Step Curriculum https://cfccdn.blob.core.windows.net/static/pdf/scope-sequence/second-step-el-scope-sequence.pdf <input type="checkbox"/> Acellus – SAT/ACT Prep
Total Recommended Student Time on Task 25 hours/week (Approximately 5 hrs/daily)		Recommended Early Learning Domains, Time on Task, and Assignments are appropriate for ELL and ESE students and should include ELL strategies and ESE accommodations. Teachers will connect with ELL students through Microsoft Teams and Skooler and model the steps of a process or show students what a finished product should look like; Provide small group instruction or one-on-one instruction for ELL students; Practice using academic language with ELL students; Scaffold instruction; Provide iReady intervention modules; All ACS classroom teachers receive training each year on strategies to use for EL students in the mainstream classroom; Offered WIDA online recertification courses to all teachers this year

Special Education: Teachers must invite Collaborative Special Education teachers or paraprofessionals, and ELL teachers, to their sessions. The support teachers and paraprofessionals can monitor student learning, co-teach with teachers, and provide support during the work session following the instruction.

Allendale County School District
Special Education and Section Services 504 Accommodation Plan Procedures
Plans to Return to School

During this challenging period, Allendale County School District is committed to providing students with a free appropriate public education. For students receiving special education services under the Individuals with Disabilities Act or Section 504 of the Vocational Rehabilitation Act, administrators, teachers and service providers will continue to provide specially designed instruction and/or related services outlined in a student's current Individual Education Program and 504 accommodation plan.

Recognizing the unique needs of some students with disabilities and the limitations of a virtual instructional and related services delivery model for such students, IEP teams and 504 committees will be scheduling meetings to determine and to recommend an appropriate model on a case-by-case basis, with input from and consideration of safety concerns from parents and guardians. To ensure the provision of appropriate services, the following actions will occur:

- All students will be assessed to determine present levels of academic achievement and functional performance. Teachers and specialists should conduct student assessments to ascertain academic performance baseline for the 2020-2021 school year and to compare with the performance level in March 2020.
- IEP and 504 accommodation plan meetings will be convened for all students. All special education teachers, general education teachers, and specialists providers must convene necessary meetings with parents to modify/adjust/change IEPs to reflect the current instructional model if needed and to explain the delivery of services. These modifications and accommodations are designed to provide meaningful educational benefit (FAPE) in the least restrictive environment. There should be a clear level of understanding of the services and how the services will be delivered.
- New individual education programs and 504 accommodation plans will be formulated for all students. All special education teachers and specialists will ensure that each student with disabilities will have a current IEP for the 2020-2021 school year. An active IEP Team will be in place to review the necessary changes to achieve compliance.
- To the extent possible and with careful consideration of health and safety concerns, IEP teams and 504 committees will explore the extent to which specially designed instruction and related services can be delivered via a face-to-face model pursuant to health and safety protocols.

Intervention Services: Students will be provided the opportunity to complete their online intervention during the scheduled time and days allotted for their ELA and Math courses. Students are to block off 15 minutes daily for this online activity.

Vertical Alignment Assurances/Curriculum Map & Pacing Guides: Teachers will continue to adhere to the Pacing Guides and Curriculum Maps provided by the district and aligned to the state standards.



Allendale County Schools



Virtual Academy Sample Elementary Weekly Schedule

If you would like a schedule to use for your students, you may refer to the one below.

Monday – Thursday (PK-2 - Primary)

7:30 am – 2:30 pm

Time	Activity
7:00 am – 7:30 am	Wake up/Breakfast
7:30 am – 8:30 am	ELA
8: am – 8:45 am	Break
8:45 am – 9:45 am	MATH
9:45 am – 9:55 am	Break
9:55 am – 10:55 am	Science / Social Studies
10:55 am – 11:25 am	Lunch
11:25 am – 11:30 am	Break/Restroom
11:30 am – 12:30 pm	Related Arts
12:30 pm – 1:00 pm	Social - Emotional

Monday – Thursday (3-5 - Elementary)

7:30 am – 2:30 pm

Time	Activity
7:00 am – 7:30 am	Wake up/Breakfast
7:30 am – 8:45 am	ELA
8:45am – 8:55 am	Break
8:55 am – 10:00 am	MATH
10:00 am – 10:10 am	Break
10:10 am – 11:10 am	Science / Social Studies
11:10 am – 11:45 am	Lunch
11:45 am – 11:50 am	Break/Restroom
11:50 am – 12:30 pm	Related Arts
12:30 pm – 1:00 pm	Social - Emotional

Friday (Primary & Elementary)

7:30 am – 2:30 pm

Time	Activity
7:00 am – 7:30 am	Wake up/Breakfast
7:30 am – 9:00 am	ELA Intervention/iReady
9:00 am – 9:10 am	Break
9:10 am – 10:40 am	MATH Intervention/iReady
10:40 am – 11:00 am	Break
11:00 am – 11:30 am	Lunch
11:30 am – 2:30 pm	Additional Student Support

**This is the time that USA Test Prep, Acellus and other programs, as well as small group and/or one on one interaction to support students.*



Allendale County Schools



Virtual Academy Sample Secondary Weekly Schedule

***If you would like a schedule to use for your students, you may refer to the one below:**

Monday – Thursday (Middle School)

8:45 am – 3:45 pm

Time	Activity
8:00 am – 8:30 am	Wake up/Breakfast
8:45 am – 9:45 am	ELA
9:45 am – 9:50 am	Break
9:50 am – 10:50 am	MATH
10:50 am – 10:55 am	Break
10:55 am – 11:40 am	Science
11:40 am – 12:10 pm	Lunch/Break
12:10 pm – 12:55 pm	Social Studies
12:55 pm – 1:25 pm	Elective #1
1:25 pm – 1:55 pm	Elective #2
1:55 pm – 2:25 pm	Social – Emotional

Friday (Middle School)

8:45 am – 3:45 pm

Time	Activity
8:00 am – 8:30 am	Wake up/Breakfast
8:45 am – 10:15 am	ELA Intervention/i-Ready
10:15 am – 10:25 am	Break
10:25 am – 11:55 am	MATH Intervention/iReady
11:55 am – 12:00 pm	Break
12:00 pm – 12:30 pm	Lunch
12:30 pm – 3:45 pm	Additional Student Support

**This is the time that USA Test Prep, Acellus and other programs, as well as small group and/or one on one interaction to support students.*



Allendale County Schools



Virtual Academy Sample Secondary Weekly Schedule

***If you would like a schedule to use for your students, you may refer to the one below:**

Monday – Thursday (High School)

8:45 am – 3:45 pm

Time	Activity
8:00 am – 8:30 am	Wake up/Breakfast
8:45 am – 9:45 am	ELA
9:45 am – 9:55 am	Break
9:55 am – 10:55 am	MATH
10:55 am – 11:00 am	Break
11:00 am – 12:00 pm	Science
12:00 pm – 1:00 pm	Lunch
12:00 pm – 1:00 pm	Social Studies
1:05 pm – 1:15 pm	Break/Restroom
1:15 pm – 1:45 pm	Elective #1
1:45 pm – 2:30 pm	Elective #2
2:30 pm – 3:00 pm	Social - Emotional

Friday (High School)

8:45 am – 3:45 pm

Time	Activity
8:00 am – 8:30 am	Wake up/Breakfast
8:45 am – 10:15 am	ELA Intervention/i-Ready
10:15 am – 10:25 am	Break
10:25 am – 11:55 am	MATH Intervention/iReady
11:55 am – 12:00 pm	Break
12:00 pm – 12:30 pm	Lunch
12:30 pm – 3:45 pm	Additional Student Support

**This is the time that USA Test Prep, Acellus and other programs, as well as small group and/or one on one interaction to support students.*

Virtual Learning Roles & Responsibilities

Students:

- Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s).
- Submit all assignments on time by your teachers.
- Check the TEAMS and Skooler for information on classes, assignments, resources daily.
- Ensure that you know your usernames and passwords for instructional resources.
- Engage in all online learning activities being offered by your teachers and/or provided through online.
- While using a district-provided iPad or any other resource provided by District personnel, students are held to same standards for use as in a traditional school setting. Any inappropriate behavior will be dealt with in accordance to the student code of conduct. Students are expected to engage in eLearning with social integrity and academic honesty.

Teachers:

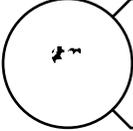
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Provide ESL and Students with Disabilities with strategies to address their individual needs.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions - Fridays
- Provide instructional resources and materials through digital learning means such as Microsoft Teams, Skooler, etc.
- Communicate regularly with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers, counselors and parent liaison will contact parents.
- Participate in professional development designed to support distance learning and face-to-face teaching.
- Upload lesson plans to Oncourse weekly and update Teacher Pages with any information for parents and students.

Families:

- Ensure that your child has an iPad provided by the school and that internet access are available in your home; Contact your child's school to check-out a hot spot device for at-home use.
- Monitor district website, Facebook, and all social media platforms for up-to-date information regarding reopening plan, instructional plans, and distance learning resources.
- Ensure that your children know their usernames and passwords for instructional resources and encourage them to keep up with all assignments.
- Maintain communication with your children's teachers, school counselor and administrator.
- Engage your children in conversations regarding assignments.
- Monitor time spent engaging in online learning.

PROFESSIONAL LEARNING

In order to provide students with a high-quality learning experience within either of the instructional models, the district will focus its professional development efforts on topics that may include items listed below:

-  Social Emotional Learning
-  Engaging and Effective Virtual and Blended Instructional Models
-  Cyber Security Training
-  Instructional Technology
-  COVID-19 Safety Protocols and Guidelines

Professional development focused on these topics will launch for staff in the first week of teachers and staff return. We understand that we will not be able to delve deeply into everything during that first week, but it is our desire to provide some optional training prior to that first week in a collaborative partnership between Curriculum and Instruction, Technology and Teacher Ambassadors. These efforts will be ongoing and continue throughout the 2020-21 school year to support staff in successfully navigating each model.

This work will allow teachers and schools to transition from one instructional learning model (traditional to hybrid to completely virtual) to another based on DHEC requirements. This focused list of professional development topics will help create consistency in the quality of instruction and delivery of teaching for all students. Teaching and learning is our top priority and we must ensure that all stakeholders have all the tools in their toolbox to be successful.

Additionally, we recognize that all teachers and staff are not in the same category when it comes to professional development needs. With that said, we plan to provide differentiate learning opportunities throughout the district on all of the above topics.

2020-21 ACS Professional Learning

Differentiated PD Categories			
Category 4	Category 3	Category 2	Category 1
Teachers and staff who are very comfortable with that specific professional development topic. (Teacher/Staff Ambassadors)	Teachers and staff who are comfortable but still need to be guided and supported (<i>need for some hand holding</i>).	Teachers and staff who are new to the district.	Teachers and staff who are new to the district and new to teaching.

Potential Professional Learning Topics:

- Virtual and Blended Instructional Models
 - Data Driven Instruction
- Engaging Instructional Best Practices and Strategies
 - Pacing Guides & Curriculum Map Training
- COVID-19 Safety Protocols and Guidelines Training
 - Microsoft Teams/Skooler Training
 - APPLE Training
 - Overview of IPADS/Mac Books
- Instructional Software (iReady, Acellus, etc.)
 - Cyber Security Training
- Code of Conduct Updates (Based Upon Virtual Learning)
 - Online Etiquette Training for Students & Parents
 - Substitute Training
 - Kajeet Internet Connectivity Training
 - Promethean Panel Training
 - Swiv'l Technology Training

**This list does not encompass the full scope of training needs for the district, but it is certainly a start based upon feedback and input within our Professional Development Task Force Subcommittee. We will provide professional development during fall return as well as during Friday Early Release/PD Days, during Professional Learning Communities, and Faculty/Staff PD meetings.*

Attendance/Grading

Attendance

Attendance is very significant to student learning outcomes. Regardless of which instructional model selected, it is expected that students attend regularly, actively participate in class sessions, and submit assignments to teacher in a timely manner. In order to track student attendance and work collaboratively with parents to ensure student success, schools will use some of the following strategies.

- Schools will utilize systems already in place to track interactions/attendance (reports generated by Teams, phone calls or emails from students and families, etc.)
- Teachers will be expected to submit daily attendance data to the Power School Clerk. The teacher should keep a copy for his/her records.
- Teachers will identify and support students not interacting. This will require the teacher reaching out to students, communicating with parents and families. Documentation should be kept in a contact log.
- Students will follow a schedule of virtual classes just as they would in a traditional brick and mortar school. Thus, students are expected to attend and participate in scheduled class sessions. Students will receive standards-based content, participate in classroom discussion, submit assignments and demonstrate mastery of learning.
- If a student misses three days during a week the teacher must make parental contact by phone and document (created in a shared document). The same protocol should be followed by the attendance clerks for absences (Ex. 3-day letters, etc.) The attendance procedures for the district should be followed.

Grading

The expectations for the district are that students are held accountable for their academic performance. Even in the midst of the fully virtual learning model or the A/B hybrid model, grading expectations adhere to the Policy IKA – Grading/Assessment Systems policy within the district policies that can be found on the ACS website.

Administrator, Teacher and Student Monitoring

Administrator Monitoring

Superintendent and other designated district staff will be responsible for checking in with administrators on their review of teachers' lesson plans, teachers' active participation with their e-Learning to include instructional work packets, grading, attendance, providing support and intervention to students, contacting parents, etc.

Superintendent and other designated district staff will meet twice weekly via phone or using Microsoft Teams as a form of check-in to see what support administrators need. As a result, this monitoring will allow school-level administrators to ensure higher level of student, teacher, and parent participation that will lead to greater student outcomes.

Teacher Monitoring

Administrators are responsible for reviewing teachers' lesson plans. Administrators should also monitor teacher and student participation ensuring that students are receiving adequate instruction and teachers are providing the necessary support in both instructional models, the ACS Virtual Academy and the A/B Hybrid Model.

Administrators should check in with their teachers at least 3 times per week to provide any support and to ensure that effective instruction is taking place within both models. In addition, administrators will resume classroom walk-throughs and SCTS 4.0 Rubric evaluations, providing timely and relevant feedback.

Student Monitoring

Teachers are responsible for monitoring students' attendance within both instructional models as well as track their progress towards expected student outcomes. Teachers should check-in with their students on a daily and/or weekly basis individually and/or collectively especially those students who are not attending or submitting assignments. As a result, teachers are responsible for contacting parents, maintaining parent contact log and provide any necessary intervention and support to students to assist with student improving student outcome. Teachers can use phone, email, Skooler/Microsoft Teams, etc. to host parent and/or student conferences

Drop-Off / Pick-Up of Printed Work Packets

On an as needed basis for 3K-2nd grade

Drop-Off/Pick-Up

Parents and/or guardians will be able to drop-off and pick-up instructional work packets from outside of your child's school building or foyer of the school at the time listed below. This will only be made available for the early learning grades (3K – 2nd grade).

Fridays (8:00 am – 4:00 pm) @ Fairfax Elementary

Please place your students' work inside of an envelope, large zip lock bag or plastic bag with your child's name, teacher's name and grade level. There will be a box or crate for drop-off. The instructional work packets for pick-up will be sorted and ready by grade level. Please adhere to the following DHEC guidelines for handling work packets.

Guidance for Handling School Homework Packets with the emergence of SARS-CoV2 (COVID-19) as a new novel coronavirus, there is evidence to suggest that the virus may live on surfaces for extended periods of time (Kampf, Todt, Pfaender, & Steinmann, 2020; van Doremalen et al., 2020). Schools should consider providing digital homework packets that can be accessed by the students from their computer or tablet. If digital homework packets are not an option and paper packets have to be provided to students, the following is recommended for handling school homework packets.

School staff preparing homework packets:

Staff should take the following measures when preparing the packets:

- Perform hand hygiene before preparing homework packets.
- Follow the Centers for Disease Prevention and Control (CDC) guidance for performing hand hygiene.
- Prepare homework packets on a surface that is clean and can be easily disinfected. Clean and disinfect the surface before preparing homework packets.

Students/parents receiving homework packets:

- Homework packets received from the school should be opened on surfaces that can easily be cleaned and disinfected (e.g. counter tops, table or desk).
- Avoid touching your face or eating and drinking while handling the homework.

- Handwashing should be performed after handling the homework packets and paperwork.
- Clean and disinfect the surface after handling the homework. Staff receiving homework packets from students
- Returned homework packets from students should be handled on a surface that can easily be cleaned and disinfected.
- Avoid touching your face or eating and drinking while handling the homework.
- Perform hand hygiene after handling the homework.
- Clean and disinfect the surface after handling the homework.
- Store students' homework according to your school's policy.

References:

Kampf, G., Todt, D., Pfaender, S., & Steinmann, E. (2020). Persistence of coronaviruses on inanimate surfaces and their inactivation with biocidal agents. *Journal of Hospital Infection*, 104, 246-251. doi:10.1016/j.jhin.2020.01.022 van Doremalen, N.,

Bushmaker, T., Morris, D. H., Holbrook, M. G., Gamble, A., Williamson, B. et al. (2020). Aerosol and surface stability of SARS-CoV-2 as compared with SARS-CoV-1. *The New England Journal of Medicine*. doi:10.1056/NEJMc2004973

The submission protocol is a way to provide students with ample opportunity to complete assignments for the various subject areas. Additionally, it gives teachers proper time to assist students as needed, check assignments as they come in and post grades accordingly.

Please Note: It is the goal of the district for teachers to assign e-Learning assignments and students to engage in the virtual platforms opposed to instructional work packets. However, due to the unique nature of the 3K-2nd grade students, teachers will also provide additional learning support through at-home packets.

ACS Instructional Model Enrollment Form

1. Today's Date – MM/DD/YYYY
2. Parent/Guardian's FIRST and LAST Name.
3. Parent/Guardian's phone number
4. Parent/Guardian's email address
5. Select the school that your student is enrolled for the 2020-21 school year (FES, AES, AFMS, AFHS, New Beginnings)
6. Do you have multiple children who attend this particular school site? If yes, once you complete the information for the first child, you can then complete the information for the others (Up to 3). If you only have one student at this particular school site, from this point forward, please complete the following questions: 7, 8, 9, 10, 11, 22, 23, and 24.
7. List student's legal FIRST name, MIDDLE name and LAST name. Make sure to specify the legal name that is listed on the birth certificate.
8. List student's date of birth - MM/DD/YY
9. Select the grade level that your student is scheduled to be in for the 2020-21 school year.
10. Which instructional model would you like to select for your child for the 2020-21 school year?
 - A/B Hybrid Model (2 days face-to-face; 3 days e-learning)
 - ACS Virtual Academy (5 days e-learning)
11. If you selected the ACS Virtual Academy, please indicate the reason you are seeking a virtual option.
 - My child is at higher risk due to a severe illness.
 - Someone who lives in our home is at higher risk due to a severe illness.
 - I do not feel comfortable to allowing my child to return to face-to-face instruction at this time.
 - Other
12. Do you have internet access at home?
 - Yes or No
13. Please indicate your understanding of ACS Virtual Academy minimum commitment of one semester below.
 - a. Yes. My student/family agrees to commit to a minimum of one semester of virtual learning through ACS Virtual Academy.
 - b. No, My student/family has decided to select the A/B Hybrid Model at this time.
14. Enrolling a student in ACS Virtual Academy will require the commitment of a student's parent/guardian to ensure that the student is successful in the fully-virtual program. Please indicate your understanding of that commitment below.
15. I, as the parent/guardian, understand that I will need to be involved in my student's online learning, and I am prepared to ensure that my child is engaged in virtual learning and completes lessons/assignments as directed by their teacher(s).

Although we selected the A/B Hybrid Model, I, as the parent/guardian, understand that I will need to be involved in my students learning and I am prepared to ensure that my child is engage when at school and at home and completes lessons/assignments as directed by their teacher(s).

MICROSOFT FORM LINK

<https://forms.office.com/Pages/ResponsePage.aspx?id=TZKdltZeKk6tSiR-I-vTlrAF31oymFdEspilpywkMMNUNjJMNE9GSEM1VDQ2RDI0VkkXSEI1TONMUy4u>

Allendale County School System's e-Learning Plan

FAQ for Staff

Questions	Response
Will teachers receive access to the copier to make primary and elementary packets as needed?	Yes, teachers will have access to the copy machine as needed. Please contact administration.
Will we be trained on all new programs or technologies?	Yes, we will be training all teachers and staff with new programs and technologies.
Will there be accommodations provided for Els and IEP students?	Yes, those students will receive accommodations based upon their plans in addition to resources provided by General education teachers.
How are we to communicate with non-English speaking families?	Information will be sent in the student's native language.
What timeframes should be dedicated to Planning, Collaboration, and PD on Fridays?	This will be up to each individual school's administration.
How should we respond when families ask us questions, we do not currently have answers to?	Direct them to the FAQ document. If there is a question that is not on the document, we will research and get back with the parent in a timely manner.
In the event that I am sick or there is an emergency with a family member that I need to attend to and I will not be able to participate, how would I report that?	Please contact your principal. Please prepare pre-recorded lessons and other supporting documents and assignments for students. In the event, it is an emergency, there should be emergency lessons available.
How can we connect students to those who can support their mental health?	Students will be directed to their school counselors. School counselors will be doing guidance lessons every Friday. Social-Emotional professional development will be provided to teachers and staff as well.
How do I report cyber-bullying?	Contact administration and the parent. We will be adhering to the Student Code of Conduct.
How do I report students interacting inappropriately during virtual learning?	Contact administration and the parent. We will be adhering to the Student Code of Conduct.
What to do if I catch a student cheating?	Contact administration and the parent. We will be adhering to the Student Code of Conduct.
Will students have to take state-mandated assessments?	The SCDE cancelled all state and national testing and for the 2019-20 school year due to the "unprecedented conditions," according to State Superintendent Molly Spearman. However, we will provide high quality instruction regardless of state and national testing. As of now, we do not know if the 2020-21 testing will be cancelled.

Allendale County School System's Instructional Plan

FAQ for Parents & Students

Questions	Response
Will we receive professional development?	Yes, professional development will be provided to students and parents especially with the new programs and technologies.
Will students receive credit for CATE programs, especially those requiring practical hours, work-based learning, and internships?	Most likely!! We are still awaiting guidance from the SCDE concerning the CATE department. There are certain CATE programs that have provided opportunity for students to receive credit.
Are there resources to support seniors, who are getting ready for college or a career?	Yes! Our College & Career Services team is working on a resource guide for seniors to assist with college and career planning. Refer to district website for updates.
Is ACS providing meals during either instructional model?	As always, the district will be providing students breakfast and lunch. If the student is enrolled in the hybrid model, they will receive meals for the days they are at-home.
How can I be sure schools are safe for students when they reopen?	Currently our custodians are cleaning and sanitizing the buildings daily. All buildings are being professionally sanitized. All visitors, students, and staff are to practice social distancing, wear masks, gloves as needed. Floor decals and wall signs have been purchased to guide the flow of traffic. All water fountains have been turned off, sanitizing stations will be available, and shields have been installed in the front office of all district buildings.
How are we to communicate with non-English speaking families?	Information will be sent in the student's native language.
How will students without the internet gain online access?	Students without internet access or low connectivity have the opportunity to check out a hotspot (if available).
Is the Office of Technology providing resources for support and access?	Yes, the technology department along with the Office of Curriculum and Instruction.
I'm not tech savvy, how can I get support?	Please contact technology at (803) 584-5453.
How do I report cyber-bullying?	Contact administration and the parent. We will be adhering to the Student Code of Conduct.
How do I report students interacting inappropriately during virtual learning?	Contact administration and the parent. We will be adhering to the Student Code of Conduct.
What to do if I catch a student cheating?	Contact administration and the parent. We will be adhering to the Student Code of Conduct.

SOCIAL/EMOTIONAL SUPPORT AND HEALTH & SAFETY RECOMMENDATIONS/ RESOURCES



**ACS Re-Opening Task Force Subcommittee
Social/Emotional Support/Health &
Safety Recommendations and Resources
Wednesday, July 15, 2020**

Social and Emotional Needs of Students, Teachers and Staff Recommendations

- √ Morning meetings with students- Check-in system followed by check-out system at end of day.
- √ School counselors should set up a OneDrive Microsoft FORMS form to allow students to submit a guidance referral privately anytime through the day. Form data will be accessible by administrators. Counselors must respond to student concerns within 24 hrs.
- √ Establish check-in check-out system for faculty/staff.
- √ Ensure faculty/staff understands mental health benefits that are available (HR)
- √ Faculty/staff SEL PD
- √ SEL posters in all schools
- √ Wright Direction Family Service Organization will provide support to students and their families
- √ Coastal Empire Mental Health counselors will provide support to students, families and staff
- √ District Office School Counselor/Behavioral Interventionist will provide check-in/check-out systems for students and staff
- √ Acellus platform will offer students a social/emotional course

Information about Signs of Childhood Stress from Covid-19:

The AIS provides great information about what signs and symptoms to look for in children. It can be accessed at the following link: <https://www.stress.org/signs-of-childhood-stress-from-covid-19-and-what-to-do>

Below are some signs of childhood stress listed by the AIS:

- √ Difficulty concentrating.
- √ Unable to relax.
- √ Emotional outbursts such as anger or crying.
- √ Changes in eating habits.
- √ Increased refusal to do chores, cooperate with schoolwork at home, or other forms of stubbornness.
- √ Noticing increased aggression towards caregivers or siblings.

- √ The emergence of new or re-emergence of old fears.
- √ Depression.
- √ Increased need to be physically near an adult.
(Heckman, 2020)

The AIS provides great information about strategies to help children cope with stress. It can be accessed at the following link: <https://www.stress.org/signs-of-childhood-stress-from-covid-19-and-what-to-do>

Below are several coping strategies to deal with COVID-19 listed by the AIS:

- √ Allow your child to participate in decision making and scheduling.
- √ Talk to your child.
- √ Be their role model.
- √ Create daily routines.
- √ Read with your children!
- √ Get up and move.
- √ Designate a "safe place" for children to go when they feel afraid

(Heckman, 2020)

The American psychological Association provides seven strategies to help get children moving. They can be assessed from: <https://www.apa.org/topics/covid-19/children-exercise-strategies>.

Below are the seven strategies:

1. Stay safe-make sure to social distance.
2. Walk the walk-Children follow their parents
3. Make it a family affair- exercise with the whole family. (bicycling, swimming, dancing).
4. Find the hook- find exercising that children enjoy.
5. Consider rewards- rewards can be a motivator
6. Start slow- do not overexert yourself
7. Forget perfect-any movement is better than nothing.

("American Psychological Association, 2020")

References:

American Psychological Association. (2020). Retrieved 1 May 2020, from <https://www.apa.org/topics/covid-19/children-exercise-strategies>.

Heckman, W. (2020). Signs of Childhood Stress from COVID-19 and What to Do - The American Institute of Stress. The American Institute of Stress. Retrieved 1 May 2020, from <https://www.stress.org/signs-of-childhood-stress-from-covid-19-and-what-to-do>.

Resources:

<https://casel.org/resources-covid/>

- √ School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19 – pdf – Sent to all committee members
- √ [https://forms.microsoft.com/Pages/DesignPage.aspx?fragment=FormId%3D7D7d6ff66d599b4a75aa562d58e4078bed](https://forms.microsoft.com/Pages/DesignPage.aspx?fragment=FormId%3D7D7d6ff66d599b4a75aa562d58e4078bed&token=4u%26Token%3D7d6ff66d599b4a75aa562d58e4078bed)
- √ Sample of a Microsoft form that can be given to students to check on their emotional well-being.
- √ Mindfulness activities between lessons. There are probably apps for this. During this time kids will do one minute of breathing exercises.
- √ Powerpoint on SEL and a few strategies MINUS the ones that are done in groups. There are strategies at the end of the Powerpoint: <https://onedrive.live.com/redirect?resid=474B7C9B34AA68D0%21571064&authkey=%21AC5dt5AyFt0vRx0&page=Download>
- √ Flipgrid can be used to communicate to teacher: <https://flipgrid.com/communicate2connect>
For staff: a self-care bulletin board in the lounge of indoor and outdoor activities written on a bingo type board with indoor at the top of board and outdoor at the bottom. The heading will read, "Be sure to do one outdoor activity and one indoor activity each day.

Health and Safety Measures

1. Reviewed Health and Safety Measures that are in place and planned for the 2020-21 School Year.
 - √ Face Masks for students and staff/Clear Book Bags for Students/Face shield for teachers
 - √ Disinfecting and Cleaning Protocols for schools and buses including sanitizing stations in all schools
 - √ Social Distancing Floor Decals
 - √ Covid19/Health Daily Screenings – Nurses will create a Temperature Daily Log and Symptom Checklist for school staff and teachers to use to screen staff and students daily and will send in a Daily Health Report to Dr. Gilmore.

- √ Meals will be served in the classroom and will be in self-packaging to cut down on handling of food.
- 2. Review Bus Transportation Protocols
 - √ Bus Occupancy will be at 50% - separate routes for elementary and secondary students
 - √ Buses will be fogged/disinfected between elementary and secondary routes
 - √ Change in Start/End Times – Elementary 7:30 am – 2:30 pm; Secondary 8:45 am– 3:45 pm
 - √ Concern about substitutes for bus drivers as there really is no way to do double routes with our schedule
- 3. District Emergency Drill Procedures will be updated to add social distancing protocols.
 - √ Develop a School Health and Safety Sharing page on district website.
 - √ Open more 2-way Communication with Parents and the Community - Recommend a Contact us with Comment Box on our website where parents and community can ask questions and concerns. This would go directly to the Superintendent to respond.

COMMUNITY ENGAGEMENT & COMMUNICATIONS RECOMMENDATIONS



Community Engagement/Communications Recommendations:

- √ Present the community with monthly video district updates (including Facebook Live platform). Keep community abreast of when changes that are made using District alert systems, social media, local media (including radio) and websites.
- √ Quarterly external and internal surveys to gather feedback and recommendations for the district.
- √ ACS Employees survey and feedback.

ALLENDALE
COUNTY SCHOOLS

