



# RESTART STRONG!

## Reopening of Schools Guide

**2020-2021 School Year**



**RICHLAND ONE**  
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# SUPERINTENDENT'S MESSAGE



Dear Richland One Students, Parents and Staff,

As we prepare for the start of the 2020-2021 school year, we continue to experience uncharted territory and unprecedented times. We have had to rethink “normal” in our day-to-day lives and the way we approach education and the many aspects of schooling that we have come to know. The COVID-19 pandemic has made a profound impact that may be long-lasting.

I want start by saying thank you to our staff, teachers, administrators, support professionals and all who pivoted so quickly last spring to continue providing instruction, meals and support when schools closed in March. Teams of administrators, teachers and many others have been working through the summer planning and preparing for the start of the school year, given the many unknowns and variables that have become all too familiar at this time.

As we finalize plans for the fall, Richland One is offering two learning models for the 2020-2021 school. The first is a three-level Phase-In Model: 1) eLearning, 2) Hybrid, and 3) Traditional Face-to-Face. This model allows for the district to transition to traditional as the COVID-19 spread in Richland County decreases. The second model is an expansion of the Richland One Virtual School Program that offers a choice to parents who prefer that their children remain in a virtual setting for the entire school year.

As a part of Phase 1, schools are preparing not only for a more robust eLearning phase that will include synchronous or real-time instructional experiences, but also for the transitions to hybrid and, eventually, traditional five-day instruction. This will include social distancing and other safety protocols that will be in effect in phases 2 and 3. The R1 Virtual School Program will be more asynchronous, meaning that students will work more at their own pace, more independently, but with support as well. While want all of our students back in school, we feel that these two models will allow the district to move in that direction while we work through the impact of this pandemic.

This guide serves to provide information about certain aspects of the changes that have to be implemented to ensure proper safety procedures and protocols based upon guidelines from the Centers for Disease Control and Prevention (CDC), the S.C. Department of Health and Environmental Control (DHEC) and the Richland One Reopening of Schools Task Force. This will be a living document, in that we recognize that the pandemic has created ever-changing information as well as changing dynamics. That said, in addition to this document, we will continue to cascade information through our various communications channels including our Restart Strong website ([www.richlandone.org/restartstrong](http://www.richlandone.org/restartstrong)).

Thank you for your patience and understanding as we move forward. We Are Richland One Strong!

Sincerely,

A handwritten signature in black ink that reads "Craig Witherspoon". The signature is fluid and cursive, written in a professional style.

Craig Witherspoon, Ed.D.

Superintendent

Richland County School District One

# OVERVIEW

The COVID-19 pandemic has resulted in many challenges for our schools, district, community, state, nation and world. We have been shaken to our core by the disruption the pandemic has caused in all aspects of our lives.

We yearn for normalcy, and one of the things that has always been most “normal” has been students attending school. After all, school has been one of the institutions we could most count on as being “familiar” in the past.

The return to school this fall will not seem as familiar. Unless risk ratings as defined by the South Carolina Department of Health and Environmental Control (DHEC) change quickly, each of our students will begin school in one of two somewhat

unfamiliar models.

This guide, which presents Richland County School District One’s Reopening Schools Plan 2020-2021, includes explanations of the two models that will be followed as well as operational information and safety protocols; social and emotional considerations and plans to support students, staff and families; and guidance for staff and students regarding exposure to COVID-19.

Our models for re-entry have been developed as a result of thoughtful and deliberate input by a considerable number of committed, caring and compassionate individuals who served as members of various task force committees. Their recommendations to the Richland One Executive Team reflect countless hours of research and deliberation.

The goal of district leaders and the Richland One Reopening of Schools Task Force was to develop an adaptive plan for the safe reopening of schools that can evolve based on science and circumstances. While this plan does not reflect what is most familiar, our plan is one that ensures to the greatest extent possible the health and safety of our students, teachers and staff.

As circumstances surrounding the COVID-19 pandemic change, changes may be made in this document. Please check our Restart Strong landing page ([www.richlandone.org/restartstrong](http://www.richlandone.org/restartstrong)) regularly for the latest information.

## Reopening Priorities

The following priorities were considered in the development of the district’s reopening plan:



# MODELS FOR REOPENING

The top priority in all decisions made by Richland One has always been and continues to be the health, safety and well-being of our students, employees and school communities. With this priority in mind, students will participate in one of two models: (1) a phase-in model or (2) a virtual school program model.

## MODEL 1: Phase-In Model

The Phase-in Model includes eLearning, hybrid and traditional approaches and is consistent with recommendations of the South Carolina Department of Education's AccelerateED Task Force, the South Carolina Department of Health and Environmental Control's (DHEC) assessment of disease levels and guidance from the Centers for Disease Control and Prevention (CDC), as well as most recent scientific information. Although this model includes three different approaches, parents can rest assured that students will not be required to participate in face-to-face instruction until it is deemed safe based on Richland County's risk ratings (DHEC).

### RESTART STRONG!

COVID-19 Risk Rating	LOW RISK	MEDIUM RISK	HIGH RISK
Instructional Model	Traditional	Hybrid/ Traditional	eLearning
District Response	<b>School Buildings Open</b>  Students in grades PreK4 -12 will attend school in the traditional model. Social distancing and other preventative practices will be followed.*	<b>School Buildings Open</b>  Students in grades PreK-12 will attend school in a hybrid model where they receive face-to-face instruction two days a week and eLearning instruction at home three days a week.  The district will transition to the five-day, face-to-face model as soon as possible for students in grades PreK-5. Social distancing and other preventative practices will be followed.*	<b>School Buildings Closed</b>  Students will be engaged in learning at home until the risk rating allows for transition to the hybrid and/or traditional models.

\*Note: Social distancing (as recommended by the CDC) will be accommodated to the greatest extent possible.



## Key Features of the Phase-in Model

- The risk rating of Richland County will be used to determine the phase in which the schools will operate at the beginning of and throughout the school year. As the risk ratings change, a change in phase will follow.
- Teachers in this model are based at the school site, meaning the child will be assigned a teacher who will progress with him/her throughout various phases. (There may be exceptions to this at the middle or high school level where there is low enrollment for a particular course and where the course is offered at another site. In such instances, students will take the course remotely, as has been the case in the past when satellite offerings or dual credit courses that have been offered virtually.)
- Teachers in this model report to their school principal and are considered part of a school-based team.

\* There may be exceptions to this at the middle or high school level where there is low enrollment for a particular course and where the course is offered at another site. In such instances, students will take the course remotely, as has been the case in the past when satellite offerings or dual-credit courses that have been offered virtually. However, the student will still take the majority of his/her courses with school-based teachers.

## MODEL 2: R1 Virtual School Program Model

Regardless of the risk rating, students who participate in the R1 Virtual School Program model will remain in the program for the entire year.

This district-based model provides a year-long, virtual option for students in kindergarten through grade 12. The model is designed for the parent who does not feel comfortable with his/her child returning to the child's normal school site during the school year or who simply prefers a full-time, virtual experience.

Teachers in this model are district-based and report to a district-level program administrator. It is quite possible that there may be no teachers in the program who were previously based at the student's home school.

*This district-based model will provide a year-long, virtual option for students in Kindergarten through grade 12. The model is designed for the parent who does not feel comfortable with his/her child returning to the child's normal school site at all during the school year or who simply prefers a full-time, virtual experience.*

*Teachers in this model are district-based and report to a district-level program administrator. There may or may not be any teachers in the program who were previously based at the student's home school.*

*\*As circumstances surrounding the COVID-19 pandemic change, changes may be made in this document. Please check the District's webpage at #restartstrong regularly for the latest information.*



# Explanation of the Phase-in Model (Model 1)

## Phase 1: eLearning

Students will participate in eLearning five days a week with teachers from their assigned home school when the District is operating in Phase 1, which is high risk.

We recognize that some students and families did not have a positive experience with eLearning when districts were required to make a rapid pivot in learning environments on March 16, 2020. The following steps have been taken to ensure that, when they are in the eLearning phase of the Phase-in Model, students will have high quality learning experiences:

- Richland One teachers have participated in significant professional development since March. Additional intensive professional development will occur before the school year begins, as well as throughout the school year.
- Research- and evidence-based eLearning instructional strategies appropriate for use at all organizational levels (early childhood, elementary, middle, and high) have been piloted in various summer programs.
- Curriculum materials are being adapted to support the eLearning environment.
- Administrators will be able to “observe” eLearning classrooms, thereby enabling them to provide better support to teachers with issues such as classroom management.

***The district is confident of its teachers’ ability to deliver high quality instruction in an eLearning environment.***

***It is important to note the following regarding the eLearning phase:***

- Students remain assigned to their home/zoned school and are taught by teachers who are assigned to that school.
- Core content will be based on South Carolina standards in English Language Arts, math, social studies and science.
- Schedules will be established and posted so parents and students can know what to expect.
- The amount of work assigned in courses will be developmentally appropriate for each level and consistent with normal course expectations.
- Grading policies established by the South Carolina Department of Education’s Uniform Grading Policies and Richland One will be followed.
- Attendance will be taken in all classes daily. Students are expected to participate.
- Assessments as required by the state and/or district will be administered.
- Synchronous and asynchronous learning experiences will be provided, as appropriate and necessary to support student success. In synchronous learning experiences, students participate in “live” sessions with a teacher being present. In asynchronous learning experiences, students may watch assigned videos without the teacher being present.
- Students who qualify for special services (IEPs, ESOL, GT, etc.) will be provided access to those services. Models and formats may be modified to be implemented virtually.

# EXPLANATION OF PHASES OF THE HYBRID MODEL

## Phase 2: Hybrid\*

The hybrid phase of instruction will be used when Richland County is deemed to be at medium risk for COVID-19, as determined by DHEC risk assessment ratings.

During the hybrid phase of the Phase-in Model, most students will report to school two days per week. Students will be provided meaningful learning experiences through distance learning on the other days they are not in school.

This phase supports social distancing as it mitigates some of the issues related to limited building and bus capacity. It also allows for deep cleaning of buildings and buses on Wednesdays and Saturdays.

Additional learning resources and staff support will be provided to ensure equity and to address the social and emotional needs of students.

### ***Key Features of This Phase:***

- Students will be assigned to attend school with either the “A” or the “B” attendance group based on their last names. In instances where students in one household have different last names, the administration will work with parents to determine whether all students in the family will be assigned to “A” or “B” day.
- Students assigned to the “A” attendance group will be physically present in school on “A” days, which will be Mondays and Tuesdays. Students assigned to the “B” attendance group will be physically present in school on “B” days, which will be Thursdays and Fridays.
- Specific details about which days students will report to school will be announced to parents after the registration for the R1 Virtual School Program closes and it is determined how many remaining students will be participating in the Phase-in Model. This will help ensure that numbers of students are as equally distributed on A and B days as possible.
- On the days students are not physically present in school, they will be expected to follow a posted schedule to complete assignments and continue learning at home. This schedule could include scheduled online meetings with counselors, school psychologists, interventionists, media specialists, related arts teachers, resource teachers or ESOL teachers. Variances of schedules for levels is provided in greater detail below.
- Students will be expected to complete all work assigned, regardless of whether they are working from school or working at home.
- Teachers will provide feedback in a timely manner regarding work done at home, just as they will work completed at school, so students and parents up-to-date information about student progress and success.

***See the explanations below for more information about how the hybrid model will be accommodated in Pre-K-grade 5 and in grades 6-12.***

## Structure and Safety

- Students will attend school in person on either A Days (Monday/Tuesday) or B Days (Thursday/Friday).
- Students will participate in remote learning three days per week.

Students will have their own separate materials at school. They also will have a set of materials for at-home learning (manipulatives, take-home books, pencils etc.).



## Phase 2: Hybrid\*

### In-person Classroom Instruction

- Each class will begin with a morning meeting that serves to check in, provide social emotional support and forecast upcoming learning.
- Instruction will focus primarily on English Language Arts and math with science and social studies content being integrated into ELA and math lessons.
- Teachers will continue to utilize the curriculum units and instructional framework for English Language Arts and math.
- Teachers will conduct small-group instruction and in-class intervention daily.
- Students will participate in one related arts class per day that will take place in the “home” classroom.

### Remote Learning

- Students will follow a remote learning schedule that will be posted and easy to follow.
- Students will complete independent assignments that are an extension of the in-class learning.
- Identified, trained support personnel will host classroom community meetings daily. The meetings will serve as an opportunity to check in with students and provide social-emotional support.
- Additional instruction may be provided through teacher-recorded lessons or the district-recorded lesson library (located on R1TV On Demand at [www.richlandone.org](http://www.richlandone.org)).

### Specialized Instruction and Support

- Supplemental support providers will provide instructional and/or intervention through scheduled sessions on remote learning days. (ESOL, special services, AAP and interventionists). Services that cannot be provided through remote learning will be provided on in-person learning days.

### Parent Support

- Teachers will host scheduled parent check-ins. Parents may log in to ask questions and receive updates directly from the teachers.
- Teachers will distribute a classroom forecast that includes upcoming lesson topics, standing assignments and other important information (weekly or bi-weekly, based on grade level and district expectations).

*\*NOTE: The District has been carefully weighing and will continue to consider information presented by pediatricians, some of which seems to suggest that children ages birth to 10 have low to no transmission of COVID-19. Other scientific evidence suggests that there is not enough information at this time to make that determination.*

*If it is determined at some point in the future that Pre-K through grade 5 students and staff can safely return to school (meeting all CDC and DHEC guidelines for social distancing, PPE, etc.) during Phase 2 (medium risk), the district will make an announcement at least two weeks prior to a change from the hybrid approach to a “classroom family” approach. Again, this decision will not be made without an announcement to families and until such time as there is a preponderance of scientific evidence that students and staff will be safe in doing so. We expect that such evidence would be supported by DHEC and that their guidance would be revised.*

## **Classroom Families – Elementary School Level (possibility in Phase 2, based on science and circumstances, and ONLY when/if it is deemed safe for students and staff)**

Richland One supports the American Academy of Pediatrics' goal of students' safe return to school for in-person learning as soon as possible. Understanding how important face-to-face instruction is for young children, in particular, the district will continue to examine risk factors and scientific evidence to determine when and if students in Pre-K through Grade 5 and the valued staff that support their learning can safely return to school.

At that time, elementary students will come to school five days per week and will be organized as "classroom families." For the most part, each classroom family will remain together in their classroom for the entire day, including meal time. Related arts teachers and some special teachers (such as resource and ESOL teachers) will "push in" to the classroom. Students whose accommodations require for more intensive support may leave the classroom, as required to support accommodations. Students will be allowed to leave the classroom for restroom breaks and outside learning and play during each day as weather permits.

Federal, state and local guidance regarding social distancing, PPE and other COVID-19-related protocols will be followed.

## **Hybrid - Middle and High School Levels**

For the most part, parents can expect that if their child attends school in person on "A" days (Mondays and Tuesdays), they will participate in class remotely on Thursdays and Fridays, while students who attend on "B" days attend in person. Similarly, students who attend school on "B" days on Thursdays and Fridays will participate in class remotely on Mondays and Tuesdays, while students in the "A" group attend in person.

- Students remain assigned to their home/zoned school and are taught by teachers who are assigned to that school.
- Standards-based instruction will be provided in all classes.
- Schedules will be established and posted so parents and students can know what to expect.
- The amount of work assigned in courses will be developmentally appropriate for each level and consistent with normal course expectations.
- Grading policies established by the South Carolina Department of Education's Uniform Grading Policies and Richland One will be followed.
- Attendance will be taken in all classes daily. Students are expected to participate.
- Assessments as required by the state and/or district will be administered.
- Synchronous and asynchronous learning experiences will be provided, as appropriate and necessary to support student success. In synchronous learning experiences, students participate in "live" sessions with a teacher being present. In asynchronous learning experiences, students may watch assigned videos without the teacher being present.
- Students who qualify for special services (IEPs, ESOL, GT, etc.) will be provided access to those services. Models and formats may be modified to be implemented virtually.
- Eligible students will have access to district intervention tools and support from interventionists.
- Microsoft Teams will be used to support ease of instructional delivery and interaction with students and parents.

Specific information about schedules will be provided at the school level, as not all schools or courses within schools operate on the same schedule. School leaders are working with staff to revise the master schedule. Parents and students will be provided additional information from their school.

# EXPLANATION OF PHASES OF THE TRADITIONAL MODEL

## Phase 3: Traditional

### Pre-K through Grade 5

Richland One strongly supports the American Academy of Pediatrics' goal of students' safe return to school for in-person learning as soon as possible. When Richland County has a rating of "Low Risk," elementary students will come to school five days per week and will be organized as "classroom families." For the most part, each family will remain together in their classroom for the entire day, including meal time. Related arts teachers and some special teachers (such as resource and ESOL teachers) will "push in" to the classroom. Students whose accommodations require for more intensive support may leave the classroom. Students also will leave the classroom for restroom breaks and outside learning and play during each day as weather permits.

Federal, state and local guidance regarding social distancing, PPE and other COVID-19-related protocols will be followed.

### Grades 6-12

Students in grades 6 -12 will attend school in the traditional model. Social distancing and other preventative practices will be followed to the extent possible.

The district will, however, ensure students who are taking courses that require hands-on learning opportunities are provided scheduled times to engage in experiences that are essential to support mastery of competencies, e.g., some career and technical education (CTE) as well as related arts courses.



# THE R1 VIRTUAL SCHOOL PROGRAM

## The R1 Virtual School Program (K-12) Details

The R1 Virtual School Program (K-12) will operate independently from other Richland One schools, although students will remain based in their home school and will follow the same district calendar. Students in the program should be able to work somewhat independently and must be committed to “attending” live sessions (synchronous learning), accessing and engaging in some recorded sessions (asynchronous learning) and following through with completion of assignments.

The R1 Virtual School Program will not necessarily be the best fit for every child. However, if you can answer “Yes” to the following questions, the R1 Virtual School Program may be a great option for him/her and for you:

- I will commit for my child to participate in the R1 Virtual School Program for the 2020-2021 school year.
- My child is a disciplined learner and is committed to getting his/her school work done.
- My child is good at managing his/her time, or I am able to assist him/her in managing time.
- My child can learn without 100% face-to-face teacher interaction.
- My child enjoys working online and interacting with teacher(s) and peers through virtual class-time and online discussion boards, and he/she would like the challenge of working online with peers to complete projects and assignments.
- If your child is in elementary school, he/she has a parent/guardian who will support his/her learning, communicate needs to his/her teacher(s) and hold him/her to high expectations for completing work on time.

## Device and Connectivity Concerns

Even if you do not have a personal device, you may still apply for your child to be in the R1 Virtual School Program, provided you are willing to provide a supportive learning environment at home. We are expanding our 1:1 initiative next school year and will do everything we can to support you in accessing connectivity. If you do not have connectivity in your home and live in an area where a hotspot will not provide connectivity, your child will be able to gain access from any of our school parking lots, but you will be responsible for helping him/her gain that access.

## R1 Virtual School Program Registration Information

If you are interested in having your child participate fully in the district-based R1 Virtual School Program, you must complete the registration process no later Friday, July 31, 2020.



# **R1 VIRTUAL SCHOOL PROGRAM**

## **Specific Organizational Level Information**

### **R1 Virtual School Program – Elementary Level (Grades K-5)**

#### **Overview**

- The R1 Virtual School Program is a year-long program.
- The registration process includes an application.

The program will follow the district's school year calendar.

- Student schedules will be structured as a standard school day.
- Students will remain assigned to their regular zoned school.

Students will be able to participate in afterschool extracurricular activities at their homeschool if they meet program eligibility requirements.

- Student grading will be according to district grading procedures and the state uniform grading policy.
- Students' attendance requirements will be expected and monitored.
- Assessments as required by the state and/or district will be administered. Some assessments may require in-person attendance. When that is the case, parents will be notified of specific times for students to come in for assessment administration, and all safety protocols will be followed.
- Transportation will not be provided.

#### **Curriculum**

- The curriculum will be aligned to South Carolina standards in language arts, mathematics, science and social studies and will meet the requirements for health and physical education/activity.
- Select courses in visual and performing arts that can be taught virtually also will be provided by certified teachers.
- Students who qualify for special services (IEPs, ESOL, GT, etc.) will be provided access to those services. Models and formats may be modified to be implemented virtually.
- Eligible students will have access to district intervention tools and support from interventionists.
- The curriculum will be taught by district teachers using synchronous communication as well as digital coursework, such as Edgenuity.
- Microsoft Teams will be used by teachers to upload assignments for students and parents.



## Teacher Expectations

### *Teachers must do the following:*

- Complete all required training provided by the district (Teams 101, Teams 102, Edgenuity, etc.)
- Plan thorough lessons to include teacher-facilitated tasks as well as online lessons.
- Communicate daily with all assigned students.
- Ensure that students and parents have access to course and grading expectations.
- Grade student work, complete report cards and other required teacher classroom expectations.
- Follow the district's instructional calendar and daily schedule to plan and implement lessons.

## R1 Virtual School Program – Middle School Level (Grades 6-8)

### Overview

- The R1 Virtual School Program is a year-long program.
- The registration process includes an application.
- The program will follow the district's school year calendar.
- Student schedules will be structured as a standard school day.
- Students will remain assigned to their regular zoned school.
- Students will be able to participate in afterschool extracurricular activities/sports at their home school if they meet program eligibility requirements.
- Student grading will be according to district grading procedures and the state uniform grading policy.
- Students' attendance requirements will be expected and monitored.
- Assessments as required by the state and/or district will be administered. Some assessments may require in-person attendance. When that is the case, parents will be notified of specific times for students to come in for assessment administration, and all safety protocols will be followed.
- Transportation will not be provided.

### Curriculum

- The curriculum will be aligned to South Carolina standards in language arts, mathematics, science and social studies and will meet the requirements for health and physical education/activity.
- Eligible students will be offered the opportunity to take high school credit courses, as available in the middle school Master Course Catalog (MCC).
- Available career and technical education (CTE) and elective courses will be scheduled and offered as available in the middle school MCC. Delivery models and formats may be modified for virtual implementation.

- Select courses in visual and performing arts that can be taught virtually also will be provided by certified teachers.
- Students who qualify for special services (IEPs, ESOL, GT, etc.) will be provided access to those services. Models and formats may be modified to be implemented virtually.
- Eligible students will have access to district intervention tools and support from interventionists.
- The curriculum will be taught by district teachers using synchronous communication as well as digital coursework (Edgenuity).
- Students may be approved to take courses that are offered by VirtualSC. These may be courses that cannot be otherwise scheduled in the program. Participation and courses must be approved by the principal.
- Microsoft Teams will be used by teachers to upload assignments for students and parents.

## Technology Requirements and Instructional Resources

- Students must have access to a computer and internet connectivity.
- Students who need access to a laptop will indicate it on the registration application.
- If internet access is not available in the home, every effort will be made to support connectivity through hot-spots or other options.
- District-adopted textbooks, online and/or hard copies, will be issued according to district and state guidelines.

## Teacher Expectations

### *Teachers must do the following:*

- Complete all required training provided by the district (Teams 101, Teams 102, Edgenuity, etc.)
- Plan thorough lessons to include teacher-facilitated tasks as well as online lessons.
- Communicate daily with all assigned students.
- Ensure that students and parents have access to course and grading expectations.
- Grade student work, complete report cards and other required teacher classroom expectations.
- Follow the district's instructional calendar and daily schedule to plan and implement lessons.



## R1 Virtual School Program – High School Level (Grades 9-12)

### Overview

- The R1 Virtual School Program is a year-long program.
- The registration process includes an application.
- The program will follow the district's school year calendar.
- Student schedules will be structured as a standard school day. This could include 4x4, A/B, and/or modified combinations.
- Students will remain assigned to their regular zoned school.
- Students will be able to participate in afterschool extracurricular activities/sports at their home school if they meet program eligibility requirements.
- Student grading will be according to district grading procedures and the state uniform grading policy.
- Students' attendance requirements will be expected and monitored.
- Assessments as required by the state and/or district will be administered. Some assessments may require in-person attendance. When that is the case, parents will be notified of specific times for students to come in for assessment administration, and all safety protocols will be followed.
- Transportation will not be provided.

### Curriculum

- Course selections will be based on analysis of student transcripts and required courses for graduation. School counselors and administrators must conduct reviews to ensure students take courses required for graduation.
- Advanced level courses (such as AP and IB) must meet guidelines as outlined by College Board and IB.
- Available career and technical education (CTE) and elective courses will be scheduled and offered as available in the high school Master Course Catalog (MCC). Delivery models and formats may be modified for virtual implementation.
- Select courses in visual and performing arts that can be taught virtually also will be provided by certified teachers.
- Students may be approved to take courses that meet graduation requirements that are offered by VirtualSC. Participation and courses must be approved by the principal.
- Students may be provided the opportunity to take dual-enrollment courses. These courses must be approved by the principal prior to the student enrolling.
- Students who qualify for special services (IEPs, ESOL, GT, etc.) will be provided access to those services. Models and formats may be modified to be implemented virtually.
- Eligible students will have access to district intervention tools and support from interventionists.
- The curriculum will be taught by district teachers using synchronous communication as well as digital coursework (such as Edgenuity).



- Microsoft Teams will be used by teachers to upload assignments for students and parents.

**\*Potential College Athletes:** Some online courses may not be approved by the NCAA Clearinghouse. Please consult your school's counselor for more information.

## Technology Requirements and Instructional Resources

- Students must have access to a computer and internet connectivity.
- Students who need access to a laptop will indicate it on the registration application.
- If internet access is not available in the home, every effort will be made to support connectivity through hot-spots or other options.
- District-adopted textbooks, online and/or hard copies, will be issued according to district and state guidelines.

## Teacher Expectations

*Teachers must do the following:*

- Complete all required training provided by the district (Teams 101, Teams 102, Edgenuity, etc.)
- Plan thorough lessons to include teacher-facilitated tasks as well as online lessons.
- Communicate daily with all assigned students.
- Ensure that students and parents have access to course and grading expectations.
- Grade student work, complete report cards and other required teacher classroom expectations.
- Follow the district's instructional calendar and daily schedule to plan and implement lessons.



# ESOL SERVICES

## English for Speakers of Other Languages

The goal of Richland One's ESOL (English for Speakers of Other Languages) Program, whether in a virtual, hybrid or face-to-face setting, is to provide equal educational opportunities for culturally and linguistically diverse students who have a primary or home language other than English and who are Limited English Proficient (LEP) or Non-English Proficient (NEP).

The primary focus of the instructional program is to provide an English-rich environment so that LEP and NEP students become proficient in English as soon as possible. While ensuring this focus is met within non-traditional settings is more challenging, the district remains confident in our ability to support ESOL success in virtual and hybrid formats, as well as in face-to-face environments.

### **When the district is operating in the virtual phase (or when ESOL students are members of the R1 Virtual School Program), the following should be expected:**

- Students will receive accommodations and modifications based on their English proficiency levels.
- Core content area teachers and ESOL teachers will work together to ensure equitable access to learning activities and academic success for the ESOL population.
- ESOL teachers will plan with core teachers to provide targeted virtual interventions as necessary to ensure participation and academic support.
- Secondary level English Learners will receive services and support as outlined by their scheduled courses.
- English Learners will participate in synchronous and asynchronous learning opportunities.

### **When the district is operating in the hybrid phase, the following should be expected:**

- Students will receive accommodations and modifications based on their English proficiency levels.
- Core content area teachers and ESOL teachers will work together to ensure equitable access to learning activities and academic success for the ESOL population.
- Each school will establish a schedule to provide English Learners with access to face-to-face interaction with their ESOL teacher to receive academic support.

In the virtual and hybrid phases, the district ESOL bilingual family-school liaison and ESOL teachers will be in frequent communication with families and community organizations to ensure that students are receiving the necessary support during this challenging time.





## SPECIAL SERVICES

It is the responsibility of Special Services is to ensure that the individual needs of students ages three through 21 who are eligible for special education and related services in accordance with the Individuals with the Disabilities Education Act (IDEA) are met. Special education services will begin on the first day of school, regardless of the reopening model selected by the parent. Case managers will contact parents, who along with school IEP teams, have already begun collaborating to implement IEPs and services as reflected in IEPs and eLearning plans. Parents will be notified regarding possible changes in IEPs after they have made decisions regarding which model they wish for their child to participate in during the 2020-2021 school year: the Phase-in Model or the R1 Virtual School Program Model.

## INSTRUCTIONAL ASSURANCES

Whether parents select the Phase-in Model or the R1 Virtual School Program Model for their child, they can be assured of the following:

- All schools will focus on establishing effective relationships and a strong sense of community.
- All classes will provide standards-based instruction that is aligned to a progression of learning.
- Attendance will be taken daily.

Grading structures that have been used in the past (prior to the March 16, 2020 closure of schools) will be used.

- All classes will use similar, district-supported learning materials, texts and instructional resources.
- All students will receive appropriate support and services including, but not limited to, those entitled to accommodations in Individualized Educational Plans (IEPs), 504 plans and English as a Second Language and intervention Plans, as well as those who are GT identified.
- A tiered approach will be utilized to provide academic and social/emotional interventions to students based on needs.
- All students will receive support from their counselor and from school psychologists, as needed.
- Given the likelihood that many students may have experienced trauma during school closure, a high priority will be placed on social and emotional learning and support.



# RESTARTSTRONG

# HEALTH AND SAFETY PROTOCOLS

## STUDENTS AND STAFF

In Richland One, the health and safety of our students and staff are our top priorities. CDC and DHEC guidance documents related to COVID-19, which continue to be revised by these agencies, are reviewed and monitored by district administrators. Information about district expectations and support for student and staff safety will be provided and updated, as warranted by changes in guidance, on the district's website. Students and staff will be expected to comply with district-published guidance at all times while on district property.

### Face Masks/Face Coverings

- All students and staff will be required to wear masks/face coverings (in accordance with the district's dress code) at all times. The district will provide two cloth masks/face coverings per student.

### Health Checks/Screenings

- Parents are asked to check their children's physical condition (any signs/symptoms such as fever, cough, sore throat, etc.) before sending them to school. Children who are sick should not be sent to school. Schools reserve the right to take students' temperatures during the day.

### School Arrival and Dismissal

- Employees and students will use designated entrances and exits before and after school.
- Schools will have protocols in place to limit close contact with parents/guardians.
- Schools will limit gatherings at entrances and exits by maintaining physical distancing and maximum number of size in accordance with CDC guidelines.
- Parents should not expect to walk their students to class when school opens. Parents should become familiar with the school's new drop-off procedures before school starts, as it will vary by campus and could include staggered drop-off and dismissal schedules to provide for social distancing. Schools will publish these procedures on their school websites prior to the start of the school year.

### Building Organization

- Informational/directional signs will be posted for student movement and distancing.
- Schools will limit restroom capacity (assign specific classrooms to specific restrooms and limit the number of students in restrooms).
- Schools will provide additional time for transitions and will stagger class changes to decrease the number of students in hallways.
- Students will not be allowed to share electronic devices, toys, games, books or other learning tools.

### Visitors

Visitations to school campuses will be limited to essential visitors only. We encourage our visitors to use virtual or telephone conferences as a means of communication and inclusion.

- All visitors to district schools and administrative buildings are expected to adhere to all face mask/face covering requirements, including keeping them on at all times.
- Visitors must follow social distancing protocols of the district/school.
- Visitors no longer will be able to have access to classrooms nor join students for lunch.
- Parents may request virtual or phone meetings to discuss any aspect of their child's education. Parents wanting or needing to come to campus for any reason should call the school first.
- Parents who are required to meet with school staff on-site must adhere to social-distancing requirements and wear a mask.
- Additional information will be forthcoming from schools.

## Health and Safety

### Procedures for Students/Staff Exhibiting Symptoms of COVID-19

- The student or staff member will report immediately to the school's isolation room.
- Parents will be contacted to pick up their child.
- The staff member or parents will be asked to contact their health care provider to determine if testing is needed. Staff members are required to report test results to the school. Parents will be asked to report children's test results to the school/nurse.
- The school/district will report any cases of COVID-19 to the S.C. Department of Health and Environmental Control (DHEC).
- Notification will be made based on privacy regulations (e.g. "Someone who was in the building on this date, tested positive for COVID-19. Those who were in close contact have been notified directly that they may have been exposed. The school/district will follow all guidelines as outlined by DHEC and CDC.")

## Health and Safety

### Guidelines for Returning to School Following COVID-19 Exposure or Symptoms (Based on DHEC Guidelines)

A student or staff member that thinks/knows that they have COVID-19 can return to school if they meet ALL of the following criteria:

- It has been 10 calendar days since symptoms began
- No fever (without fever reducing medicine) or other symptoms for three calendar days

A student or staff member that tests positive for COVID-19, but does not have any symptoms can return to school if they meet ALL of the following criteria:

- It has been 10 calendar days since the positive test result
- Has continued to have no symptoms

A student or staff member exhibiting symptoms (not exposed) may return to school with negative test results or a doctor's note stating that a medical evaluation determined that their symptoms were due to another cause. The student must still abide by all health regulations for the cause of the symptoms.

A student or staff member that is showing symptoms but refuses a COVID-19 test may return to school if they meet ALL of the following criteria:

- It has been 10 calendar days since symptoms began
- No fever (without fever reducing medicine) or other symptoms for three calendar days

A student/staff member that has been exposed (within six feet for more than 10 minutes without a mask) to another person (family, friend, other student) that has tested positive with COVID-19 must follow the criteria below:

- Quarantine for 14 calendar days after the last exposure
- Monitor symptoms of COVID-19 If exhibiting symptoms or tests positive, then a student or staff member must follow those guidelines to return to school.

## **Health and Safety**

### **Guidelines for Exposure in School (Based on DHEC Guidelines)**

#### **Elementary Family Model**

- A student who is sick will remain home for 10 calendar days from the first sign of symptoms and must be without fever (without fever-reducing medicine) or other symptoms for three calendar days.
- The school will monitor remaining students' daily temperature and symptoms for two weeks.
- If 20% of the class displays symptoms of COVID-19, the class will move to virtual learning for 10 school days.

#### **Middle/High School**

- A student who is sick will remain home for 10 calendar days from the first sign of symptoms and must be without fever (without fever-reducing medicine) or other symptoms for three calendar days.
- Administrators and the school nurse will work with local health officials to determine exposure risk to other students/staff.

For any positive COVID-19 case at a Richland One school, district and school leadership teams will work with local officials from the S.C. Department of Health and Environmental Control (DHEC) in determining a course of action on a case-by-case basis.

## **Health and Safety**

### **Guidelines for Closure of Schools (Based on DHEC Guidelines)**

- If a classroom has 20% or more of the student population test positive for COVID-19 within a two week period OR if a building has 10% or more of the total student enrollment test positive for COVID-19 within a two week period.

For any positive COVID-19 case at a Richland One school, district and school leadership teams will work with local officials from the Department of Health and Environmental Control (DHEC) in determining a course of action on a case-by-case basis.

## Health and Safety

### Social and Emotional Learning and Support for Students

In recognition of the many challenges students may have experienced during school closures due to COVID-19, the district is making a concerted effort to provide even greater support for students' social and emotional learning and needs. With this focus in mind, the following actions will be taken:

- The district will provide age-appropriate resources that are easily accessible on our district website to promote social and emotional health.
- Schools will integrate social and emotional learning into curricula with emphasis on reassuring health and safety as a top priority.
- The district, in collaboration with schools, will facilitate opportunities for check-ins with students, staff and families by utilizing research-based universal screenings.
- Schools will provide ongoing support by orchestrating opportunities with students, parents and staff for the purposes of relationship building and sharing of experiences.
- Schools will bolster its multi-tiered system of support (MTSS) for students, parents and staff through increased services.

## Health and Safety

### Student Transportation Services

The Richland One Student Transportation Services department stands ready to support the reopening of schools. Our primary goal is the health, safety and well-being of our student riders and staff.

### Health Checklist – Staff

- Before reporting to work each day, staff will take the necessary precautions to ensure they are not exhibiting symptoms of the COVID-19 virus to include self-temperature checks and proper personal hygiene of washing hands for 20 seconds with soap and water as well as use of sanitizer as necessary throughout the work day. Staff must seek proper testing and report a positive test result for coronavirus to their supervisor. Sick leave policy will be enforced per district guidelines.
- Staff will exercise proper social distancing of at least six feet apart to the extent possible. Face coverings (masks, scarves or bandanas) must be worn at all times when students are entering, riding or exiting the school bus. Face shields are not allowed to be worn while operating the school bus.
- The district will provide proper signage, disinfectant and hand sanitizer at all facilities and on each bus.
- If an employee has reported to work with symptoms, management staff will ensure proper separation from other staff and will make the proper arrangements to cover their bus route.

### Operational Procedures

- **Route Management** – Students and parents will exercise proper personal hygiene including temperature checks and hand sanitizing before leaving their home. Parents and students should practice social distancing at the bus stop. Face coverings should be worn at the bus stop until the bus arrives. Staff and students must wear face coverings during loading/unloading of the bus. Out of an abundance of caution, students must keep face coverings on while riding the bus. Drivers will have the option to remove their mask when the bus is empty, once all their stops have been made and in transit to and from bus stops, schools, and their parking location.



- **Seating** – Students will load the bus filling up the rear of the bus first according to the established seating chart and bus capacity. Unloading the bus at the school will be reversed starting from the front then to back of the bus to assist in social distancing as much as possible. Buses will operate at 46-50% capacity utilizing a 2-and-1 alternating seating chart and grouping siblings together when possible. If a student is suspected of symptoms of the virus, s/he will be placed on a front seat until arrival at the school. A school official will meet the bus to assist the student in reporting to the school nurse. Local school assistants must apply sanitizer once students have exited the bus.
- **Student Management** – Students failing to comply with the health, safety and expected proper bus behavior while waiting for the bus, riding the bus and during loading/unloading are subject to disciplinary action to include suspension and up to the loss of bus riding privileges. In order to ensure the safety and well-being of all students and staff, there will be no tolerance for failure to follow expected protocols.
- **Disinfecting Buses and Equipment** – The bus interior and equipment will be disinfected a minimum of two times a day to include after the morning bus routes and at the end of each day. Drivers also will wipe down handrails and other high-touch areas in between each bus run on their route with approved disinfectant provided by the district. The department will utilize a Disinfecting Team to disinfect the fleet between the bus routes and on weekends if necessary. Proper PPE equipment will be provided by the district. This will allow for seat coverings to dry for the students and staff. Proper documentation will be completed after each time the bus is disinfected.
- **Cleaning the Buses** – Drivers will continue to clean their bus as required as part of their daily duties to include sweeping out the bus. This will assist with the disinfectant process that occurs daily. Latex gloves will be provided to staff when they must handle student personal items and trash.
- **Training** – Staff training will be a hybrid of small group utilizing social distancing and virtual. Topics will include CDL license certification, COVID-19-related information and safety-related information to achieve the 10 hours required by the State Department of Education. The department handbook will be updated as needed.
- **Administration** – Department leaders will ensure that all health and safety protocols are being followed; ensure that all proper signage is displayed on all buses and all department facilities; and provide the necessary training, equipment and supplies to assist in preventative exposure to the virus as much as possible for the health, safety and well-being of all students and staff.
- **Office and Common Areas** – Workstations and equipment will be disinfected a minimum of twice a day, with shared equipment disinfected after each use. Face coverings are required in common areas and shared workspace less than six feet apart. Workers will disinfect their workspace at the end of each day. Ample supplies of hand sanitizer, masks, liquid disinfectant, disposable wipes and gloves will be made available. Additional sanitizing stations will be placed throughout each facility.
- **Communication** – Parents will need to sign up their children for bus service to their assigned school in their attendance zone. Parents also will be encouraged to assist the district in transporting their children, if possible, due to limited bus seating capacity. The bus transportation sign-up form will be made available on the district's website. Routes will be posted and assigned ride days will be communicated to parents.



## Health and Safety

### Building Services

- All schools will be thoroughly cleaned and disinfected over the summer to include carpet, tile, walls and all other occupied spaces.
- When schools reopen, all areas will be cleaned and disinfected daily in preparation for the arrival of students and staff the following morning.
- Routine cleaning and disinfection will occur during the school day in restrooms and other common areas with an emphasis on frequently touched items such as door knobs, hand rails, and other surfaces.
- Custodians will continue to utilize our standard EPA-approved N-Listed disinfectants during the day, augmented by additional electrostatic spray disinfection in the evening.
- Supplemental contract personnel will be utilized in the performance of maintenance and custodial operations based on school schedules and manpower availability.
- Commonly used equipment such as water fountains and playgrounds will be turned off and/or closed until further notice.
- Hands-free hand sanitizer stations will be provided in all classrooms and common areas to provide a convenient means of hand sanitization.
- Foam soap dispensers have been provided in all district restrooms to ensure adequate quantities of soap for the increased frequency of hand washing by students and staff.
- All manual paper towel dispensers will be replaced with hands-free dispensing units to prevent cross contamination.
- HVAC systems are being serviced to ensure proper operation and filter replaced and/or upgraded, as appropriate, to the unit.

All maintenance and custodial personnel are being provided with adequate PPE including, but not limited to, masks, gloves, gowns, shields and appropriate uniforms.

## Health and Safety

### Information Technology

#### Devices

- Returning students at each school will use the same device they used the previous school year.
- New devices have arrived for rising ninth grade students and will be provided for them upon their return to school.
- New devices have been ordered for rising third and sixth grade students. This is being done through our annual student laptop replacement process.
- Devices have been ordered for students in kindergarten through second grade. These devices will be provided for the students when they arrive.
- When students are physically present at a district school, laptops should not be shared between students.

#### Technical Support

- IT will be expanding coverage of the Help Desk by reassigning school-based field technicians to handle calls and resolve problems remotely

## Wireless Access

IT will provide methods of access to wireless internet for students that do not have it accessible at home. These include:

- Wireless access points mounted on the outside of certain school buildings that can be accessed from the parking lot by the student devices.
- Hotspots that can be checked out for use at home by qualifying parents.

## IT Staff

IT staff will be taking additional safety precautions due to the ongoing pandemic, including:

- Technicians will wear masks and gloves while working on devices.
- Technicians will wipe down all surfaces of devices being worked on.
- Devices returned from students will be quarantined for 14 days before being imaged.
- Visitors will not be allowed inside the Help Desk area. A technician will come out to retrieve devices needing service and will bring them back out once work is completed.

## Health and Safety

### Nutrition Services

#### Phase 1: eLearning

- **Plan A**

Breakfast and Lunch Meal Services: Meals will be distributed curbside as during the Summer Food Service Program. Families will receive meals for an entire week. There will be limited to no home delivery options with this model.

- **Plan B:**

Breakfast and Lunch Meal Services: Meals for an entire week will be distributed via bus routes on a designated day.

#### Phase 2: Hybrid

- **Plan A**

Breakfast and Lunch Meal Services: Meals will be served in classrooms daily via cart distribution prior to meal services for students attending school on campus. Multiple meals will be distributed for virtual days at the end of day for on-campus students. Students who are learning in a 100% virtual environment (R1 Virtual School Program) will have meals distributed once per week for multiple days via curbside services.

- **Plan B**

Breakfast Grab-and-Go to the classroom will be provided as an option as students arrive daily. Lunch will be served in classrooms via cart distribution prior to meal services daily to students attending school on campus. Multiple meals will be distributed at the end of the day for on-campus students' consumption during virtual days. Students who are learning in a 100% virtual environment (R1 Virtual School Program) will have meals distributed once per week for multiple days via curbside services.

### **Phase 3: Traditional**

Meals will be served in classrooms via cart delivery prior to meal services daily.

## **Afterschool/Extended-Day Programs**

- There will be no afterschool/extended-day programs and activities during Phase 1 (eLearning phase) of the Phase-In Model. There may be changes as school schedules change.

## **Academic Calendar**

The district recognizes that families, teachers and staff make plans for vacations and other family events and traditions annually based on the Board-approved calendar. Therefore, decisions regarding any changes to the Board-approved calendar are not taken lightly.

Due to the COVID-19 pandemic and requirements to support the safe reopening of schools, changes in the calendar must be made. The August 19 start date for students was changed to August 31 to allow administrators more time to work through logistics in preparation for the new school year and to provide more time for teacher training.

Now that a new start date has been approved, we are working to adjust the remainder of the 2020-2021 academic calendar. The revised calendar will be posted on the district's website ([www.richlandone.org](http://www.richlandone.org)).

## **LEAP Days**

The South Carolina General Assembly has appropriated funding through the CARES Act to support five additional LEAP days at the start of the 2020-2021 school year for students in PreK4 through grade 8. State Superintendent of Education Molly Spearman has directed that every student in Pre-K4 through grade 8 be invited to participate.

LEAP days must be used to support the following:

- Learning
- Evaluating
- Assessing
- Preparing

The district is in the process of developing a plan for how these days will be implemented consistently in all schools. Each parent will be notified of the day in which their child is invited to participate in LEAP and of the intended purpose by their child's school.

These five days are outside of teachers' normal contracts.

# **RESTART STRONG!**

