Find meaning, develop empathy, create solutions

Alamance Community School Safe Return to School & Instructional Plan

2020 - 2023

195 Kronbergs Court
Haw River, NC 27258

Leslie Hall Paynter, M.Ed.
Managing Director

Our Mission

Alamance Community School is committed to helping students become engaged citizens by finding meaning in learning through exploring real-world problems and creating innovative and exciting solutions.

COVID-19 Learning & Safe Return To School Timeline
2020 - 2023

- ACS was a new school that opened in Fall 2020.
- From September 8 - November 27, ACS operated in Plan B/Hybrid Model and also offered an all remote option for our families.
- From November 30, 2020, with Covid metrics high, we went all remote for all students and staff until Friday, March 5, 2021
- On Monday, March 8, 2021, ACS reopened in Plan B/Hybrid Model
- On April 12, 2021, ACS implemented Plan A for all families that chose to return to full in-person instruction. Those that wished to stay remote for the remainder of the 2020 - 2021 school year were allowed to do so.
- For the 2021 - 2022 school year, ACS operated with all in-person instruction for all students with only remote instruction and assignments when a class was quarantined.
- On February 24, 2022, the ACS Board adopted a Mask Optional Policy.

For the current school year, 2022 - 2023, ACS is operating with all in-person instruction.

2022 - 2023 Current Health & Safety Guidelines

COVID, ILLNESS, & QUARANTINE & ISOLATION POLICY
On Thursday, August 18, the ACS Board decided that ACS will follow the recommendations of the NCDHHS regarding quarantine and isolation for COVID-19.

The new ACS Board Policy states that:
Positive Student Case: Any student that tests positive for Covid-19 **must isolate for 5 days.** To return after the 5 days of isolation, the student must be **fever-free for 36 hours** without the use of fever-reducing medication and **free from vomiting and/or diarrhea for 36 hours**. It is recommended that students wear a well-fitting mask for 5 additional days beyond their isolation.

Symptomatic Student: Any student that is symptomatic must **isolate for 5 days** or present a **negative rapid antigen Covid test or a PCR Covid test.** Home based tests are not permitted to return before the 5 day isolation period. Without proof of a negative covid test, students must complete the full 5 day isolation period. A parent may also provide documentation from a doctor that a student is clear to return to school based on an alternate diagnosis. Students should remain at home and must be fever-free for 36 hours without the use of fever-reducing medication and free from vomiting and/or diarrhea for 36 hours.

Exposure: ACS will follow the current guidelines regarding exposure recommended by the NCDHHS. We kindly ask that if you are experiencing any of the following symptoms, have a known COVID exposure or are positive for COVID, please do not attend or send your student to school. Your child's teacher will be in touch with you and you are welcome to reach out to them by email regarding any information they may need or questions you may have. We are here to help.

Exclusionary COVID-Related Symptoms:

- Fever or chills
- Nausea or vomiting
- Diarrhea
- New Cough
- Shortness of breath or difficulty breathing
- Severe Headache
- New loss of taste or smell
- Sore throat

If you are dealing with symptoms, COVID or any illness in your household, please complete the 2022-23 Student Illness Form: https://forms.gle/HxbY5kbC8wWDaj5r6

This form covers ALL ILLNESSES, not just COVID. If a student is absent from school due to COVID, COVID symptoms, or any illness (strep throat, virus, cold, etc., it should be reported to the office by the parent/guardian completing this form. This will help the teachers and office staff keep accurate attendance records.

ACS Covid-19 School Mask Optional Policy
At Alamance Community School, wearing a face mask will be optional for staff, students, and visitors effective February 24, 2022.

Parents/guardians may choose if their child continues to wear a mask or if they choose for their student to not wear a mask. ACS will treat all students the same whether they wear a mask or not and have adopted a process for parents to provide annual notification of their decision.

For families choosing continued masking for their student/s, ACS staff will do their best to support their decision. However, it is the parent/guardian's responsibility to ensure their child/children understand and comply with their choice.

2021 - 2022 Health & Safety Guidelines for In-Person Instruction

Please be sure that you are following the health and safety guidelines and are not sending your children to school if they are exhibiting any of the symptoms below. This is how we can continue to keep our school community safe and ensure that we stay in-person at school.

All students, staff, and visitors will be required to follow the ACS Mask Policy and wear a mask over their nose and mouth to reduce the spread of Covid-19 based on the most recent data-driven metrics.

EXCLUSIONS FROM SCHOOL
Students, Teachers and Staff should not be present at school with any of the symptoms below and should seek Covid testing.

- Fever (temperature of 100.4 degrees Fahrenheit or higher)
- Sore throat
- Cough (for people with chronic cough due to allergies or asthma, a change in their cough from baseline)
- Difficulty breathing (for people with asthma, a change from their baseline breathing)
- New loss of taste or smell
- Diarrhea or vomiting
- New onset of severe headache, especially with a fever

Students presenting with any of the symptoms above that are on campus will be cared for by staff and isolated to prevent infection. Parents/guardians will be contacted to pick up sick students immediately.

If your child or someone in your household tests positive for Covid-19 your student(s) must remain at home. Parents or guardians are to contact the school for further instructions. You may call 336-270-5052 during school hours or email us at frontdesk@alamancecommunityschool.net

MASKING & QUARANTINE
Changes in the CDC guidelines and in the **StrongSchoolsNC Public Health Toolkit (K-12)** added an exception to the need to quarantine. It states that students do not have to quarantine if they were in close contact with another student who has COVID-19 **IF** all students were correctly wearing well-fitting face masks **AND** they attend schools that have a **universal masking mandate for inside**. Mask wearing outside is optional for students and staff. Previously, schools were required to have students stay at home for a 14-day

quarantine due to COVID-19 exposure. This is a very important change for schools and families from last spring.

This exception to quarantine does NOT apply to:

- Adults (teachers, staff, or other adults in the indoor classroom setting)
- Students who are not masked or are not in settings where other prevention strategies are present.

Alamance Community School has the measures in place to meet these guidelines. However, we need families to work with us to help promote correct mask wearing for students. Your child is required to have a clean mask daily. Last year, many of our students used a lanyard to keep their masks with them and off the floors. We highly encourage you to send these in with your child. Here is an example of a mask lanyard available on Amazon. **AMAZON Mask Lanyards for Children**

With your partnership, we will be able to keep children in school and limit the spread of the Coronavirus. Please see the **Covid-19 Control Measures in Schools** from the NCDHHS.

In addition to universal mask wearing, regardless of vaccination status, we will also continue to implement:

- **Physical distancing,** as much as possible. Teachers and staff will help students & each other to be mindful of personal space.
- **Frequent hand washing and sanitizing** throughout the day.
- **Increased facilities cleaning and disinfecting will be implemented**. The building will be cleaned weekly with an electrostatic disinfectant that is approved for use in schools.
- **Air purifiers** for rooms without the ability to open a door for ventilation have been purchased.

WHEN WE HAVE A CONFIRMED POSITIVE CASE OF COVID-19
When we have a confirmed positive case of COVID-19 at the school:
- A letter/email is sent to all ACS families and staff stating that we were informed that an individual at the school tested positive for COVID-19.
- Next, a letter/email is sent to the group/classroom to let the families know there was a confirmed positive case of COVID-19.
- In accordance with State and federal law, the school is not able to share the identity of the person who tested positive for COVID-19.
- The administrative team works to identify any close contacts of the COVID-19 positive case and notifies families and/or staff members.
- If a child or staff member is identified as having been a close contact or potential exposure, we contact them via phone. A close contact is defined as someone who

was within 6 feet of someone that has COVID-19 for a cumulative total of 15 minutes or more over a 24-hour period.

- ACS reports the case to the Alamance County Health Department.
- Students in the classroom are **not** considered close contacts based on the guidelines we are implementing and following from the CDC, the NCDHHS, and the [Strong Schools NC Public Health Toolkit (K-12)](#) and we do not have to quarantine those students.
- The administrative team ensures that the cleaning protocols are implemented and that impacted areas are properly disinfected and sanitized the impacted areas according to recommendations from the CDC and the NCDHHS.
- Based on updated CDC guidance, individuals who are not fully vaccinated after a close contact in a classroom or other school setting do not have to be quarantined **if** masks were being worn appropriately and consistently by **both** the person with COVID-19 and the potentially exposed person.
- We ask the parents to monitor their child closely for symptoms of COVID-19. **Below is a list of symptoms to monitor:**
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

- If a child, or anyone in a household, develops symptoms of COVID-19, we ask for them to contact their regular healthcare provider to request COVID-19 testing.

- We also ask that they keep their children home if they are experiencing any COVID-19 symptoms.

- ACS continues to closely monitor the situation and implement health and safety protocols to keep our school community safe and healthy.

Throughout the school, we continue to implement the COVID-19 prevention strategies of:
- When inside the school building, requiring students and staff to wear their masks appropriately and consistently
- Students are distanced during lunch when their masks are off and they are eating
- The room has increased ventilation with our classroom HEPA air purifier

ACS is following the quarantine and testing guidelines from the CDC, the NCDHHS, and the [Strong Schools NC Public Health Toolkit (K-12)](#).
According to these guidelines, quarantine is required for an individual who has been in close contact (within 6 feet for at least 15 minutes cumulatively over a 24-hour period) with

someone who is determined positive with COVID-19 with the following **THREE EXCEPTIONS:**

- Individuals who are fully vaccinated and do not have symptoms do NOT need to quarantine after a close contact.
- People who have tested positive for COVID-19 within the past 3 months and recovered and do not have symptoms do NOT have to quarantine.
- Students who are not fully vaccinated after a close contact in a classroom or other school setting if masks were being worn appropriately and consistently by both the person with COVID-19 and the potentially exposed person do NOT need to be quarantined. This is based on updated CDC guidance and studies that have shown extremely low risk of COVID-19 transmission in classroom settings when face masks were being used appropriately by both the person with COVID-19 and the potentially exposed person, as well as multiple layers of prevention measures in place to prevent transmission in school settings.

MY STUDENT IS ABSENT, WHAT DO I NEED TO DO?
If your student will be absent from school for any reason, you need to email your child's teacher. Our teachers enter attendance daily. Please tell them why your student is going to be absent and the dates they will be out. This will help to make sure teachers are able to properly record absences.

If your child will be absent due to illness, please help us by doing the following: Please send an email to your child's teacher and frontdesk@alamancecommunityschool.net. You can send one email and include both recipients (teacher & frontdesk). Please include your student's name and that they will be out due to illness. Then immediately complete the Student Illness Reporting Form at this link: https://forms.gle/d6BCYH5yMYVGJeBh7.

Even during "normal" times, children are not permitted to be at school sick and with a fever. COVID-19 compounds the seriousness of this situation and this is a huge safety concern. We are counting on families to be honest and transparent, so we can keep everyone safe and continue with in-person learning!   Because we are wearing masks, contact tracing, and following the quarantine guidelines, we have not had to quarantine entire classes or the school. It is extremely important for everyone to wear their mask appropriately and consistently inside the building, so they do not have to quarantine. It is a staff member's responsibility to identify anyone that is not consistently wearing their mask and determine if they are a close contact. Furthermore, if staff members are having to repeatedly remind students to pull up their mask and wear their mask correctly, it is highly probable that if there is a positive COVID case in their classroom, they will be considered a close contact and will then be required to quarantine.
Also, be sure to inform the school if their child and/or someone in the household tests positive for COVID-19.

The school office will follow-up with you regarding your student's specific situation and any Return to School protocols that are applicable. It is helpful if you communicate absences through email so that we have written documentation.

VISITORS ON CAMPUS

All visitors must:
- Wear a mask while inside the building
- Schedule their visit with the classroom teacher. Unexpected visits disrupt classroom instruction and routines, student attention shifts away from the assigned task, dynamics change, and the teachers may have to refocus the lesson.
- Sign in at the front office.
- All visitors are required to wear a visitor badge while on campus.
- Once a visitor has checked in they will then be escorted to their destination. All visitors must abide by the policies set forth in the ACS Parent-Student handbook at all times.
- All visitors must abide by the policies set forth in the ACS Parent-Student handbook at all times.
- Sometimes parents/guardians ask to observe in a classroom. To observe a class, a parent/guardian must make an appointment directly with the Principal/Managing Director or the Assistant Principal to visit a class for this purpose.

2021 - 2022 Guidelines for Remote Instruction for COVID-19 Emergencies ONLY

REMOTE INSTRUCTION FOR COVID-19 EMERGENCIES SECTION 3A. Notwithstanding G.S. 115C-84.3, as enacted by this act:
- ACS has the authority to make day-to-day decisions for the 2021-2022 school year concerning whether shifting individual schools or individual classrooms that are providing in-person instruction to temporary remote instruction is necessary due to COVID-19 exposures that result in insufficient school personnel or required student quarantines.
- ACS shall report any shift by a school or classroom from in-person to temporary remote instruction as provided in this section to the Department of Public Instruction within 72 hours of the shift and shall return to in-person instruction as soon as personnel are available or the required quarantines are complete.

SEE BELOW -
ACS Remote Instructional Plan for COVID-19 Emergencies ONLY
Submitted to NCDPI On 9-17-2021

ALAMANCE COMMUNITY SCHOOL

REMOTE INSTRUCTION PLAN

SY 2021 - 2022

SUBMITTED TO NCDPI ON:
9-17-2021

Below is a summary of the responses

Q1.
As required by SL 2021-130, PSUs who offer planned remote instruction days are required to submit a remote instruction plan to the NCDPI. Remote instruction plans are to be submitted through the completion of this survey.

Only one plan should be submitted per PSU.

SESSION LAW 2021-130 / SENATE BILL 654 AN ACT TO PROVIDE RELIEF TO PUBLIC SCHOOLS IN RESPONSE TO THE CORONAVIRUS DISEASE 2019 (COVID-19) PANDEMIC.

PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2021-2022 SCHOOL YEAR

See the FULL TEXT of Session Law 2021-130.

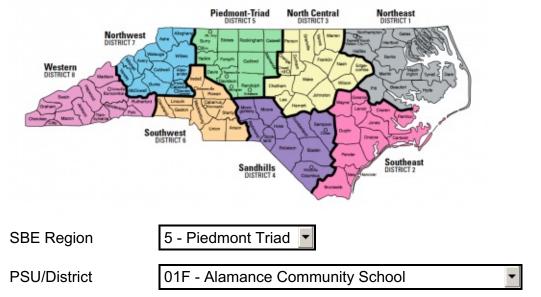*Q2.* Enter the following information for the person submitting the Remote Instruction Plan.

First Name	Leslie
Last Name	Paynter
Work Email Address	lpaynter@alamancecommunityschool.net

Work Phone Number	336-270-5052
Title/Role	Managing Director

Q3. Select your SBE Region and PSU/District.

SBE Region	5 - Piedmont Triad ▼
PSU/District	01F - Alamance Community School ▼

Q4. Does your PSU wish to utilize remote instruction days pursuant to SL 2021-130 in the 2021-22 school year?

● **Yes**
○ No

Q5. § 115C-84.3. Remote instruction (d)

(1) Identification of the resources that will be used to facilitate remote instruction.

Q6.

Select the virtual conferencing platform(s) that will be used to facilitate remote instruction. Select all that apply for any grade level. You will indicate grade levels for each selection in the next survey item.

☐ Canvas Conferences

■ **Google Meet**

☐ GoToMeeting

☐ Microsoft Teams

☐ Skype

☐ WebEx

☐ Zoom

☐ None

☐ Other (specify)

Q7. Indicate grade levels for each virtual conferencing platform selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Google Meet	☐	☑	☑	☐	☐	☐

Q8. Which learning management system(s) (LMS) will your PSU provide to facilitate remote instruction? Select all that apply for any grade levels. You will indicate grade levels for each selection in the next survey item.

☐ Apple Classroom

☐ Blackboard

☐ Canvas

☐ Classworks

☐ Edmentum

☐ Edmodo

☑ **Google Classroom**

☐ Haiku

☐ Microsoft Teams

☐ Moodle

☐ Powerschool Learning

☐ Schoology

☐ SeeSaw

☐ None

☐ Other (please specify)

[ ]

Q9. Indicate grade levels for each learning management system (LMS) selection.

	Grade Levels					
	PK	K-2	3-5	6-8	9-13	XG
Google						

Q10. Other than the learning management system(s) and virtual conferencing platform(s) identified in previous survey items, select all online resources that your PSU plans to utilize for remote instruction.

☐ ABC Mouse

☐ EPIC Academy

☐ Newsela

☐ Achieve3000

☐ Fastbridge

☐ NWEA MAP

☐ Accelerated Reader

☐ Flocabulary

☐ PBS NC Learning Media

☐ AimsWeb Plus

☐ Freckle

☐ Peardeck

☐ American Book Company

☐ Geogebra

☑ **PebbleGo**

☐ ApexLearning

☐ #GoOpenNC

☐ Prodigy

☐ Bozeman Science

☐ Imagine Language

☑ **RAZ Kids**

☑ **BrainPop**

☐ Imagine Literacy

☑ **Reading A-Z**

☐ CK-12

☐ Imagine Math

☐ Renaissance STAR Reading

☐ Classworks

☐ i-Ready

☐ Renaissance STAR Math

- [ ] Commonlit
- [ ] IStation
- [ ] Renaissance Learning / STAR

- [ ] Desmos
- [x] **iXL**
- [x] **SeeSaw**

- [ ] Discovery Education Streaming
- [ ] Khan Academy
- [ ] Schoolnet

- [ ] Discovery Education Techbooks
- [ ] Learning.com
- [ ] Streamable Learning

- [ ] DreamBox (Math)
- [ ] LetterLand
- [ ] SuccessMaker Reading

- [ ] EverFi
- [ ] Lexia Learning
- [ ] SuccessMaker Math

- [ ] Edgenuity
- [x] **mClass**
- [ ] SuccessMaker Reading

- [ ] Edmentum Courseware
- [ ] Mastery Connect
- [ ] Ted Ed

- [ ] Edmentum Exact Path
- [ ] Math Seeeds
- [x] **Tools 4 NC Teachers**

- [ ] Edmentum Study Island
- [ ] MobyMax
- [ ] Unique Learning System

- [ ] Edmentum EdOptions Academy
- [ ] NCWiseOwl
- [x] **Other (please specify)**

Epic

- ☐ Edmentum Reading Eggs
- ☐ Edmentum Calvert Learning (PBL)
- ☐ Edmentum Base Education (SEL)

- ☐ Nearpod
- ☐ News2You

- ☐ Other (please specify)

  [   ]

- ☐ Other (please specify)

  [   ]

Q11.

Select all offline resources your PSU plans to utilize for remote instruction.

- ☐ Accessing Math Concepts
- ☐ Adopted textbook resources
- ☐ Apex
- ☐ Bridges Math
- ☐ CENGAGE workbooks
- ☐ District designed learning packets
- ☐ Edmentum Printables

- ☑ **Fundations**
- ☑ **Geodes**
- ☐ LetterLand Student Resources
- ☑ **Leveled Readers**
- ☐ My Math
- ☐ NCDPI AIG advanced learning labs (printables)
- ☐ Pearson Perspectives

- ☐ Second Step
- ☐ SPIRE Reading
- ☐ Teacher Created Content
- ☐ Think Up Math printables
- ☐ Schoolnet printed
- ☐ Wit & Wisdom
- ☑ **Other (please specify)**

			Math in Practice
☐ Eureka Math N Synch	☐ Ready Math	■ **Other (please specify)**	Eureka Math Resources
■ **Fountas Pinelli leveled literacy resources**	☐ Ready Toolbox	■ **Other (please specify)**	Pioneer Valley Literacy Footprints
☐ Freckle printables			

Q12.

§ 115C-84.3. Remote instruction (d)

(2) Communication with and training opportunities for teachers, administrators, instructional support staff, parents, and students on how to access and effectively use remote instruction resources, including regular opportunities for students to use those resources during nonremote instructional days to ensure student success during remote instruction.

Q13. How will your PSU communicate remote instruction plans to staff? Select all that apply.

	Administrators	Teachers	Instructional Support Staff
Automated call to staff	☐	☐	☐
Email	■	■	■
Newsletters	☐	☐	☐
Staff intranet/website	☐	☐	☐
Staff meetings	■	■	■
Other (specify)	■	■	■

Text

Q14. How will your PSU communicate remote instruction plans to families? Select all that apply.

apply.

	Parents/Guardians	Students
Automated call to families	☐	☐
Email	☑	☑
Handbook	☑	☑
Individual phone calls	☐	☐
In-person instruction	☐	☐
Learning management system (LMS) communication	☑	☑
Meetings	☑	☑
Newsletters	☑	☑
Parent portal	☐	☐
Social media posts	☑	☑
Text messaging service	☑	☑
Website	☑	☑
Other (specify)	☐	☐

[ ]

Q15. How will training, related to effective remote instruction practices, be provided to staff? Select all that apply.

	Administrators	Teachers	Instructional Support Staff
Asynchronous self-paced training	☑	☑	☑
Hybrid training	☐	☐	☐
In-person training	☑	☑	☑
Staff intranet/website	☐	☐	☐
Synchronous virtual training	☑	☑	☑
Virtual staff meetings	☑	☑	☑
Other (specify)	☐	☐	☐

[ ]

Q16. How will your PSU provide training to families on how to access and effectively use
remote instruction resources? Select all that apply.

	Parents/Guardians	Students
In-person meeting	☐	☐
Instructional videos	☑	☑
Lessons delivered through learning management system (LMS)	☑	☑
Practice during in-person instruction	☑	☑
Tutorials/guides	☑	☑
Virtual meetings	☑	☑
Other (specify)	☐	☐

Q17. Provide any additional information on how you will provide communication with and training opportunities for teachers, admin, instructional support, parents, and students on how to access and effectively use remote instructional resources including regular opportunities for students to use those resources during nonremote instructional days to ensure student success during remote instruction (Optional - No more than 500 characters.)

From previous remote and hybrid instruction last year, we have a multitude of resources, videos, documents, etc. so that all stakeholders will know how to access and use our remote instruction resources.

Characters remaining: 297

Q18. § 115C-84.3. Remote instruction (d)

(3) Establishment of methods for tracking and reporting attendance during remote instruction, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.

Q19. Select your PSU's protocols for determining attendance during remote instruction. Select all that apply.

- ☑ **Checking-in via two-way communication with appropriate teacher(s)**
- ☑ **Completing/submitting assignments offline**
- ☑ **Completing/submitting assignments online**
- ☑ **Joining synchronous virtual class**
- ☑ **Signing-in via a digital attendance collection form**
- ☐ Other (specify)

Q20.

How many days do students have to turn in assignments after remote instruction days in order to be counted as present on the remote instructional day(s)?

	PK	K-2	3-5	6-8	9-13	XG
1 Day	☐	☐	☐	☐	☐	☐
2 Days	☐	☑	☑	☐	☐	☐
3 Days	☐	☐	☐	☐	☐	☐
4 Days	☐	☐	☐	☐	☐	☐
5 Days	☐	☐	☐	☐	☐	☐
6-10 Days	☐	☐	☐	☐	☐	☐

Q21. What is your PSU's process for validating attendance data monthly? Select all that apply.

☑ **District level validation**

☑ **School level validation**

☐ Other (specify)

[   ]

Q22. How will remote instruction attendance protocols be communicated to families before remote instruction begins? Select all that apply.

	Parents/Guardians	Students
Automated calls	☐	☐
Flyers sent home	☑	☐
Meetings (e.g., open house, parent/guardian meetings)	☑	☑
Social media posts	☑	☐
Student handbooks	☑	☐
Text messaging system	☑	☐
Websites (e.g., teacher, school, district/PSU)	☑	☐

Other (specify)	Parents/Guardians ☐	Students ☐

[   ]

Q23. Reporting system to be used for tracking and reporting attendance during virtual instruction.

■ **PowerSchool**

☐ Other
(specify)

[   ]

Q24. Who will be responsible for entering attendance data into for off-site students?

☐ Data
managers

☐ Office
personnel

■ **Teachers**

☐ Other (please
explain)

[   ]

Q25. § 115C-84.3. Remote instruction (d)

(4) Establishment of staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities.

Q26. What are the roles and responsibilities of teachers during remote instruction? Select all that apply.

■ **Complete administrative tasks as assigned by school administration**

■ **Complete administrative tasks (e.g., attendance, feedback, communication)**

■ **Host live synchronous classes via video conference**

■ **Host small group support sessions via live video conferences**

■ **Monitor and respond to students' questions via email**

■ **Monitor and respond to students' questions via learning management system**

☐ Other
(explain)

[   ]

Q27. What are the roles and responsibilities of noncertified staff during remote instruction?

- ☑ **Attend and assist with live video class sessions with assigned teachers**
- ☑ **Complete administrative tasks as assigned by assigned teachers**
- ☑ **Complete administrative tasks as assigned by school administration**
- ☑ **Host small group support sessions via live video conferences**
- ☑ **Monitor and respond to students' questions via email**
- ☑ **Monitor and respond to students' questions via learning management system**
- ☐ Other (explain)

  [   ]
- ☐ Other (explain)

  [   ]
- ☐ Other (explain)

  [   ]

Q28. What will be the requirements for teacher accessibility in a remote instruction environment? Select all that apply.

	During a certain time span of working hours	During all working hours	Outside of working hours
Teachers must be available and respond via email	☑	☐	☐
Teachers must be available and respond via learning management system	☑	☑	☐
Teachers must be available and respond via phone	☑	☐	☐
Teachers must hold office hours via video conferencing platforms	☑	☐	☐
Other (explain)	☐	☐	☐

Q29. Provide any additional details on how the PSU will establish staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities. (Optional - No more than 500 characters.)

Staff roles, duties, and expectations have been clearly communicated and are well defined for in-person and virtual learning. Virtual/remote duties and tasks are outlined in our Remote Learning Plan from July, 2020 and will be reiterated if classroom/s and/or school must go to all remote learning for a time period due to COVID-19.

Characters remaining: 166

Q30. § 115C-84.3. Remote instruction (d)

(5) Communication of learning targets to students on each remote instruction day and development of measures to ensure that remote instruction time, practice, and application components support learning growth that continues towards mastery of the standard course of study.

Q31. What methods does your PSU plan to have in place to ensure that learning targets support the standard course of study during remote learning days? Select all that apply.

- ☑ **Clearly define and post the learning target and/or expected outcome**
- ☑ **Consider appropriate instructional models based on the learning target/desired outcome**
- ☑ **Pre-assess student knowledge of the learning target**
- ☑ **Select appropriate grade-level materials, resources, and/or platform to support the learning target**
- ☐ Other
  (explain)

  [   ]

Q32. How will you communicate learning targets to students on remote learning days? Select all that apply.

- ☑ **Designing learning targets in student-friendly language "I can..." and "I know..." statements**
- ☑ **Designing learning targets to reflect learning goals**
- ☑ **Discussing with students at the beginning of the lesson**
- ☑ **Informally assessing to monitor student understanding**
- ☑ **Posting daily for students to see**
- ☑ **Reviewing with students at the end of the lesson**
- ☐ Other
  (explain)

  [   ]

Q33. How does your PSU plan to ensure that teachers to provide effective, timely feedback to students to ensure continued student learning growth on the standard course of study during remote instruction?*

*Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments *Provide clear communication regarding where/how parents & students should ask questions and seek clarification *Actively monitor your email for questions and communications from students/families *All Grade Levels, K - 4 are to follow the curriculum, resources, & guidelines for time and content provided by Alamance Community School based on the grade level *All Grade Level, Specials, and EC Teams are to plan and collaborate together to ensure continuity *All teachers are to consider how to use gradual release of responsibility to enhance learning for students *All teachers are to provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for some students. *All teachers are to make sure that all directions for tasks are clear and detailed so that parents understand what is required *All staff are to use the school supported platforms: Google Classroom and Google Meeting and school site licenses to eliminate any confusion and misunderstandings *Provide both synchronous and asynchronous learning opportunities as detailed by the school based on grade level teams expectations *Students will have the opportunity to interact with one another and the teacher via Google Meeting

Q34. How does your PSU plan to ensure that teachers address and improve instruction on remote learning days based on feedback from students, parents, and guardians?*

Staff will: *Utilize parent and student feedback surveys *Assess students to get a baseline for instruction *Assess the learning of skills and concepts *Ensure students are engaged and have the appropriate number of learning experiences based on what is developmentally appropriate for each grade level and/or skill level *Adjust the remote learning plans for students, as needed based on parent, student, and staff feedback *Use the same resources for giving assignments, posting recorded lessons, and conducting meetings: Google Meeting, Google Classroom tools, & online site licenses purchased by ACS

Q35. § 115C-84.3. Remote instruction (d)

(6) Development of remote instruction options appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote instruction materials in advance when practicable.

Q36. How will your PSU provide remote instruction options for students with limited connectivity? Select all that apply.

- [ ] PBS North Carolina At-Home Learning
- [ ] PSU will partner with SLNC Adapts grant awardees
- [x] **PSU will provide hotspots with data plans for those who lack connectivity**
- [ ] PSU will provide LTE-enabled devices with data plans for those who lack connectivity
- [ ] PSU will provide wifi-enabled buses in the community
- [x] **PSU will provide a map of community wifi locations**
- [x] **PSU will provide paper based/no-tech options**

☐ Satellite
internet

☐ Televised programming: district-created
content

☐ Televised programming:
other

☐ Whitespace

☐ Other
(explain)

[   ]

Q37. How will your PSU provide remote instruction options for teachers with limited connectivity? Select all that apply.

■ **PSU will allow staff to work on campus, if possible, for virtual instruction**

■ **PSU will provide a map of community wifi locations**

■ **PSU will provide hotspots with data plans for those who lack connectivity**

☐ PSU will provide LTE-enabled devices with data plans for those who lack connectivity

☐ PSU will provide wifi-enabled buses in the community

☐ Other
(explain)

[   ]

☐ Other
(explain)

[   ]

Q38. § 115C-84.3. Remote instruction (d)

(7) Provision of remote instruction for students with disabilities in a manner consistent with each student's individualized education program (IEP), as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan. Remote instruction supports shall be considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan.

Q39. What provisions are provided for students with IEP or 504 plans as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan? How will the PSU ensure that remote instruction supports are considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan? Select all that apply.

☐ All materials for virtual instruction are vetted/developed to meet accessibility

standards.

- ☐ EC and 504 students are offered individual homework assistance time via video conferencing.
- ☑ **EC teachers attend synchronous video conferences with students' regular education teachers and support students with IEP and 504 as needed for virtual instruction.**
- ☐ EC teachers co-teach with regular education teachers on video conferencing lessons.
- ☑ **EC teachers plan virtual instruction lessons with regular education teachers to ensure the needs of students with IEP and 504 are met.**
- ☑ **Small group support sessions with EC teachers and EC support staff are offered to all IEP and 504 students via video conferencing platform.**
- ☑ **Students are provided accommdations and/or modifications during virtual instruction in accordance with their IEP/504.**
- ☑ **Students are provided with adapted educational materials and/or assistive technologies in accordance with their IEP/504.**
- ☑ **Students are provided with individual virtual coaching and support by regular education teachers or EC support staff.**
- ☐ Other
  (explain)

  [   ]

Q40. Provide additional information related to how your PSU will help serve students with disabilities during remote instruction. (Optional - No more than 500 characters.)

EC Teachers will: Use school curriculum and resources, such as Wilson Reading, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources Provide virtual small group specialized instruction 4 -5 days per week for the students on their caseload according to their IEP Join virtual Morning Meetings @ their assigned grade level with the General Education teacher for community building Conduct Virtual IEP & parent meetings

Characters remaining: 4

Q41. PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2021-2022 SCHOOL YEAR SECTION 3.(a) Part 2 of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

§ 115C-84.3. Remote instruction (e)

The State Board of Education shall report by September 15 annually to the Joint Legislative Education Oversight Committee on the following information related to remote instruction: (1) A copy of each governing board's remote instruction plan. (2) A summary document of the following: a. The number of remote instruction days or hours used by each public school unit in the prior school year. b. Strengths, challenges, and trends noted by the State Board in its review of how governing boards implement remote instruction. c. Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the use and delivery of remote instruction in emergency circumstances. Public School Units will be asked to provide this information to DPI in order to compile this report each fall.

Q42. What is the total number of remote instruction days or hours used by your public school unit in the 2020-2021 school year?

Numbers only

337

Q43. Describe the strengths of your Public School Unit's remote instruction from the 2020-21 school year.

We excelled at creating a positive school and classroom climate and community where all students felt safe and valued. We did a great job at providing small group instruction to differentiate based on student need. Our instruction was consistent and all grade levels followed a predictable, developmentally appropriate daily schedule.

Q44. Describe the challenges faced by your Public School Unit during remote instruction from the 2020-21 school year.

We were a brand new school that opened in the Fall of 2020. We had students coming to us from 29 different elementary schools. There were many challenges. They were: *Acquiring student records *Acquiring technology for classroom and remote assessments and instruction in a timely manner *Conducting assessments to get a baseline at the beginning of the year and the validity and reliability of the assessments conducted throughout the year, especially remotely *Numerous delays with the delivery of curriculum materials, etc. *Attendance *Under projected enrollment which negatively impacted our budget

Q45. Provide any additional information you would like to share with the NCDPI regarding the PSU's remote instruction plan. (Optional - No more than 1000 characters.)

Q46. Acknowledgement

☑ **As the PSU representative, I acknowledge the requirements of remote instruction per SL 2021-130 and submit the information in this form as the PSU's 2021-22 Remote Instruction Plan.**

← →

2020 - 2021 Health & Safety Guidelines for
Safely Opening & Operating Schools

Managing Director Message

July, 2020

Dear ACS Families,

I know that many families and staff are feeling anxious about school opening in the fall and given the circumstances, that is to be expected. For the past several weeks, the ACS Remote/Virtual Learning & School Entry Team has been developing plans under each scenario to ensure the safety of our students and staff, in addition to meeting the academic and social-emotional needs of our students.

School this fall will look and feel very different due to the coronavirus. As a NC Public Charter School, Alamance Community School has the advantage and the ability to operate in a smaller, safer, more controlled environment. Charter schools are designed to promote innovation and change, not just a different way of teaching. We have the ability to adapt more quickly, try new things, isolate and eliminate what doesn't work and replicate what is working. I believe that this is an advantage a charter school has over a large school district. We are laser focused on ensuring that our 400+ students and 30+ staff members are safe and that we are meeting the needs of the children in our care.

All NC public schools throughout the state must develop three plans. To ensure we could meet our school community's needs, we sent a technology survey to families regarding their access to and need for technology. We also sent a survey to families and staff to determine how best to ensure the physical safety and mental health of our students and staff, in addition to meeting the academic and social-emotional needs of our children. The majority of our staff feel safe returning to the classroom with the safety measures we are planning to implement. All of the ACS staff have expressed that they are excited and want to teach your children!

We know that face-to-face instruction is what is best for children, especially elementary children, so it will be challenging to meet the academic and social-emotional needs of our students when we open school after many of them have been out of school since March. It will also be stressful for all of us, staff, parents, and students, to implement the state safety guidelines. Therefore, it will be important, now more than ever before, that we are kind and empathetic and that we provide each other with some grace. There will be "bumps in the road'. However, I am confident that if we all work as a team, we will rise to the challenge and we will prevail. We are continuing to develop innovative and exciting ways that we will connect virtually with our students so that teaching and learning continues, children's needs are met academically and socially-emotionally, and for school to still be fun!

For families that are concerned about their children's safety, they can choose to enroll at ACS and choose for their child to receive only remote/virtual learning. This provides families the benefit of our virtual learning and teaching, in addition to the social-emotional benefit of connecting with classmates for virtual morning meetings, virtual specials, etc. In addition to ACS doing the "heavy lifting" with virtual instruction, by enrolling at ACS, you will not lose your spot.

We are planning for extra cleaning protocols, implementing new procedures to ensure appropriate social distancing and other safety guidelines for our classrooms, in addition to ordering needed supplies.

We want to be well prepared for any situation that our school and community may be facing in August and September with restrictions related to COVID-19. The guidance provided by the CDC, the Department of Health and Human Services and the NC Department of Public Instruction will continue to be updated. We will adjust our plans for back to school as situations warrant and I will keep you informed every step of the way! Recently, all school districts received initial guidance and requirements about school reopening from the North Carolina Department of Health and Human Services (NCDHHS) and from the North Carolina Department of Public Instruction.

[Strong Schools NC Public Health Toolkit](#)
[Lighting Our Way Forward Reopening NC Public Schools](#)

This is a working document and includes our *preliminary* back to school plans. We will continue to make adjustments as needed. We are looking forward to starting our new school year in a brand new school and are thrilled that you and your children are a part of our ACS community!

Best,
Leslie

Leslie Paynter, M.Ed.
Managing Director
Alamance Community School

Our Mission & Goals

Alamance Community School is committed to helping students become engaged citizens by finding meaning in learning through exploring real-world problems and creating innovative and exciting solutions.

- Create a culture of empathy and collaboration in a new school environment

- Achieve equity and equality of education opportunities by eliminating the digital divide by helping provide devices to children that need them

- Provide families with educational options by allowing students to enroll at ACS, but receive only remote/virtual learning due to family safety concerns.

- Support the physical safety with a healthy learning/teaching environment

- Strengthen the social emotional health and well-being of students and staff

- Be transparent and Inform and engage stakeholders with timely, reliable and accurate information

Planning Considerations:

- Operating within the social distancing and health guidelines and precautions until a vaccine is available.
- Conducting health screenings, PPE, and assisting with infection tracing.
- Providing access to technology and the Internet for families in need.
- Non-essential visitors will not be allowed to enter the school building while school is in
  session.
- Conducting staff and parent meetings virtually to reduce adult interactions.
- Cancelling or postponing large gatherings, such as in person Project Celebrations, assemblies, & field trips. However, we can have virtual Project Celebrations & virtual field trips. We also want to have a Virtual Ribbon Cutting Ceremony to open our new, beautiful school!
- Reconfiguring classroom and office spaces and design that may not adequately accommodate social distancing at full (100%) student capacity.
- Finding alternatives for employees and families that may be reluctant to return to campus for in-class instruction.
- Addressing the learning needs of all students.
- Providing social-emotional support services.
- Planning for possible disruptions in the fall and winter to the supply chain for cleaning, food, technology, PPE, and other products as there are spikes in coronavirus cases in the state and around the country.
- Prioritizing professional development and adjusting for staff to support distance learning to ensure consistency of instruction.
- Assisting families, when needed, in finding community supports for nutrition, child care, and social services.
- Addressing the trauma, depression, emotional distress, and adverse experiences that children and adults may have experienced during the school shutdown.
- Planning for possible enrollment projections that may be impacted.

Visitors, Check-in & Check-Out Procedures

- Non-essential visitors will not be allowed to enter the school building while school is in
  session.
- Parents dropping off items for their students will be allowed to do so by leaving the item/items in a designated area right outside the school's main entrance.
- Parents checking out students during the school day will be able to communicate with office
  staff using the exterior intercom system associated with the electronic entry system. They will sign their student out on paper outside of the school building. An ACS office staff member will locate the student and monitor their exit of the building to unite with their parent or guardian waiting for them at the front door of the school.

Behavior Management & Discipline for Social Distancing & Mask Wearing During the Coronavirus

We know that socially distancing elementary children, in addition to ensuring that our students are wearing face masks will be extremely challenging for the teachers and the staff. However, social distancing and face coverings are two very serious issues given the severity of the coronavirus and the guidelines that we are mandated to follow by the state.

Effective behavior management strategies help a student adjust to the requirements of his/her environment rather than punishment for his/her not having adjusted. It is turning unacceptable behaviors into acceptable ones, and it is not humiliating or embarrassing. The ultimate, unique achievement of good discipline is self-discipline on the part of the student. Good behavior management is imperative to the success of the school.

Each teacher/team has a plan for managing student behavior that incorporates effective strategies consistent with the purpose and principles established by Responsive Classroom practices and Board policies regarding student behavior. Teachers and staff are encouraged to seek positive, innovative and constructive methods of correcting and managing all student behavior in an effort to avoid repeated misbehavior and suspension.

Teachers and staff will remind students of the rules for social distancing and mask wearing. However, if a student, regardless of their age, repeatedly does not follow the rules for social distancing and mask wearing, there will not be as many alternative consequences for violating those rules as there would be for other misbehaviors. The consequences for repeated violations of social distancing and mask wearing may include, but are not limited to the following:
- Parental involvement - Teacher contacts the parent to request support at home in learning these routines
- Parental involvement - Teacher & Administration contact the parent to determine next steps which may include:
    - 1 Week Remote Instruction
    - 2 Weeks Remote Instruction
    - Remote Instruction Only

ACS is not required to engage in progressive discipline. Some offenses are so serious they warrant more severe consequences. This Student Code of Conduct is not to be seen as all-inclusive. The administration reserves the right to amend or add to these lists as unique situations arise. The administration further reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors. Failure to follow the instruction of a teacher, administrator or other school official and any conduct in violation of any written rule, policy or procedure or code of ACS will result in appropriate disciplinary measures.

Arrival, Dismissal, & Carline

- All staff & students will be prescreened at arrival
- Student temperatures will be taken BEFORE they can exit the car.
- Each grade level will arrive and dismiss at different locations to minimize any hallway interactions.
- Families will drop off & pick up at different entrances & exits at the school - siblings will be dropped off at the younger siblings grade level location
- A detailed carline map and the carline procedures will be sent to families a week prior to the first day of school on September 8.
- Students may have staggered arrival and departure schedules to minimize carline traffic jams due to temperature taking and hallway interactions. We may need to conduct our carline before we can make the needed adjustments.
- ACS will provide frequent reminders, including signage, for students and staff to stay at least 6 feet apart from one another when feasible.
- ACS will designate sides of the hallways as one-way, posting directional reminders on the walls and/or floor.
- ACS will keep students and teachers in small cohort groups that stay together as much as possible during the day, and from day to day. We will attempt to limit mixing between cohort groups as much as possible (arrival, dismissal, on-site before & after school care)

Bus Transportation

Given the difficulty that traditional public school districts are facing with providing transportation at 50% capacity, they are not selling any of their older school buses as they have in the past. However, another charter school has agreed to lease ACS one bus for the 2020 - 2021 school year so that we can provide bus transportation to families in need. **Space on the bus will be very limited.** A **Bus Transportation Application** will be sent to families that indicated they needed transportation and are Economically-Disadvantaged.
The **Bus Transportation Application will be sent on August 3 & priority will be given to those that transportation is truly a hardship.**
To promote social distancing **no more than one student** will be in a seat on a school bus at a time.

- Siblings who live in the same household will be allowed to ride in the same seat.
- School buses will be cleaned and sanitized after each morning and afternoon run and at the end of each day.
- All bus riders are required to wear face coverings during the entire bus route.
- All bus riders will be prescreened for symptoms prior to boarding an ACS school bus
- Hand sanitizer will be available on each school bus and distributed as students board and depart the bus.
- Students will be required to social distance at bus stops by standing at least 6 feet away from one another.

- Buses will load from back to front and unload from front to back to avoid interaction amongst riders.
- All bus riders **must register** prior to the beginning of the school year to receive a spot on the bus. Due to limited space due to social distancing requirements, ACS administration will determine which students are assigned a spot on the bus based on needs.

Restrooms

- ACS classes will have staggered schedules for the use of the bathroom and hand washing.
- Students who need to use the restroom during the school day will follow strict protocols to limit student congregations in the bathroom. Students will only be allowed to go one at a time under extenuating circumstances and ACS staff will monitor bathrooms at high
  volume times (snack, lunch time).
- ACS will block off alternating sinks and provide barriers between stalls and urinals to maintain social distancing protocols.
- ACS will use tape on the floor to designate physical distancing when using the restroom facilities, including access to stalls and sinks.

Lunch Routines

- At the start of lunchtime, before eating begins, staff will ensure every student washes their hands (preferred) or uses hand sanitizer.
- Staff will ensure all tables have been cleaned and sanitized prior to students eating as well.
- Students will bring a lunch from home in their own individual, labeled lunch box or may order hot lunch from our hot lunch vendor, My Hot Lunch Box.
- Students should bring a pre-filled water bottle that is clearly labeled with their name everyday. Students may refill at the water fountains. Water fountains will only be used for refilling. No one will be permitted to drink freely from them during the Covid-19 pandemic. Donations of cups and water bottles to classrooms will be much appreciated.
- My Hot Lunch Box Vendor will bring individually packaged daily meals to the school for those who have ordered them.
- Students will eat in their classrooms or outside, weather permitting.
- Students will be monitored during lunch time to ensure there is no sharing of food, utensils, etc. among students.
- At the end of lunch, staff will again ensure that tables are cleaned and sanitized.

Volunteering During the Coronavirus

We value family and community involvement at Alamance Community School. Just like school, volunteerism during the Coronavirus will need to look different given that non-essential visitors will not be allowed to enter the school building while school is in session. Many of you may wonder, "How can I volunteer, help our students, and be a part of our school community?" Here are some ways you can volunteer at ACS:

- Providing virtual small group student support & enrichment, such as helping a group of students on recognizing high frequency words or working with a small group using Math Superstars.
- Making donations of:
  - Disinfectant wipes
  - Hand sanitizer
  - Water bottles
  - Disposable cups, utensils, etc.
  - School supplies
  - Disposable Gloves
- Assisting teachers & staff with tasks that could be done from your home, such as:
  - Coordinating other volunteers for virtual small group support & enrichment activities
  - Possible clerical tasks that could be done at home
  - Technology support - assisting in configuring devices when students are not at school & virtual troubleshooting
- Serving as a virtual guest expert

Processes, Procedures, and Policies for Alamance Community School during the Coronavirus

Portions of this section have been taken directly from the DPI "Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools and the NCDHHS "Strong Schools NC Public Health Toolkit". These processes, procedures and policies will be used in plans A and B.

Governor Cooper Announcement on July 14, 2020 - Schools that Open Must Follow These Guidelines:	- Face coverings will be required for every teacher, staff member and student in Kindergarten-12th grade - Schools will limit the number of people in building to ensure social distancing is possible. The specific plan is up to each district/school. - There will be symptom screenings before students enter a building - with a plan to isolate students who need to be kept away from others until they can get home.

	- All classrooms, equipment, and buses will be cleaned thoroughly every day. - Teachers will be asked not to share resources.
Protocol for an identified or suspected COVID-19 case:	- Post signage at the main entrance requesting that people who have been symptomatic with fever and/or cough not enter. - Establish a dedicated space for symptomatic individuals that will not be used for other purposes. - Immediately isolate symptomatic individuals to the designated area at the school, and send them home to isolate. - Ensure symptomatic student remains under visual supervision of a staff member who is at least 6 feet away. The supervising adult should wear a cloth face covering or a surgical mask. - Parents/Guardians will be required to pick up the student immediately. - Require the symptomatic person to wear a cloth face covering or a surgical mask while waiting to leave the facility. - Cloth face coverings should not be placed on: - Anyone who has trouble breathing or is unconscious. - Anyone who is incapacitated or otherwise unable to remove the face covering without assistance. - Anyone who cannot tolerate a cloth face covering due to developmental, medical or behavioral health needs. - Symptom positive individuals should seek medical advice and care from their provider or health department. - Adhere to the following process for allowing a student or staff member to return to

school.

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

- ○ If a person is diagnosed with COVID-19 by a medical professional based on a test or their symptoms <u>or</u> does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until they (or a family member if younger child) can answer YES to the following three questions:

1. Has it been at least 10 days since the child first had symptoms?

2. Has it been at least 3 days since the child had a fever (without using fever reducing medicine)?

3. Has it been at least 3 days since the child's symptoms have improved, including cough and shortness of breath?

- Ensure that if a person with COVID-19 was in the school setting while infectious, school administrators coordinate with local health officials to notify staff and families immediately while maintaining confidentiality in accordance with FERPA, NCGS 130A-143, and all other state and federal laws.

- If a student/employee has been diagnosed with COVID-19 but does not have symptoms, they must remain out of school until 10 days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms since their positive test.

- If a student/employee has been determined to have been in close contact with someone diagnosed with COVID-19, they must remain out of school for 14 days since the last date of exposure unless they test positive. In

	which case, exclusion criteria above would apply. They must complete the full 14 days of quarantine, even if they test negative. ● Provide remote learning options for students unable to be at school due to illness or exposure.
Reporting of Positive Cases and/or exposure:	● Families should contact the school as soon as possible if their child has tested positive or if they have been exposed to Covid-19. ● Staff should contact administration as soon as possible if they have tested positive or been exposed to Covid-19. ● The school will then contact the local health department about further measures to take and to implement contact tracing procedures. ● We will follow the checklist from NCDHHS for handling a symptomatic student during the school day.
General Protective Equipment:	● Ensure that all students, school staff, and visitors wear face coverings when they are or may be within 6 feet of another person, unless the person (or family member, for a student) states that an exception applies. Cloth face coverings must be worn by students, adults and staff on buses or other transportation vehicles, inside school buildings, and anywhere on school grounds, including outside. ● We recognize that a mask will be difficult for some elementary children, however on July 14, 2020, Governor Cooper said that face coverings will be required for every teacher, staff member and student in Kindergarten-12th grade
Wellness Checks:	● Wellness checks, including temperature checks, will be conducted for all staff and visitors that enter the building daily. NCDHHS Screening Requirements ● Temperature checks and screenings will be conducted with students daily. Before the child exits the car upon arrival they will have their temperature check with a contact free thermometer and the person transporting

	them will be required to answer several screening questions. ● If a child has a temperature of 100.4 or above and/or does not pass the screening questions, the student will not be allowed to exit the vehicle or be able to attend school. A staff person will follow-up with the student's parent/guardian with more information about when they are able to return to school. ● You may also refer to the guidelines above for returning to school requirements. ● Students who pass the daily screening process will enter the building and immediately sanitize their hands before continuing to their classroom.
ACS Procedures During Social Distancing:	● As of July 14, 2020, Governor Cooper has stated that face coverings are required for all students, staff, and visitors. ● Physical distancing signage will be posted to remind students and staff ● No visitors with the exception of parents at the school for scheduled appointments and emergencies. ● Parents are expected to make an appointment, unless in an emergency situation. ● Teach and require frequent proper handwashing and use of sanitizer when soap and water are not available. ● There will be no in-person guest speakers. ● There will be no field trips. ● Under Plan B Before & After School Care will be allowed for those students only on the days that those students are in school to limit interactions between groups. ● The Before & After Care students will be kept in separate classrooms according to their grade level groups.
Conferences & Special Activities: Google Meet is the preferred way to connect virtually. All students will have a school email address.	● Back to School & Meet the Teacher via an outside "Drive Through Parade" and via Google Meeting or Zoom.

Zoom will be used for larger events & meetings, if needed.	● Curriculum Information & Family Remote Learning Training Sessions will be conducted via Google Meeting or Zoom. ● Project Celebrations will be conducted via Google Meeting or Zoom ● Conferences with Teachers & Staff will be conducted via Google Meeting or Phone, when possible.
Hallway and Stairwell Movement:	● We will design a traffic flow pattern for students & staff that helps promote social distancing within our building by establishing direction of traffic, up and down stairwells, and in common area spaces. ● Signage and floor decals will be used to direct traffic flow and inform social distancing. ● Routines and practices will be built into our Responsive Classroom Morning Meetings,Guided Discoveries, & Rules & Procedures, in order to model for students & allow them time to practice.

Technology Distribution:	● The Access to Technology Survey was sent to all ACS families. ACS staff will reach out to the families that:
	   ○ Stated their student does not have access to a device at home & a device will be distributed in a staged manner with social distancing and PPE (e.g. gloves and masks) to those students.
	   ○ Stated their internet access is poor & find possible resources for the student to access the Internet.
	● The Access to Technology Survey was sent to all ACS staff. Internet access will be available to all staff at the school and other possible locations for staff who do not have reliable internet at their home.

Specials - PE, Art, Music, Science, & LEGO/Engineering Considerations:	- Specials - PE, Art, Music, Science, & LEGO/Engineering will look very different without physical contact or sharing of equipment & materials. - During Plan B (50% capacity) - to eliminate the potential of non-social distancing and interactions between staff & student cohort groups, Specials will be conducted virtually to students that are in school & at home on Virtual Wednesdays.
General Cleaning for Schools:	- Continuous wiping down of common areas and touch points (e.g. door handles, sitting areas, restrooms, etc. - School checklists will be developed to ensure consistency. - Additional custodial personnel will be available to increase frequency of cleaning. - Hand sanitizer will be placed throughout school that can be used by students, staff, and parents. - When operating in Plan B, Wednesdays will be dedicated as a deep cleaning day between cohort groups. - All cleaning will follow the requirements of the CDC and NCDHHS with disinfectants used to eliminate the coronavirus and other infectious diseases.
Transportation:	- An adult will be required to wait with the student at the designated pick-up location. - Bus Drivers will conduct a temperature check for each child before they get on the bus. If a child has a temperature of 100.4 or above, the student will not be allowed to enter the bus and is not allowed to come to school. - Buses will be cleaned prior to each route. - Originally, the social distancing requirements by NCSHHD required 6 feet distancing on buses, reducing the capacity of a 72 passenger bus to approximately 12. Now, the requirement is one child in every

| | seat (which puts students only one to two feet apart). |
| | • Cloth face coverings must be worn by students, adults and staff on buses or other transportation vehicles. |

The Three Planning Options for Opening Schools Are:

Plan A: Minimal Social Distancing at 100% capacity – Plan A will be implemented assuming state COVID-19 metrics continue to stabilize and/or move in a positive direction. This is the plan where all children would be able to attend school, however there are very specific guidelines and requirements that must be put in place, such as taking everyone's temperature before they can enter the building and marking 6 feet of spacing on floors to remind students and staff to always stay 6 feet apart, and limit nonessential visitors and activities.

Plan B: Moderate Social Distancing at 50% capacity– Plan B will be required if state COVID-19 metrics worsen and it is determined additional restrictions are necessary. With Plan B, schools must implement a hybrid model for learning that includes face-to-face instruction and remote learning.
  ★ Group A (half of the students) attends Monday & Tuesday, there is a deep clean on Wednesday, and then Group B (the other half of the students) attend on Thursday & Friday (another deep clean is done over the weekend).
  ★ When students aren't physically at school, they will receive virtual assignments and teaching through a mix of live and recorded instruction and interactions.

Plan C: Remote Learning Only - Plan C will be enacted if the state COVID-19 metrics worsen significantly enough to require suspension of in-person instruction and the implementation of remote learning for all students.

The Governor Chooses Plan B

On July 14, 2020, Governor Cooper stated that NC Public Schools may open following Plan B and must follow these guidelines to open:

[Press Release of Governor Cooper's July 14, 2020 Order](#)

  • Face coverings will be required for every teacher, staff member and student in Kindergarten-12th grade
  • Schools will limit the number of people in buildings to ensure social distancing is possible. The specific plan is up to each district/school.

- There will be symptom screenings before students enter a building - with a plan to isolate students who need to be kept away from others until they can get home.
- All classrooms, equipment, and buses will be cleaned thoroughly every day.
- Teachers will be asked not to share resources.

*Note: Under Plans A and B levels of social (physical) distancing will be practiced and required. Also all students, staff, and visitors will be required to wear a mask or appropriate face covering (unless a specific exception applies) per Governor Cooper on July 14, 2020. It is recommended that students bring their own face covering (one that they like & is comfortable) to school that is clearly labeled with their name.

Because the majority of our students have not been in a classroom setting since March, teachers and parents may have unrealistic academic expectations for their students. All of us will want to make up for these lost months of academics. However, we must remember that our students have had huge losses socially and emotionally too. It will be tempting for teachers and parents to try and bypass or "short change" the time we spend at the beginning of the year learning the rules and routines and creating a respectful and kind classroom climate and culture. Now more than ever, it is critical that we ensure everyone can learn and that the classroom, in person and remote, operates safely and efficiently. We must remember that as a new school, all of us, teachers, staff, students and families, are unfamiliar to each other. During the first several weeks of school, this is when we will begin to learn about each other's strengths, needs, hopes, and dreams. This Edutopia article, Fostering a Strong Community in a Virtual Classroom,
and an interview with Roxann Kriete, co-author of The First Six Weeks of School, explains why it is important to build our classroom and school community and why we practice the Responsive Classroom approach. Interview with Roxann Kriete

What we say to students and each other and how we say it is one of the most powerful tools we can use. If we are careful in how we use language, we can support our students, staff, and families. This is especially important for our students as they develop self-control, build their sense of community, and gain academic skills and knowledge. This is why we believe that all staff, students, and parents need to be respectful in how they speak to each other, even when they are frustrated. Our students often model what they see and hear. Our words matter! Responsive Classroom - Our Words Matter

An interview about the importance of positive language, with Ruth Sidney Charney, the author of Teaching Children to Care, is terrific. Using Language to Encourage and Empower Children

During the first few weeks of school, whether it is in person or remote, the ACS students and staff will discuss their hopes and dreams for the school year. This will help our community of learners get excited about what they will learn and also makes personal connections. Making personal connections this year is extremely important since the ACS students, staff, and families don't know each other. By inviting students (and staff) to name their hopes and dreams (learning goals) for the year, we can show our students that they are valued members of the classroom, that school (face-to-face or remote) is a safe place, and that we have a lot of fun and challenging learning to do this year. Creating a tone of trust and respect will be one of the most important things we do at the beginning of this school year. Here are a couple of links explaining in more detail about Hopes and Dreams.
Responsive Classroom Hopes & Dreams

After we determine our hopes and dreams, the students and the teacher will create the classroom rules. These are the rules that must be in place so that everyone can achieve their hopes and dreams. Rules and routines that are reasonable and fair give children a sense of security and belonging. We know that children will break the rules (adults do too). Sometimes children forget, become unsure, and

sometimes they want to test limits. Because we will have spent weeks building a strong foundation for a caring learning community for in person and/or remote learning, we will be able to follow up with effective strategies and most importantly, the use of logical consequences. Logical consequences help fix problems that result from children's words and actions when they break or forget the rules. Logical consequences help children regain self-control, reflect on their mistakes, and make amends for them. They should always be respectful of the child, relevant to the situation, and reasonable in scale.

[Responsive Classroom - Hopes, Goals, & Classroom Rules](#)

As educators, we work hard to convey, from the very first day of school, this important message - we will do high-quality work in our classrooms. We also want students to know that we will do this high-quality work in an atmosphere of support and collaboration. However, this atmosphere does not just appear magically. It is carefully constructed upon many small, but crucial, building blocks, and the first six weeks of school is the time to do it.

The first six weeks of school is a time of many introductions. We introduce students to the people of the classroom and school community, to the classroom and school environment, and to our learning expectations. We introduce and establish expectations for behavior, the limits we will set, and the ways we will enforce those limits. We introduce the routines that help students learn while taking care of each other and the environment.

The first six weeks is carefully structured so that students are engaged and actively participate. They will practice the expected skills and behaviors—at first with very close teacher guidance and structure, and then, as their familiarity and competence grow, with increasing amounts of independence.

Though the details differ with different age groups, with the content of the curriculum, and with the organization of the room, there are four broad aims in the first six weeks of school.

1. Create a climate and tone of warmth and safety. Students get to know each other and develop a sense of belonging through activities that help them define their commonality and their differences. Deliberately focusing on group-building activities during these weeks helps create the trust and safety essential for active, collaborative learning. However, this sense of trust is not built solely on warmth and friendliness. It is also built upon students' assurance that there are reasonable limits and boundaries for behavior and that their teacher will enforce them. They must see that their teacher will exercise vigilance and good judgment to keep everyone safe.

2. Teach the schedule and routines of the school day and our expectations for behavior in each of them. A sense of order and predictability in daily school life, in person and remote, is important. It enables children to relax, to focus their energy on learning, and to feel competent. When we enter a new environment, we want to know the rules and expectations, so that we don't embarrass ourselves or, through ignorance or misunderstanding, hurt others. In the first six weeks of school, we name the overall expectations we might hold for the year. For example, "Our room will be a place where people try hard, take good care of themselves and others, and take good care of our materials and our school." Children are then involved in applying these broad, nonnegotiable expectations to everyday situations. "How will we walk through the halls if we are taking care of each other?" "What does trying hard mean during math group?" "What will clean-up time look like if we are taking good care of our room?"

3. Introduce students to the physical environment and the materials of the classroom and the school, and teach students how to use and care for them. We must do this whether we are in

person or remote. In order for students to feel a sense of ownership for the school environment and materials, they must become familiar with them and have time to explore them. Through school tours for young students and new students, and scavenger hunts and mapping exercises for older ones, we encourage them to get acquainted or reacquainted with the school environment and to feel comfortable in it. Using the technique of guided discoveries, we extend children's ideas about the creative use of space and materials, develop guidelines about sharing particular resources, and teach children how to care for them.

4. Establish expectations about ways we will learn together in the year ahead. We want to generate excitement and enthusiasm about the curricula we will engage in this year. Our learning requires participation and focused effort, thoughtful questions, and the ability to cooperate and collaborate. We pay attention to the process as well as the products of our learning and hold high standards in both areas. It is our job as teachers to help students achieve these high standards as we learn with and from each other.

Students need to function independently without constant adult control or direct supervision. Autonomy and Independence in a school setting means governing oneself with an awareness of the needs of the community. These needs will vary this year, each month, each week depending upon our in person and/or remote learning situations, the class composition, students' maturity, and what our classroom space allows, and what materials we have to work with.

Even the best-behaved students do not walk in our doors in September with independence. The details must be intentionally established during the first weeks, bit by specific bit, through definition and constant practice. This will be critical for our face-to-face and remote learning during the coronavirus. Some students will acquire a high degree of independence relatively quickly; others will struggle and need support all year. However, it is an investment that pays off all year long.

Interactive Modeling for Plans A, B, & C

A large component during the first six weeks of school is Interactive Modeling. Interactive Modeling is a straightforward, quickly paced, seven-step process that's effective for teaching children any academic or social skill, routine, or procedure that you want them to do in a specific way (whether for safety, efficiency, or other reasons). One of the essential practices of the *Responsive Classroom* approach to teaching elementary school children, Interactive Modeling can be used by any adult anywhere in school at any time of year. Interactive Modeling will be crucial in teaching the Safety Procedures and Guidelines for in person learning, such as proper hand washing, social distancing, not sharing materials, wearing face masks, etc.

As we teach our students the regular routines and procedures, in addition to the added safety procedures, we will also need to teach them how to use the various tools they will require for their learning in class and at home. They will need to know how to use the technology (tablet), how to access and log into the online learning platforms chosen (Seesaw and Google Meeting), and how to use the school purchased and approved site licenses (Raz Kids Plus, Epic!, etc.) for their online learning and

practice. Interactive modeling will be a key component in how we teach our students in Kindergarten - Third Grade all of these very important skills so that they can be successful and independent. In traditional modeling, the teacher shows children how to do a skill, routine, or procedure, tells them what to notice, and expects that they will learn it immediately. Interactive Modeling also shows children how to do skills, routines, or procedures, but it goes far beyond that basic step. Students also:

- Learn exactly why the skill, routine, or procedure is important to their learning and the respectful, smooth functioning of the classroom, in person or remote.
- Are asked what they noticed about the teacher's modeling (rather than told by their teacher what to notice).
- See a few classmates additionally model the routine or procedure after the teacher's initial modeling.
- Practice the routine or procedure right away.
- Receive immediate feedback and coaching from their teacher while they practice.

The distinctive steps of Interactive Modeling incorporate key elements of effective teaching: modeling positive behaviors, engaging students in active learning, and immediately assessing their understanding. Research shows that when we teach in this way, children achieve greater, faster, and longer-lasting success in meeting expectations and mastering skills. With Interactive Modeling, children create clear, positive mental images of what is expected of them. They do the noticing themselves, which builds up their powers of observation and their analysis and communication skills. In addition, because they get immediate practice, they gain quicker expertise and stronger mastery of the procedure or skill being taught. Listed below are the 7 Steps of Interactive Modeling:

1. Briefly state what you will model, and why.
2. Model the behavior exactly as you expect students to do it (the right way, not the wrong way, and without describing what you're doing unless you need to "show" a thinking process).
3. Ask students what they noticed. (You may need to do some prompting, but children soon notice every little detail, especially as they gain expertise with this practice.)
4. Invite one or more students to model the same way you did.
5. Again, ask students what they noticed the modelers doing.
6. Have all students model while you observe and coach them.
7. Provide feedback, naming specific, positive actions you notice and redirecting respectfully but clearly when students go off track.

Interactive Modeling will be used to teach our students:

Academic & Social Skills
- Listening and responding to questions
- Working with a partner or small group
- Using technology and other resources
- Taking part in a whole-group discussion
- Test-prep procedures

Procedures & Routines

- Arrival and dismissal routines
- Cleaning up
- Lunch, recess, and bathroom routines
- Schoolwide assembly procedures
- Transitions from one classroom/activity to another

An Interactive Modeling lesson to demonstrate lining up, may take only three or four minutes. A more involved lesson, such as teaching children how to log into Seesaw, might take twenty to thirty minutes.

This modest investment saves you time in the long run. That's because children gain mastery more quickly and are thus able to spend much more time on task. You'll have less confusion in the classroom and fewer interruptions because children will not need to ask you or peers over and over what to do. As a result, you'll have more time for teaching—and children will have more time to complete their work and to learn.

A little time spent on teaching students exactly how you want them to do things will pay big dividends throughout the year. Say you lose a few minutes every hour to repeating instructions and dealing with interruptions. That can add up to twenty or thirty minutes of lost instructional and work time each day—2½ hours each week. That's 100 lost hours every school year! Think of what you could do with that time. Think of what your students could do.

Online Learning Platforms for Plans A, B, & C

Google Classroom and Seesaw Overview – A Combined Approach to Online Learning

Google Classroom and Seesaw are powerful online classroom tools that Alamance Community School has selected to use to facilitate online and remote learning. By employing both platforms, ACS can provide a more effective and comprehensive learning experience for students learning remotely. Each platform was designed for a different purpose, but can be used together to create the most effective online learning environment for our students.

Google Classroom is designed as a digital classroom that can enhance traditional school experience. In these times of remote learning, Google classroom has helpful quick links to Google Meet, Calendar and Shared resources that can be organized in weekly units for time management planning and reference for families. The platform was created to be an online classroom, so it has many useful tools for parent and teacher educating partners.

Seesaw was created as a student lead portfolio that follows a child's learning from year to year. It is a place for young students to capture and reflect on learning. Students can receive visual and auditory instructions and feedback from teachers, which is an asset to non-readers and young readers. In traditional school, Seesaw is a connecting loop for families to see their child's growth. In a remote learning environment, Seesaw will be the place where young students truly execute their learning. Examples of what students will do include:

- watching pre-recorded videos of their teacher providing mini-lessons
- listen to assignment instructions before completing activities
- complete assignments digitally or complete assignments physically at home and then upload photos of their work
- record video or audio of themselves reading or explaining their work
- receive teacher feedback on completed work

Students will have access to everything they need on Seesaw. Google Classroom supplies the added tools parents need for planned assignments, static resources and communication.

Google Meet

In addition to these platforms, ACS will also utilize Google Meet, which is a web conferencing tool that will allow students and teachers to meet virtually. Google Meet will be used to remotely facilitate activities such as Morning Meetings, as well as other opportunities for the teacher and students to interact together in real-time.

So, how will this work?

ACS teachers will post assignments, instructions and resources as needed to both platforms. Student login information for both platforms will be provided by Alamance Community School. Seesaw and

Google Classroom will both use the same login information, simplifying access for our students and families.

We recommend that parents check Google Classroom weekly on Sunday evenings to see the plans for the upcoming week. Parents will see the Google Meets that are scheduled for students to have live interaction with their class and teacher(s). Parents can log on to the calendar and schedule office hours with the teacher, if needed. Young students can log on directly to Seesaw to see and complete their daily work and get feedback from teachers. Assignments will not appear in Seesaw until the time they are expected to be completed. So young students will not be overwhelmed or confused with an overabundance of tasks appearing all at once.

ACS teachers will be available by email and scheduled virtual appointment to further support parents who are helping facilitate remote learning at home. ACS teachers will provide regular and consistent communication and feedback on completed work to both the parents and students as well as providing feedback on student progress to parents.

ACS Plan A - 100% Capacity

All students return with minimal social distancing requirements. Regular student hours and weekly schedule aligned to the 2020-21 Board approved academic calendar.

School & Family Roles and Responsibilities	
NCDHHS Requirements	- Provide social distancing floor/seating markings in waiting and reception areas; Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart; Provide marks on the floors of restrooms. - Limit nonessential visitors and activities. - Have staff monitor arrival and dismissal to discourage congregating.
Administrative Team	- Participate in local, state and national calls for guidance, protocols and executive orders. - Support faculty and students/families for learning in a "socially distanced" school environment. - Regularly check in with classroom teachers to identify ways to support their teaching and learning experiences - Manage and Support technology. - Provide support to assist faculty & families with using identified resources & shared resources from other schools
Administrative Assistants	- Coronavirus Main Point of contact for staff & families - Address concerns with staff & administrative team regarding safety - Participate in local, state and national calls for guidance, protocols and executive orders. - Participate in StrongSchoolsNC PPE Training for School Staff
General Education Teachers	- All Grade Level Teams will plan together and will implement the same lessons and content. - Collaborate with members of your grade level team, Specials Team, & EC teachers to design engaging and meaningful remote learning experiences for your students. - Use school curriculum and resources, in addition to Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. - Use the designated school curriculum and resources - Implement Responsive Classroom practices and Morning Meeting to build good relationships and to create a safe, kind, and supportive classroom community.

	- Report student attendance and reach out to families who are not attending school. - Attend scheduled virtual staff meetings, PD, and PLCs for team planning, to learn various aspects of the ACS curriculum, and to support the Remote Learning Plans - Make sure parents are aware which online resources your students will access and Include information on how to access the resources. - Communicate with and provide timely feedback on assigned tasks and assignments to students & families - Communicate with and provide timely feedback to the administrative team regarding concerns, difficulties, etc.
Special Education	- Use school curriculum and resources, in addition to Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. - Collaborate with members of your EC team, grade level teams, & specials teams, to design engaging and meaningful learning experiences for your students. - Communicate regularly with the classroom teachers & grade level teams who teach the students on your caseload. - Communicate regularly with students on your caseload and/or their families. - Use the designated school curriculum and resources - Implement Responsive Classroom practices to build good relationships and to create a safe, kind, and supportive classroom community. - Attend scheduled virtual staff meetings, PD, and PLCs for team planning, to learn various aspects of the ACS curriculum, and to support the Remote Learning Plans. - Make sure parents are aware which online resources your students will access and Include information on how to access the resources. - Communicate with and provide timely feedback on assigned tasks and assignments to students & families - Communicate with and provide timely feedback to the administrative team regarding concerns, difficulties, etc.
K-3 Specials (PE, Music, LEGO/Engineering, & Art)	- Use school curriculum and resources, in addition to Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. - Collaborate with members of your team, grade level teams, & EC teachers to design engaging and meaningful learning

	experiences for your students. ● Communicate with students/families who reach out for assistance ● Communicate to families the sites/resources you will be using ● Implement Responsive Classroom practices to build good relationships and to create a safe, kind, and supportive classroom community. ● Attend scheduled virtual staff meetings, PD, and PLCs for team planning, to learn various aspects of the ACS curriculum, and to support the Remote Learning Plans. ● Communicate with and provide timely feedback to students & families ● Communicate with and provide timely feedback to the administrative team regarding concerns, difficulties, etc.
Counselors	● Use school curriculum and resources, in addition to Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. ● Serve as a liaison for communication with students/families in crisis ● Communicate with students/families who reach out for assistance ● Communicate to families the sites/resources you will be using ● Implement Responsive Classroom practices to build good relationships and to create a safe, kind, and supportive school community. ● Attend scheduled virtual staff meetings, PD, and PLCs for team planning, to learn various aspects of the ACS curriculum, and to support the Remote Learning Plans. ● Communicate with and provide timely feedback to students & families ● Communicate with and provide timely feedback to the administrative team regarding concerns, difficulties, etc. ● Provide resources for students and families to support them while they are away from school
Parents, Guardians, & Caregivers	● Ensure your child attends school daily. ● Use the resources provided by the school and the teacher/s to assist your child with their assigned tasks/assessment. ● If there is a concern, FIRST address it with the teacher. ● Meet with your child's teacher during virtual office hours, as needed for any assistance along the way.

Students	• Participate and attend school daily. • Be kind and respectful to all adults and peers. • Complete assigned tasks and submit these tasks to the teacher.

ACS Plan B - 50% Capacity

Students will rotate on an A/B schedule with one group attending in person classes on either Mondays and Tuesdays or Thursdays and Fridays. Wednesdays will be remote learning days for both groups in order to deep clean facilities between cohorts (another deep clean is done over the weekend).

School Roles and Responsibilities	
NCDHHS Requirements	- Provide social distancing floor/seating markings in reception areas; Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart; Provide marks on the floors of restrooms and locker rooms - Limit nonessential visitors and activities Have staff monitor arrival and dismissal to discourage congregating - Ensure sufficient social distancing with at least 6 feet between people at all times in school facilities and on school transportation vehicles. - Limit density of people in school facilities and transportation vehicles to no greater than 50% maximum occupancy to ensure social distancing of at least 6 feet apart between people.
Administrative Team	- Participate in local, state and national calls for guidance, protocols and executive orders. - Create and distribute the guidelines and expectations for a Remote Learning Plan (RLP) - Support faculty and students/families for learning in a remote learning environment - Monitor communication between teachers and their students - Help teachers implement the RLP - Collaborate with colleagues to find resources for high-quality distance learning experiences - Regularly check in with subject and classroom teachers to identify ways to support their design of the remote learning experiences - Create and distribute a survey to find out which families need devices. - Manage and Support technology distribution for staff/students. - Provide written/video support to assist faculty & families with using identified resources & shared resources from other schools
Administrative Assistants	- Coronavirus Main Point of contact for staff & families - Address concerns with staff & administrative team regarding safety

	● Participate in local, state and national calls for guidance, protocols and executive orders.
General Education Teachers	● Collaborate with members of your grade level team, Specials Team, & EC teachers to design engaging and meaningful remote learning experiences for your students. ● Use school curriculum and resources, in addition to Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. ● Implement Responsive Classroom practices and Morning Meeting to build good relationships and to create a safe, kind, and supportive classroom community. ● Report student attendance and reach out to families who are not attending school. ● Attend scheduled virtual staff meetings, PD, and PLCs for team planning, to learn various aspects of the ACS curriculum, and to support the Remote Learning Plans. ● Make sure parents are aware which online resources your students will access and include information on how to access the resources. ● Communicate with and provide timely feedback to families. ● Communicate with and provide timely feedback to the administrative team regarding concerns, difficulties, etc. ● Communicate with parents, as necessary during virtual "office hours".
Special Education	● Use school curriculum and resources, in addition to Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. ● Communicate regularly with the classroom teachers & grade level teams who teach the students on your caseload. ● Implement Responsive Classroom practices to build good relationships and to create a safe, kind, and supportive classroom community. Attend scheduled virtual staff meetings, PD, and PLCs for team planning, to learn various aspects of the ACS curriculum, and to support the Remote Learning Plans. ● Communicate regularly with students on your caseload and/or their parents. ● Provide supplementary learning activities for students on your caseload. ● Document time supporting students.

K-3 Specials (PE, Music, LEGO/Engineering, &, Art)	- Use school curriculum and resources, in addition to Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. - Collaborate with members of your team, grade level teams, & EC teachers to design engaging and meaningful learning experiences for your students. - Implement Responsive Classroom practices to build good relationships and to create a safe, kind, and supportive classroom community. - Attend scheduled virtual staff meetings, PD, and PLCs for team planning, to learn various aspects of the ACS curriculum, and to support the Remote Learning Plans. - Develop a bank of activities being mindful of the resources families may or may not have in their home. - Provide virtual grade level specials. - Join in virtual Google "Morning" Meetings. - Communicate to families the sites/resources you will be using for remote learning.
Counselors	- Use school curriculum and resources, in addition to Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. - Serve as a liaison for communication with students/families in crisis. - Implement Responsive Classroom practices to build good relationships and to create a safe, kind, and supportive classroom community. - Attend scheduled virtual staff meetings, PD, and PLCs for team planning, to learn various aspects of the ACS curriculum, and to support the Remote Learning Plans. - Join in virtual Google "Morning" Meetings. - Conduct your own Google Meetings with small groups, grade levels & classes. - Provide resources for students and families to support them while they are away from school.

General Education Teachers for Plan B
- All Grade Level Teams will plan together and will implement the same lessons and content.   - Use school curriculum and resources - Seesaw, Google Classroom, Google Meet, & school

purchased site licenses to communicate, deliver content, and provide supplemental resources.

- All K - 3 teachers will utilize the same curriculum & resources determined by the school.
- One teacher per grade level (this may not be your child's assigned teacher) will record the Reading Mini-Lesson & the Math Mini-Lesson for students to watch on their days at home.
- The other teachers on that Grade Level Team will "push-out" the assignments via Seesaw, update Grade Level newsletters or websites, make small packets of work, print take home guided reading books, etc.
- Project Work will only be done on the days that students are in school for face-to-face instruction. A key element of Project Work is the process - for teachers to observe how students collaborate, problem solve, etc. This cannot be done at home.
- The General Education teacher will provide the Specials Teacher the lessons, activities, etc. for their small group work.
- Homework for students are the tasks & activities required on the Remote/Virtual Learning Days.
- On Virtual Wednesdays, the General Education teacher will provide a Virtual Whole Class Morning Meeting & Interactive Read Aloud.
- Wednesdays will be used for planning with their teams.
- Record student attendance in PowerSchool and reach out to families who are not attending school.

Specials Teachers for Plan B

- Use school curriculum and resources - Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources.
- Follow the K - 3 specials rotation schedule and provide 30 minutes of virtual specials via Google Meeting to students in their General Education classroom. This is to limit the interactions between staff & students.
- Specials Teachers will get 1 hour planning each day so that they can provide virtual Specials on Wednesdays.
- Follow the K - 3 specials rotation schedule and provide 30 minutes of virtual specials via Google Meeting on Remote/Virtual Learning Wednesdays.

- Each Specials Teacher will be assigned to one grade level to assist with providing small group academic support to struggling students. To limit the interactions between staff & students, the Specials Teacher will work with one teacher at that grade level for one to two weeks and will then rotate to the next teacher at that grade level.

EC Teachers for Plan B

- Use school curriculum and resources, such as Wilson Reading, Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources.
- EC Teachers will serve specific grade levels to limit the interactions between staff & students.
- They will provide face-to-face small group specialized instruction (Mon, Tues., Thurs., & Fri.) for the students that are in school on that day, in addition to having virtual small groups for the students that are at home according to their IEP.
- EC Teachers will provide virtual small group specialized instruction 4 -5 days per week for the students on their caseload according to their IEP.
- On Virtual Wednesdays, they will join a live Morning Meeting at their assigned grade level with the General Education teacher for community building (they will rotate each week by teacher).
- Conduct Virtual IEP Meetings & parent meetings.
- Plan & consult with the General Education teachers.
- Plan with other EC teachers & Support Service Staff.
- Complete EC paperwork.

Student Roles and Responsibilities for Plan B

- Participate and attend in-person & virtual school daily.
- Be kind and respectful to all adults and peers.
- Complete assigned tasks and submit these tasks to the teacher.
- Establish daily routines for engaging in the learning experiences.
- Remote Learning - Identify a space in your home where you can work effectively and successfully.
- Remote Learning - Identify a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible.
- Engage and do your best in all learning, even if a task is difficult.
- Communicate with your teachers and ask your teacher for help, if you need it.
- Comply with School Internet Safety policies including expectations for online etiquette.

Parent Roles and Responsibilities for Plan B

Provide support for your children by:
- Ensuring your child attends school daily.

- Using the resources provided by the school and the teacher/s to assist your child with their assigned tasks & assignments.
- Communicating with your child's teachers about what is going well and any concerns. If there is a concern, FIRST address it with the teacher.
- Meet with your child's teacher during virtual office hours, as needed for any assistance along the way.
- Establishing routines and expectations for your child.
- Defining the physical space for your child to participate in live online activities and working independently.
- Beginning and ending each day to check-in with your child about their in-person and/or virtual school day.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and/or exercise.
- Remaining mindful of your child's stress or worry.
- Monitoring how much time your child is spending online.
- Keeping your child social, but set rules around their social media interactions.

For questions about...	Contact
An assignment or resource	Your child's classroom teacher, Specials teacher, and/or EC teacher
A technology related problem or issue	First, ask your child's teacher
A personal, academic or social-emotional concern	Counselor: Scott Tribotte at stribotte@alamancecommunityschool.net
Other issues related to distance learning	Curriculum Director: Catherine Quick at cquick@alamancecommunityschool.net Managing Director: Leslie Paynter at lpaynter@alamancecommunityschool.net

General Guidelines for Remote Learning For Staff With Plan B & Plan C	
Attendance	- Take daily attendance: - Daily attendance Google Form - Participation in virtual activities - Completing remote learning tasks - Tracking use of the online academic programs, such as Raz Kids Plus & Seesaw - Report student attendance and reach out to families who are not participating.

	• Communicate attendance concerns with the counselor and other colleagues that may be serving the same student/s.
Feedback	• Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments • Provide clear communication regarding where/how parents & students should ask questions and seek clarification • Actively monitor your email for questions and communications from students/families
Offline Work	• Provide small packets of work for some families that they can pick up at the school every two weeks. • Avoid requiring printing. Most assigned tasks can be completed on a device or uploaded as a picture. • Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	• All Grade Levels, K - 3 are to follow the curriculum, resources, & guidelines for time and content provided by Alamance Community School based on the grade level • Consider how to use gradual release of responsibility to enhance learning for students • Collaborate with your colleagues
Deadlines	• Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for some students. • Make sure that all directions for tasks are clear and detailed so that parents understand what is required.
Online Learning Environment	• Use school supported platforms: Seesaw, Google Meeting ,Google Classroom, and school site licenses. • Provide both synchronous and asynchronous learning opportunities as detailed by the school based on your child's grade level
Synchronous Learning	• Students have the opportunity to interact with one another and the teacher via Google Meeting • All video synchronous learning opportunities could be recorded and posted on a secure site for students who are unable to make the live session - parents will need to sign permission. • If parents do not want their student recorded, the student could participate not using their video.
Video Conferencing	• Students should be seated at a table (not on beds)

Guidelines	● Maintain classroom behavior and online rules and etiquette
Student Check-In & Assessment	● Assessments as necessary to ensure students to get a baseline for instruction ● Assess the learning of skills and concepts. ● Making sure the student is engaged and has the appropriate number of learning experiences ● Adjusting the remote learning plans for students, as needed ● All teachers will use the same resources for giving assignments, posting recorded lessons, and conducting meetings: Seesaw, Google Meeting, Google Classroom tools, & online site licenses purchased by ACS

Instructional Hours for Plan B 50% Capacity HYBRID MODEL OF HALF FACE-TO-FAC E & HALF REMOTE LEARNING	● **Face-to-Face at School Instructional Hours:**
	  ○ Monday/Tuesday from 8:15 AM - 3:15 PM
	     OR
	  ○ Thursday/Friday from 8:15 AM - 3:15 PM
	
	● **Remote/Virtual Learning Hours:**
	  ○ Two Days at Home:
	    ■ Watch the 2 Recorded Reading Mini-Lessons & complete task/s through Seesaw
	    ■ Watch the 2 Recorded Math Mini-Lessons & complete task/s through Seesaw
	    ■ Read nightly for 20 - 30 min. & complete Reading Log
	  ○ Virtual Wednesdays: 8:15 AM - 3:15 PM with various live and recorded tasks and activities differentiated based upon the needs of our students
	    ■ Whole Group Live Morning Meeting
	    ■ Whole Group Live Interactive Read Aloud
	    ■ Virtual Specials
	    ■ Intervention Time
	    ■ Raz Kids Plus Reading
	    ■ IXL Math
	    ■ Social-Emotional Learning (SEL)

Office Hours for HYBRID MODEL OF HALF FACE-TO-FACE & HALF REMOTE LEARNING	● **ALL STAFF** will be available to their students and parents via:
	  ○ School email address
	  ○ School or personal phone
	  ○ Staff may elect to use Google Voice for telecommunications (note: a personal Gmail account will be required for staff opting to use this platform)

	○ All staff can make outbound calls using Google Hangouts. This application can be linked to a personal phone but will not disclose personal numbers. ○ Google Meeting for scheduled meetings ○ Seesaw ● **ALL STAFF MUST** publish their Weekly Office Hours (2 hours scheduled per week) on the School Google Calendar

ACS PLAN B AT SCHOOL TWO DAY SCHEDULE
MON/TUES & THURS/FRI IN PERSON SCHOOL HOURS 8:15 AM - 3:15 PM

2020-21 ACS Plan B Daily Schedule (Mon./Tues. & Thurs./Fri.)

K	AM CARLINE	AM Meeting 8:15-8:45	Literacy 8:45-11:15	Virtual Specials 11:15 - 11:45	Math Workshop 11:45 - 12:15	Lunch 12:15-12:45	Math WS 12:45- 1:15	Recess 1;15 - 1:45	Project Work 1:45 - 2:45	Empathy & Service &/or Read Aloud 2:45 - 3:00	Closing Circle 3:00-3:15	PM CARLINE
1st Grade	AM CARLINE	AM Meeting 8:15-8:45	Literacy 8:45 - 11:15	Math Workshop 11:15 - 12:15	Lunch 12:15 - 12:45	Virtual Specials 12:45 - 1:15	Project Work 1:15-1:55	Recess 1:55-2:25	Project Work 2:25 - 2:45	Empathy & Service &/or Read Aloud 2:45 - 3:00	Closing Circle 3:00-3:15	PM CARLINE
2nd Grade	AM CARLINE	AM Mtg 8:15-8:40	Literacy 8:40 - 10:45	Math Workshop 11:00 -12:00	Empathy & Service &/or Read Aloud 12:00 - 12:15	Lunch 12:15 - 12:45	Project Work 12:45 - 1:30	Virtual Specials 1:30-2:00	Project Work 2:00 - 2:30	Recess 2:30 - 3:00	Closing Circle 3:00-3:15	PM CARLINE
3rd Grade	AM CARLINE	AM Mtg 8:15-8:40	Literacy 8:40 - 10:45	Math Workshop 11:00 - 12:00	Empathy & Service &/or Read Aloud 12:00 - 12:15	Lunch 12:15- 12:45	Recess 12:45- 1:15	Project Work 1:45-2:45	Virtual Specials 2:15 - 2:45	Closing Circle 3-3:15	PM CARLINE

CODES
AM MTG= Morning Meeting/Responsive Classroom
Literacy = Reading & Writing Workshop
WS = Workshop
Specials = Art, Music, PE, LEGO/Engineering, or Science

SPECIALS GRADE LEVEL ASSIGNMENTS FOR SMALL GROUP INTERVENTION:
KINDERGARTEN: Kyle Moore (MUSIC) & Melissa Marvin (LEGO)
FIRST GRADE: Brittany Weston (SCIENCE)
SECOND GRADE: Patti Donohue (ART)
THIRD GRADE: Kelly Holloway (PE)

Mon./Tues. & Thurs./Fri. SPECIALS TEAM SMALL GROUP INTERVENTION SCHEDULE
7:45 - 8:15: AM CARLINE DUTY (Kelly, Patti, & Brittany)
8:15 - 11:00: Brittany w/ 1st Grade
8:15 - 11:00: Patti w/ 2nd Grade
8:15 - 11:00: Kelly w/ 3rd Grade
9:45 - 11:00: Kyle & Melissa with Kindergarten

Kindergarten - Second Grade for Plan B (remote setting)	
20 minutes per day	Reading independently (or being read to by an adult if they are beginning readers)
30 minutes per day	Watch Recorded Reading Mini-Lesson & Complete Reading Task
30 minutes per day	Watch Recorded Math Mini-Lesson & Complete Math Task
Exceptional Children	EC students will receive small group specialized instruction based on their IEP
FLEX LEARNING & BREAKS	Online resources and sites provided by the school Raz Kids Plus Reading IXL Math Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Movement Breaks & Activities LUNCH SNACK

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Third Grade for Plan B (remote setting)	
25 - 30 minutes per day	Reading independently
45 minutes per day	Watch Recorded Reading Mini-Lesson & Complete Reading Task via Seesaw
45 minutes per day	Watch Recorded Math Mini-Lesson & Complete Math Task via Seesaw
Exceptional Children	EC students will receive small group specialized instruction based on their IEP
FLEX LEARNING & BREAKS	Raz Kids Plus Reading IXL Math Online resources and sites provided by the school Reading aloud and independent reading Math Fact practice Board games and challenges with math/strategy/critical thinking Puzzles Movement Breaks & Activities LUNCH SNACK

PLAN B TWO DAYS REMOTE DAILY SCHEDULE EXAMPLE FOR FAMILIES TO FOLLOW FOR LEARNING TO CONTINUE AND TO PROVIDE CONSISTENCY FOR CHILDREN

2020-21 ACS Plan B TWO DAYS REMOTE/VIRTUAL DAILY SCHEDULE EXAMPLE
THE INTENT OF THIS SCHEDULE IS TO ASSIST FAMILIES IN PROVIDING CONSISTENCY WITH REMOTE/VIRTUAL INSTRUCTION

	8:15 - 9:00	9:00 - 9:15	9:30 - 9:45	10:00 - 10:15	10:30 - 10:45	11:00 - 11:15	11:30 - 11:45 - 12:00 - 12:15	12:30 - 12:45	1:00 - 1:15	1:30 - 1:45	2:00	2:30	3:15
K	FINISH ANY INCOMPLETE WORK/TASKS FROM THE DAY BEFORE	WATCH READING MINI-LESSON & COMPLETE THE READING TASK	FLEX	WATCH MATH MINI-LESSON & COMPLETE MATH TASK	FLEX	RAZ KIDS PLUS ONLINE READNG	FLEX	IXL MATH	FLEX	INDEPENDENT READING &/OR LISTENING TO A STORY	DAILY GOOGLE CHECK- IN	FINISH ANY INCOMPLETE WORK/TASKS	FLEX
1st	FINISH ANY INCOMPLETE WORK/TASKS FROM THE DAY BEFORE	WATCH READING MINI-LESSON & COMPLETE THE READING TASK	FLEX	WATCH MATH MINI-LESSON & COMPLETE MATH TASK	FLEX	RAZ KIDS PLUS ONLINE READNG	FLEX	IXL MATH	FLEX	INDEPENDENT READING &/OR LISTENING TO A STORY	DAILY GOOGLE CHECK- IN	FINISH ANY INCOMPLETE WORK/TASKS	FLEX
2nd	FINISH ANY INCOMPLETE WORK/TASKS FROM THE DAY BEFORE	WATCH READING MINI-LESSON & COMPLETE THE READING TASK	FLEX	WATCH MATH MINI-LESSON & COMPLETE MATH TASK	FLEX	RAZ KIDS PLUS ONLINE READNG	FLEX	IXL MATH	FLEX	INDEPENDENT READING &/OR LISTENING TO A STORY	DAILY GOOGLE CHECK- IN	FINISH ANY INCOMPLETE WORK/TASKS	FLEX
3rd	FINISH ANY INCOMPLETE WORK/TASKS FROM THE DAY BEFORE	WATCH READING MINI-LESSON & COMPLETE THE READING TASK	FLEX	WATCH MATH MINI-LESSON & COMPLETE MATH TASK	FLEX	RAZ KIDS PLUS ONLINE READNG	FLEX	IXL MATH	FLEX	INDEPENDENT READING &/OR LISTENING TO A STORY	DAILY GOOGLE CHECK- IN	FINISH ANY INCOMPLETE WORK/TASKS	FLEX

CODES:	FLEX:	
IRA - INTERACTIVE READ ALOUD	* Empathy & Social - Emotional Learning & Read Alouds	* Raz Kids Plus Reading
SEL - SOCIAL - EMOTIONAL LEARNING	* Online Resources (approved sites provided by the school)	* IXL Math
	* Reading Aloud & Independent Reading	* Puzzles
	* Board Games and Challenges (math/strategy/critical thinking)	* Movement & Play
		* Math Fact Practice
		* Sight Word Flash Cards
		* Lunch/Snack

Wednesday Remote/Virtual Learning Schedule for Plan B

20 - 30 minutes	Live Whole Class Morning Meeting via Google Meeting
30 minutes	Live Whole Class Interactive Read Aloud via Google Meeting
30 minutes	Live Whole Class Specials Time via Google Meeting - Specials teachers use a rotation schedule and will provide a range of activities that continue to support the current program on Remote/Virtual Wednesdays.
20 - 30 minutes	Empathy & Social - Emotional Learning
FLEX LEARNING & BREAKS	Raz Kids Plus Reading IXL Math Online resources and sites provided by the school Reading aloud and independent reading Math Fact practice Board games and challenges with math/strategy/critical thinking Puzzles Time to "catch up" on any assignments or tasks Movement Breaks & Activities LUNCH SNACK

PLAN B WEDNESDAY REMOTE DAILY SCHEDULE EXAMPLE FOR FAMILIES TO FOLLOW FOR LEARNING TO CONTINUE AND TO PROVIDE CONSISTENCY FOR CHILDREN

2020-21 ACS Plan B REMOTE/VIRTUAL WEDNESDAY SCHEDULE EXAMPLE

THE INTENT OF THIS SCHEDULE IS TO ASSIST FAMILIES IN PROVIDING CONSISTENCY WITH REMOTE/VIRTUAL INSTRUCTION

CODES:
IRA - INTERACTIVE READ ALOUD
SEL - SOCIAL - EMOTIONAL LEARNING

FLEX:
* Empathy & Social - Emotional Learning & Read Alouds
* Online Resources (approved sites provided by the school)
* Reading Aloud & Independent Reading
* Board Games and Challenges (math/strategy/critical thinking)
* Raz Kids Plus Reading
* IXL Math
* Puzzles
* Movement & Play
* Math Fact Practice
* Sight Word Flash Cards
* Lunch/Snack

ACS Plan C - Remote Learning

All Remote/Virtual Learning

School Responsibilities for Plan C	
NCDHHS Requirements	- School facilities are closed. Students are not permitted in facilities. Employees may or may not be permitted in school buildings based on Executive Order or other state requirements. - If any staff enter the building all social distancing requirements will be followed.
Administrative Team	- Participate in local, state and national calls for guidance, protocols and executive orders. - Create and distribute the guidelines and expectations for a Remote Learning Plan (RLP) - Support faculty and students/families for learning in a remote learning environment - Monitor communication between teachers and their students - Help teachers implement the RLP - Collaborate with colleagues to find resources for high-quality distance learning experiences - Regularly check in with subject and classroom teachers to identify ways to support their design of the remote learning experiences - Create and distribute a survey to find out which families need devices. - Manage and Support technology distribution for staff/students. - Provide written/video support to assist faculty & families with using identified resources & shared resources from other schools
Administrative Assistants	- Coronavirus Main Point of contact for staff & families - Address concerns with staff & administrative team regarding safety - Participate in local, state and national calls for guidance, protocols and executive orders.
General Education Teachers	- Collaborate with members of your grade level team, specials team, & EC teachers to design engaging and meaningful remote learning experiences for your students - Use school curriculum and resources - Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. - Report student attendance and reach out to families who are not attending school. - Provide 2 - 4 Live or Recorded Reading Mini-Lessons & 2 - 4 Live or Recorded Math Mini-Lessons per week. - Make sure parents are aware which online resources your students will access and Include information on how to access the resources. - Communicate with and provide timely feedback to families - Communicate with and provide timely feedback to the administrative

	team regarding concerns, difficulties, etc. ● Communicate with parents, as necessary during virtual "office hours"
Special Education	● Use school curriculum and resources - Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. ● Communicate regularly with the classroom teachers & grade level teams who teach the students on your caseload. ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload. ● Document time supporting students.
K-3 Specials (PE, Music, LEGO/Engineering, &, Art)	● Use school curriculum and resources - Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. ● Collaborate with members of your team, grade level teams, & EC teachers to design engaging and meaningful learning experiences for your students. Develop a bank of activities being mindful of the resources families may or may not have in their home. ● Provide virtual grade level specials. ● Join in virtual Google "Morning" Meetings. ● Conduct your own virtual Zoom meetings with grade levels & classrooms. ● Communicate with students/families who reach out for assistance. ● Communicate to families the sites/resources you will be using for remote learning.
Counselors	● Use school curriculum and resources - Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources. ● Serve as a liaison for communication with students/families in crisis. ● Join in virtual Google "Morning" Meetings. ● Conduct your own Zoom meetings with small groups, grade levels & classrooms. ● Provide resources for students and families to support them while they are away from school.

Instructional Hours for Plan C ALL REMOTE LEARNING	● **Remote/Virtual Learning Hours:**
	  ○ 8:15 AM - 3:15 PM with various live and recorded tasks and activities differentiated based upon the needs of our students
	    ■ Whole Group Live Morning Meeting
	    ■ Whole Group Live Interactive Read Aloud & Reading Task via Seesaw
	    ■ Differentiated Guided Reading & Math Small Group Work
	    ■ Virtual Specials
	    ■ Intervention Time
	    ■ Raz Kids Plus Reading
	    ■ IXL Math

	■ Social-Emotional Learning (SEL)
Office Hours for ALL REMOTE LEARNING	● **ALL STAFF** will be available to their students and parents via: 　○ School email address 　○ School or personal phone 　○ Staff may elect to use Google Voice for telecommunications (note: a personal Gmail account will be required for staff opting to use this platform) 　○ All staff can make outbound calls using Google Hangouts. This application can be linked to a personal phone but will not disclose personal numbers. 　○ Google Meeting for scheduled meetings 　○ Seesaw ● **ALL STAFF MUST** publish their Weekly Office Hours (a minimum of 3 hours scheduled per week) on the School Google Calendar

General Education Teachers for Plan C

- All Grade Level Teams will plan together and will implement the same lessons and content.
- Use school curriculum and resources - Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources.
- All K - 3 teachers will utilize the same curriculum & resources determined by the school.
- One teacher per grade level (this may not be your child's assigned teacher) will record the Reading Mini-Lesson & the Math Mini-Lesson for students to watch on their days at home.
- The other teachers on that Grade Level Team will "push-out" the assignments via Seesaw, update Grade Level newsletters or websites, make small packets of work, print take home guided reading books, etc.
- The General Education teacher will provide the Specials Teacher the lessons, activities, etc. for their virtual small group work.
- Record student attendance in PowerSchool and reach out to families who are not attending school.

Specials Teachers for Plan C

- Use school curriculum and resources - Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources.
- Follow the K - 3 specials rotation schedule and provide 30 minutes of virtual specials via Google Meeting to students in their General Education classroom. This is to limit the interactions between staff & students.
- Follow the K - 3 specials rotation schedule and provide 30 minutes of virtual specials via Google Meeting on Remote/Virtual Learning Wednesdays.
- Each Specials Teacher will be assigned to one grade level to assist with providing small group academic support to struggling students. The Specials Teacher will work with one teacher at that grade level for one to two weeks and will then rotate to the next teacher at that grade level.

EC Teachers for Plan C

- Use school curriculum and resources, such as Wilson Reading, Seesaw, Google Classroom, Google Meet, & school purchased site licenses to communicate, deliver content, and provide supplemental resources.
- EC Teachers will provide virtual small group specialized instruction 4 -5 days per week for the students on their caseload according to their IEP.
- On Virtual Wednesdays, they will join a live Morning Meeting at their assigned grade level with the General Education teacher for community building (they will rotate each week by teacher).
- Conduct Virtual IEP Meetings & parent meetings.
- Plan & consult with the General Education teachers.
- Plan with other EC teachers & Support Service Staff.
- Complete EC paperwork.

Student Roles and Responsibilities for Plan C

- Participate and attend virtual school daily.
- Be kind and respectful to all adults and peers.
- Complete assigned tasks and submit these tasks to the teacher.
- Establish daily routines for engaging in the learning experiences.
- Remote Learning - Identify a space in your home where you can work effectively and successfully.
- Remote Learning - Identify a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible.
- Engage and do your best in all learning, even if a task is difficult.
- Communicate with your teachers and ask your teacher for help, if you need it.
- Comply with School Internet Safety policies including expectations for online etiquette.

Parent Roles and Responsibilities for Plan C

Provide support for your children by:
- Ensuring your child attends school daily.
- Using the resources provided by the school and the teacher/s to assist your child with their assigned tasks & assignments.
- Communicating with your child's teachers about what is going well and any concerns. If there is a concern, FIRST address it with the teacher.
- Meet with your child's teacher during virtual office hours, as needed for any assistance along the way.
- Establishing routines and expectations for your child.
- Defining the physical space for your child to participate in live online activities and working independently.
- Beginning and ending each day to check-in with your child about their in-person and/or virtual school day.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and/or exercise.
- Remaining mindful of your child's stress or worry.
- Monitoring how much time your child is spending online.
- Keeping your child social, but set rules around their social media interactions.

For questions about...	Contact
An assignment or resource	Your child's classroom teacher, Specials teacher, and/or EC teacher
A technology related problem or issue	First, ask your child's teacher
A personal, academic or social-emotional concern	Counselor: Scott Tribotte at stribotte@alamancecommunityschool.net
Other issues related to distance learning	Curriculum Director: Catherine Quick at cquick@alamancecommunityschool.net Managing Director: Leslie Paynter at lpaynter@alamancecommunityschool.net

Kindergarten - Second Grade for Plan C	
20 minutes per day	Reading independently (or being read to by an adult if they are beginning readers)
20 minutes	Live Whole Class Morning Meeting via Google Meeting
30 - 45 minutes per day	● Watch Recorded or Live Whole Group Reading Mini-Lesson & Complete Reading Task 2 times per week ● Live Small Guided Reading Group (2 -4 times per week depending upon needs and reading level)
30 - 45 minutes per day	● Watch Recorded or Live Whole Group Math Mini-Lesson & Complete Math Task 2 times per week ● Small Guided Math Group (2 -4 times per week depending upon student needs)
Exceptional Children	EC students will receive small group specialized instruction based on their IEP
FLEX LEARNING & BREAKS	Empathy & Social - Emotional Learning Raz Kids Plus Reading IXL Math Online resources and sites provided by the school Reading aloud and independent reading Math Fact practice Board games and challenges with math/strategy/critical thinking Movement Breaks & Activities LUNCH SNACK

Third Grade for Plan C

25 - 30 minutes per day	Reading independently
20 minutes	Live Whole Class Morning Meeting via Google Meeting
45 minutes per day	● Watch Recorded or Live Whole Group Reading Mini-Lesson & Complete Reading Tasks ● Live Small Guided Reading Group (2 -4 times per week depending upon needs and reading level)
45 minutes per day	● Watch Recorded or Live Whole Group Math Mini-Lesson & Complete Math Tasks ● Small Guided Math Group (2 -4 times per week depending upon student needs)
Exceptional Children	EC students will receive small group specialized instruction based on their IEP
FLEX LEARNING & BREAKS	Empathy & Social - Emotional Learning Raz Kids Plus Reading IXL Math Online resources and sites provided by the school Reading aloud and independent reading Math Fact practice Board games and challenges with math/strategy/critical thinking Puzzles Movement Breaks & Activities LUNCH SNACK

PLAN C ALL REMOTE DAILY SCHEDULE EXAMPLE FOR FAMILIES TO FOLLOW FOR LEARNING TO CONTINUE AND TO PROVIDE CONSISTENCY FOR CHILDREN

Frequently Asked Questions by Families & Staff:

What is the school calendar going to look like for next year? How will ACS fulfill the 5 extra days & the 5 virtual days mandated by the state?
We have revised the calendar to add the 5 additional days and the 5 remote days. Given that we will not open school on a normal schedule and will open with Plan B, we will not have the Monday Early Release days. We will continue to follow the 1,025 hours of instruction, in addition to adding the 5 additional days requirement. We will use the 5 Remote Days as inclement weather days. The **REVISED calendar as of 7-16-20** is posted on the ACS website.

What are the school hours for next year?
Because we are opening with Plan B, we will not have the Monday Early Release days. **The School Hours for in person learning will be 8:15 AM - 3:15 PM Monday & Tuesday and Thursday & Friday.**
Students will rotate on an A/B schedule with one group attending in person classes on either Mondays and Tuesdays or Thursdays and Fridays. Wednesdays will be remote learning days for both groups in order to deep clean facilities between cohorts (another deep clean is done over the weekend).

How many students will be in a classroom with social distancing guidelines in place? How are we going to maintain social distancing to protect children & staff?
 The North Carolina Department of Public Instruction and the North Carolina Department of Health and Human Services have issued specific guidance for all NC K-12 public schools including social distancing guidelines and ACS will adhere to those requirements and recommendations.

 With Plan B, classes will operate at reduced capacity of 50% on a daily basis. We will create our cohorts such that siblings are kept together and attend school on the same days. Masks or face coverings will be required when social distancing is not possible.

On July 14, 2020, Governor Cooper stated that NC Public Schools may open following Plan B and must follow these guidelines:
● **Face coverings will be required for every teacher, staff member and student in Kindergarten-12th grade**
● **Schools will limit the number of people in building to ensure social distancing is possible.**

What will be available for parents who don't want to send their child back to school when school opens in the fall?
While we know the most effective way to teach children, especially young children is in person and in a classroom setting, we understand that some parents/guardians have concerns about their children returning to school. If the Governor chooses Plan A or Plan B, the State has given us the ability to provide an all remote option for the families that do not feel safe sending their children back to school in the fall. We would provide the remote instruction to those students while also providing the in person instruction for the students that choose to return to school. If families choose ALL remote learning for their student, they will complete the ALL Remote Commitment Form that will be sent on **July 30**. Families

choosing ALL remote learning are **"locked in" for 12 weeks** - they cannot change to Plan B until after 12 weeks (at the end of the trimester).

Depending upon how many families choose 100% remote/virtual instruction, we are discussing the possibility of having a dedicated teacher (or teachers) that would provide the virtual instruction and lessons. Depending upon numbers, a teacher could be responsible for teaching multiple grade levels.

Students will be included in virtual whole group class meetings, specials, and activities. However, it will be the parents responsibility for a student to join the Live or Recorded Morning Meeting or Virtual Special. It is also the parents responsibility to ensure their student/s are watching the daily lessons and completing the daily assignments.

A form will be sent on July 30 to registered families and families that are in the registration process to determine how many plan to choose the remote/virtual learning option for their children.

If a student or staff member tests positive for COVID-19, at what point would you close a classroom, grade, or the entire school?

We will work closely with the Alamance County Health Department (ACHD) and follow their guidance based on each individual case. ACHD guidance is based on public health information provided by the North Carolina Department of Health and Human Services and the national Centers for Disease Control.

In the event there is a positive case of COVID-19, we will work with our local health department officials to determine the appropriate action based upon contact tracing. The extent of closure will be determined based upon extent of contact.

What about field trips, and extracurricular activities?
Field trips (non-virtual) and extracurricular activities are suspended in order to reduce risk of exposure.

What about attendance?
We believe it is in the child's best interest to attend school daily whether in person and/or virtual. Also, the state has mandated that daily attendance must be taken when students are in school and during remote learning. Therefore, we will take daily attendance using a variety of methods. A student is considered present for daily attendance during a remote learning day:
- If a student completes their daily assignments, either offline or online:
    - Using Seesaw to complete given assignments & tasks
    - Logging in to watch recorded lessons and meetings
    - Using Raz-Kids Plus to complete independent reading and tasks
    - Using IXL Math to complete math tasks and practice
- If a student uses a daily check-in via:
    - Live Whole Class Morning Meetings
    - Live Virtual Specials
    - Live Interactive Read Alouds
    - Live Small Guided Reading and Math Groups
    - Live and Recorded Empathy and Social-Emotional Learning Lessons & check-ins with the Counselor
    - Daily Google Check-in Form

What about buses and how many children can ride?
Originally, the social distancing requirements by NCSHHD required 6 feet distancing on buses, reducing the capacity of a 72 passenger bus to approximately 12. Now, the requirement is one child in every seat (which puts students only one to two feet apart). Cloth face coverings must be worn by students and staff on buses or other transportation vehicles.

How will you know what students need to close learning & achievement gaps?
As a new school, ACS will use multiple ways to determine children's instructional levels. We will review past report cards and assessment data, portfolios and Success Plans (MTSS documentations) from previous schools, IEPs for our EC students, phone calls to past teachers & schools, conversations with parents/guardians, and our own beginning of the year assessments. All of these various forms of data will better equip the teachers to personalize and differentiate learning for students. We encourage all families to be honest and transparent with their child's teacher about any learning difficulties and concerns they encountered at their previous school.

How are we going to ensure that students are on academic grade level?
ACS will use various assessments and use the data from the assessments to inform instructional decisions, differentiate instruction, create small guided reading and math groups based on their instructional level, and personalize learning for students.

Are teachers responsible for student performance and end of year assessments and tests?
Teachers and schools are always responsible for student performance. While there were adjustments to the accountability model in the 19-20 school year, at this time, we have not received any information that there will be a change for the 20-21 school year. As educators and professionals, we want our students to receive the very best education, regardless of if there is a test at the end of the year.
However, now more than ever, parents and guardians must also be engaged and accountable for their children's learning, by ensuring students:
- Attend school daily - in person and virtual
- Treat the teachers, staff, and peers with kindness and respect
- Complete assignments and homework

When there are concerns, parents will need to work with the teachers and staff to develop a plan so that their child is successful both academically and socially-emotionally.

What about grades, progress reports, and report cards?
Grades, progress reports, and report cards are a form of communication with families. ACS uses standards based progress reports and report cards. ACS will communicate with parents, families, and students about the progress being made throughout the school year. If the state makes any changes, we will communicate the expectations and procedures; otherwise, ACS will ensure that our standards based progress reports and report cards are a source of communication about student learning.

How will we balance at-home learning with in-class learning?
The state has released guidelines that students must attend school in person and remote. ACS has provided a recommended consistent schedule that will support families as they create a student's daily schedule for remote learning and for teachers in their work to

provide quality at-home and in-class learning experiences. We will use Seesaw and Google Meetings for our students and our teachers will also use the multiple tools in Google classroom.

What are we doing to clean/disinfect schools, buses on a regular basis?
The North Carolina Department of Public Instruction and the North Carolina Department of Health and Human Services have issued specific guidance for all NC K-12 public schools including cleaning protocols for school buildings and for buses. ACS will adhere to those requirements and recommendations.

What materials will teachers have to ensure that the classroom is clean?
ACS will provide cleaning materials for schools and classrooms outlined in the guidance from NCDPI and NCDHHS. We are also open to receiving donations from families, such as disinfectant wipes, hand sanitizer, etc.

What will remote learning look like and when will that be utilized?
Remote learning will be used in Plan B and Plan C. In both of these instances, remote learning can include digital, online, and pencil/paper resources to support the learning process. For each class, teachers, schools, and the district will work with students to ensure access to reliable resources that support remote learning.

Where can I learn more about the online learning platforms ACS has selected?
Remote learning will be used in Plan B and Plan C. In addition to receiving communication by email, the main applications that students and parents will interact with to facilitate remote learning are Seesaw, Google Classroom and Google Meet. Families can learn more about how to access these applications and find help and support sites at
https://www.alamancecommunityschool.net/tools-for-families

What additional online resources are available?
ACS has compiled a list of additional online resources that parents may elect to utilize in addition to the in-person or virtual instruction from their ACS teacher. You may find a list of these resources on our website at https://www.alamancecommunityschool.net/tools-for-families. Click on More Resources to jump to that section.

Frequently Asked Questions by Staff Only:

Are there any emergency leave options for employees for COVID-19 related reasons if needed?
  Federal leave provisions are outlined in the Families First Coronavirus Response Act (FFCRA)
  This federal leave provision is available through December 31, 2020.
https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave

How will we balance at-home learning with in-class learning?
  As the state releases guidelines for attendance and openings, ABSS will communicate
  a consistent schedule that will support teachers in their work to provide quality at-home and
  in-class learning experiences.

How will I plan lessons for remote learning and in-class learning?
The ACS Remote/Virtual Learning Team is working with our Managing Director and
Curriculum Director to ensure that resources are readily available for teacher
implementation and has developed a schedule that will be best for children, realistic for
teachers, and reasonable for families.

What do I do with my own children if we are on a modified schedule on the days they do not come to school?
  The children of ACS staff members that attend ACS will be allowed to attend school each day to
  ensure that the staff member can perform their duties.

What accomodations can be made for staff members that do not want to touch the car door handles during car line?
  Staff will be provided disposable gloves prior to the start of car line and may optionally wear
  them. Staff will also have the opportunity to sanitize their hands before car line, after and in
  between cars.

Planning Areas Continuing To Be Developed and Addressed:

Operations & Administration:
- Opening a new school during a pandemic.
- Budgeting, planning, and financial planning from state, local and federal sources.
- Employee relations, personnel issues, & substitute teachers.

Instructional Delivery & Curriculum
- Blending classroom instruction with distance learning techniques
- Prioritizing professional development for staff.
- Daily school schedule for remote/virtual learning and face to face.
- Balancing what is best for students, realistic for staff, and reasonable for parents for the remote/virtual learning plans.
- Grading policies.
- Learning progressions for online and onsite instruction.
- Assessments

Special Education
- Compliance with IEPs
- Special accommodations

Communications & Stakeholder Engagement
- Integration of mass notification systems, surveys and feedback loops
- Maintaining and ensuring that all student information is current throughout the year
- Volunteerism in a different way
- Advocacy with state, federal, and local officials and agencies
- Social media - ACS Facebook & Website
- Adapting to rapid changes in state, federal and local situations and public statement

Health & Safety Support
- Parent and student awareness of personal hygiene prevention techniques
- Vaccine requirements for admission to school
- Parents/Guardians keeping students at home when sick and running a fever
- Logistics and adequate personnel to daily check for symptoms & take temperatures
- What are the protocols and procedures for a student that refuses to social distance and is unsafe
- Mental Health & wellness counseling & support for students, staff, & families

Facilities, Maintenance, and Transportation
- Cleaning schedules, standards and specifications, quality control
- Transportation & carline protocols
- Maintenance and installation of safety equipment
- Social distancing markers, directional signage, different entrances and exits for grade level students and staff, possible staggered arrival and dismissal, student drop off/ pick-up

Emergency Preparedness
- Criteria and data points needed to trigger a closure
- Supplying and restocking of PPE and learning materials

- Handling a Covid-19 infection at a school

Technology
- One-to-one technology
- WiFi connectivity and access
- Technology support and training