

# Marion County School District



## SAFE START GUIDE



**2020-21**

**EDUCATE PREPARE INSPIRE**

# Growing Better Together

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# Superintendent's Message

Dear Marion County School District Families,

As we prepare for the 2020-21 school year, the Marion County School District, like many districts across the nation, is faced with new opportunities and unique challenges as a result of these unprecedented times.

Our district leaders, staff, taskforces, design teams and Board continue to work tirelessly in our efforts to design a reopening plan that will keep our staff and students safe while focusing on our commitment to educate, prepare and inspire our students.

This guide was developed in efforts to communicate important information related to our reopening process. Please know that all of us; staff, students, parents and community stakeholders play a critical role in achieving successful operations in the midst of this pandemic. While these are unique times, I wish to emphasize that decisions are made thoughtfully, yet no one decision can support the beliefs and opinions of all stakeholders. However, we assure you that our commitment is that students always remain at the center of all decision making.

As we continue to follow the research to help guide our decisions, currently the decision has been made to start the school year completely virtual with a one day a week face to face option each Wednesday. This face to face option was a required contingency established by the State Department of Education with the approval of the district's plan.

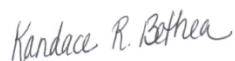
As you may be aware, we have established three phases of reopening; Phase 1: High Spread, Phase 2: Medium Spread and Phase 3: Low Spread. The details of these phases are outlined in this guide.

For parents that may not feel comfortable sending their children back to school this school year for in-person, face to face instruction, we are excited to offer a new option for our families, a Virtual Academy program. The Virtual Academy will serve students in grades K-12. Additional details on this program are also provided in this guide.

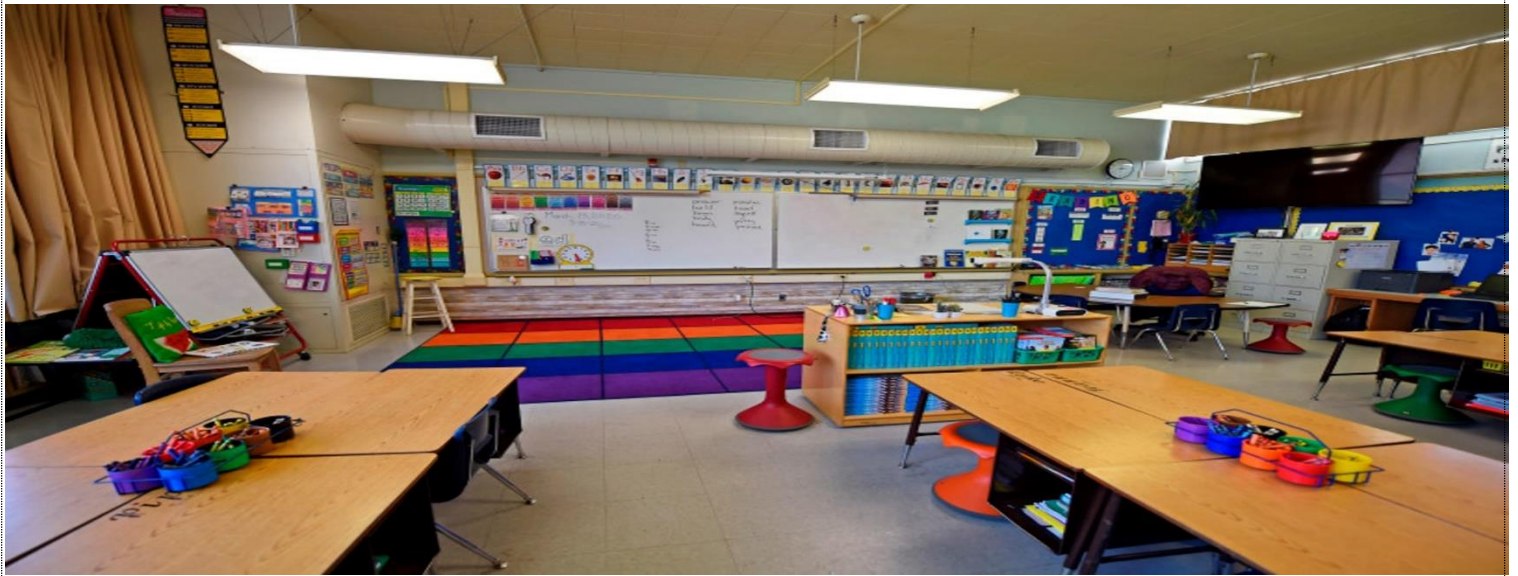
In closing, please know that we all share in the concerns that you may be having and will continue to keep our staff and student's well-being a top priority. I wish to thank you for your patience and understanding. I extend a special thank you to the many stakeholders that devoted countless hours to gather and vet information to develop the information in this guide in an effort to keep our students and staff safe and healthy.

Please continue to adhere to health and safety guidelines.

Best regards,



Kandace Bethea, PhD  
Superintendent



# Overview

In an effort to maintain safe and healthy district operations for students and staff, this guide was developed to provide specific protocols to use as we continue to deal with the known and unknown effects of the pandemic.

Information in this document was derived based on guidance from the Centers for Disease Control and Prevention (CDC), South Carolina Department of Health and Human Services, AccelerateEd Recommendations, Stakeholder Surveys and general feedback.

Our top priority in all decisions is the health, safety, and well-being of our students, employees, and school communities.

Please know that the information in this document is fluid and is subject to change based on the various unknowns that still exist with this virus.

We encourage all stakeholders to commit to adhering to the many expectations that have been put in place to combat the spread of this virus as a community, the expectation is that all employees, students and families comply with the procedures, protocols, and requirements outlined in this document and in any linked documents and websites.



# Reopening Process & Phases

## THE PROCESS

**Taskforces/  
Design Teams**

**1**

**Pandemic  
Instructional  
Technology  
Academics**  
Health and Safety  
Virtual Academy  
Social Emotional  
Learning  
Communications



**Stakeholder  
Surveys**

**2**

**Perception**  
**Health and Safety**  
**Remote Learning**  
**Virtual Academy**



**AccelerateED  
Guidelines**

**3**

**Operations**  
**Cleaning Protocols**  
**Instruction**  
**Health and Safety**  
**Scheduling**



**DHEC  
Metrics**

**4**

**Two-week  
cumulative  
incidence rate**  
**Trend in incidence  
rate**  
**Two-week percent  
positive rate**



## 3 Phases of Reopening

**Phase 1:  
High Spread**



**Parent Choices**

**eLearning/Remote**  
(with monthly LEAP days)  
**or**  
**Virtual Academy**

**Phase 2:  
Medium Spread**



**Parent Choices**

**Hybrid Schedule**  
(Weekly A/B Rotation)  
**or**  
**Virtual Academy**

**Phase 3:  
Low Spread**



**Parent Choice**

**Traditional Schedule**  
(5 day or 4 day option)  
**or**  
**Virtual Academy**

# Academic Recommendations



## Academic Design Team Members

Shalah Sweeney, Team Leader – Academic Officer of ELA & SS

Stacy Wilbanks, Team Leader – Principal of Creek Bridge STEM Academy

Theresa Cusaac, Teacher – Palmetto Middle School

Becky Ford – Academic Officer of Math & Science

Jessica Fram, Lead Teacher – McCormick Elementary School

Mark Fraiser, Principal – Johnakin Middle School

Regina Gilchrist, Principal – Palmetto Middle School

Melonie Gordon – Officer of Accountability and Instructional Technology

Daris Gore, Principal – Marion High School

Paula Grant – Director of Human Resources

Adrian Johnson, Principal – Success Academy

Chad Palowski, Teacher – Mullins High School

Shayla Smith, Teacher/Parent – Easterling Primary School

Nicole Thompson, Teacher/Parent – Creek Bridge STEM Academy

Rick Weir, Teacher – Mullins High School

# Reopening Phases/Instructional Models

## Phase 3: Traditional - Least Restrictive (Low spread)

The student body will be on campus five days a week with enhanced health and safety protocols. It may be necessary to transition to a modified traditional schedule where students are on campus four days a week and have one eLearning day at home.

## Phase 2: Hybrid (Medium spread)

A/B Model (Pre k – 12)

Students are on campus for two days a week and working at home in eLearning supported by their teacher for three days. Students will be assigned to a cohort (group A or group B). Group A students will report to school on Monday and Wednesdays. Group B students will report to school on Tuesdays and Thursdays. All students will be home on Fridays receiving additional support and interventions. Teachers will provide instruction and assignments through Schoology and Microsoft Teams and communicate through digital tools. This model will greatly reduce class sizes by 50% during in-person instruction.

- *Family Model (Prek-8) Students remain*

*While attending school during the hybrid model students will remain in their classroom to receive their instruction for the duration of the school day. Students will participate in related arts by the related arts teachers coming to the classroom rather than the students transitioning to another classroom. Students who qualify for special education, gifted and the talented program, and intervention may transition to another classroom.*

### Hybrid - A/B Model

Group	Monday	Tuesday	Wednesday	Thursday	Friday
A	Face- to-Face	eLearning	Face- to-Face	eLearning	eLearning Flex Friday
B	eLearning	Face- to-Face	eLearning	Face- to-Face	eLearning Flex Friday

## Phase 1: Remote - Most Restrictive (High spread)

(4K-5<sup>th</sup> Grade) Students are not on campus for face to face instruction and will receive instruction virtually once devices are received. Students will receive instruction virtually through Microsoft Teams and Schoology. Students will be required to attend online class sessions on a regular basis and may be required to view instructional videos or join streaming class sessions during the week.

- *Learning Packets will be distributed until devices are received.*

(6<sup>th</sup>-12<sup>th</sup> Grade) Students are not on campus for face to face instruction and will receive instruction virtually through Microsoft Teams and Schoology. Students will be required to attend online class sessions on a regular basis and may be required to view instructional videos or join streaming class sessions during the week.

# LEARN, EVALUATE, ANALYZE, PREPARE (LEAP)

The South Carolina General Assembly has approved funding for five additional instructional days at the start of the school year for students in grades 4K-8th grade. The five days have been identified as Learn, Evaluate, Analyze, and Prepare (LEAP) and are mandatory for all districts. LEAP days must be used for face-to-face assessment activities and/or instruction.

## Instructional Guidance for LEAP Days

*Our schools will focus on the following during LEAP week:*

- *Diagnostic Activities (i.e. MAP Testing, DIAL 4, etc.)*
- *Data Analysis*
- *Social and Emotional Support*
- *Establishing Routines and Procedures*

## Stakeholder Expectations for Virtual Learning and Remote Learning

### Teachers:

- ❖ Will sign in and follow schedules and expectations for in-person days and eLearning days
- ❖ Attend all required meetings and professional development sessions
- ❖ Lesson plans must be submitted on time on the approved template and congruent with face to face assignments
- ❖ Weekly schedule must be shared and followed-including times for working with small groups with targeted students
- ❖ Monitor student progress and maintain and update grades weekly
- ❖ Will utilize Teams and the Learner Management System
- ❖ Respond to emails, voice mails, inquiries with 24 hours during the school week and on Monday for anything over the weekend
- ❖ Must make sure students know how to access email, Teams, and the Learner Management System
- ❖ Make sure teaching area is free of distractions during office hours
- ❖ Will follow MCSD dress code when meeting with students either in person or virtually
- ❖ Check in with students at least weekly during Remote Learning
- ❖ Follow the district's student attendance and student tracking protocol
- ❖ Contact parents weekly-especially for students not on track
- ❖ Refer any social or emotional concern to counselor or administrator
- ❖ Record all virtual lessons in Teams or the LMS to share with students

### Students:

- ❖ Check email and the Learner Management System daily
- ❖ Submit a completed Acceptable Use Policy (AUP) to your teachers (included in the online registration process)
- ❖ Make sure you know how to log into and use your email, Teams, and the Learner Management System



- ❖ Create a learning space with no distractions
- ❖ Follow recommended schedule when at home
- ❖ Daily attendance will be monitored
- ❖ Follow MCSD dress code during virtual sessions and when in-person (uniforms are not required when students are not at school)
- ❖ Be on time for all in-person and virtual sessions
- ❖ Participate and engage with teacher and fellow classmates
- ❖ Cooperate with and follow all instructions from your teachers
- ❖ Be mindful of due dates, pace yourself and submit assignments on time
- ❖ Maintain academic integrity - do your own work
- ❖ If you are using a MCSD device, follow all rules for using and maintaining the equipment including internet behavior
- ❖ Refrain from taking pictures or recordings during virtual sessions-any slide shows or information you need will be provided on Teams or the Learner Management System
- ❖ Behave in a respectful, appropriate, safe and kind manner
- ❖ Links, recordings, or pictures from virtual sessions are not to be forwarded to anyone or shared on social media
- ❖ Keep your passwords safe to avoid being “hacked”
- ❖ Contact your teachers via email, through Teams or the Learner Management System when you need assistance
- ❖ Follow MCSD Code of Conduct

#### **Parents:**

- ❖ Help your child(ren) create a learning space free of distractions
- ❖ Help your child(ren) with setting a routine for completing assignments
- ❖ Be familiar with your child’s daily online schedule
- ❖ Complete an Acceptable Use Policy permission form for your child(ren) (included in online registration)
- ❖ Make sure your contact information is up-to-date to allow for teachers to contact you regarding your child(ren)’s progress
- ❖ Monitor your child(ren)’s progress
- ❖ Help your child(ren) be responsible and do their own work to maintain academic integrity
- ❖ Be familiar with Teams and the Learner Management System
- ❖ Help your child(ren) reach out to teachers when they need assistance
- ❖ Contact the school if your child(ren) is/are going to be absent
- ❖ Be familiar with student expectations and support your child(ren) with following them
- ❖ Monitor your child(ren) when they are online to help keep them safe
- ❖ Make sure your child(ren) have time in their schedule for physical activity, brain breaks and social opportunities
- ❖ Reach out to your child(ren)’s teachers when you have questions or concerns
- ❖ Daily attendance will be monitored

# Marion County Grading for Remote Learning

## K-5 (1<sup>st</sup> 4 weeks Learning Packets) 6-12 (E-Learning)

### **Grading Grades PK - 1**

**Learning Packets:** Grading system will remain on the four-point scale that it is currently used in a traditional school setting. The scale is as following:

**E- Consistently exceeds grade level expectations.**

**M- Meets grade level expectations.**

**P- Progressing towards, but still not meeting grade level standards.**

**N- Not meeting grade level expectations at this time.**

**E-Learning:** Grading system will remain on the four-point scale that it is currently used in a traditional school setting.

**E- Consistently exceeds grade level expectations.**

**M- Meets grade level expectations.**

**P- Progressing towards, but still not meeting grade level standards.**

**N- Not meeting grade level expectations at this time.**

The work that students have completed as part of our remote learning packets will be assigned a grade using the rubric guidelines below.

RUBRIC FOR REMOTE LEARNING PACKETS				
CATEGORIES	EXCEEDS 90-100	MEETS 80-89	PROGRESSING 70-79	DOES NOT MEET 60-69
<b>Standard</b>	Student work exceeds the expectations of the standard.	Student work meets the expectations of the standard.	Student work is progressing towards the expectations of the standard.	Student work attempts, but does not meet, the expectations of the standard.
<b>Completion of Task</b>	Student work addresses all parts of the learning task.	Student work addresses most parts of the learning task.	Student work addresses some parts of the learning task	Student work addresses minimal parts of the learning task.
<b>Organization</b>	Student work is presented in a neat, clear, organized fashion that is easy to read.	Student work is presented in a neat, clear, organized fashion that is easy to read.	Student work is presented in an organized fashion but may be hard to read at times.	Student work is unorganized and unclear.
<b>Effort</b>	The work demonstrates the student's best ability.	The work demonstrates most of the student's best ability.	The work demonstrates some of the student's best ability.	The work demonstrates a minimum of the student's best ability.

### **Grading Grades 2-5**

**Learning Packets-** Teachers will use rubric to score students work. Teachers will use the numerical grades on the rubric.

**Learning Packets/E-Learning-** Grades are based on mastery of content. Assignments will be categorized as **Major Assessments (40%), Classwork (25%) Quizzes (30%), and, Homework (5%)** as they are in the traditional setting. There is a minimum of one graded assignment and a maximum of three graded assignments per week per content area. Major assignments will be released/assigned at least 5 days prior to the due date. Accommodations will be provided to IEP/504 students who have extended time for submission of work.

The work that students have completed as part of our remote learning packets will be assigned a grade using the rubric guidelines below.

<b>RUBRIC FOR REMOTE LEARNING PACKETS</b>				
<b>CATEGORIES</b>	<b>EXCEEDS 90-100</b>	<b>MEETS 80-89</b>	<b>PROGRESSING 70-79</b>	<b>DOES NOT MEET 60-69</b>
<b>Standard</b>	Student work exceeds the expectations of the standard.	Student work meets the expectations of the standard.	Student work is progressing towards the expectations of the standard.	Student work attempts, but does not meet, the expectations of the standard.
<b>Completion of Task</b>	Student work addresses all parts of the learning task.	Student work addresses most parts of the learning task.	Student work addresses some parts of the learning task.	Student work addresses minimal parts of the learning task.
<b>Organization</b>	Student work is presented in a neat, clear, organized fashion that is easy to read.	Student work is presented in a neat, clear, organized fashion that is easy to read.	Student work is presented in an organized fashion, but may be hard to read at times.	Student work is unorganized and unclear.
<b>Effort</b>	The work demonstrates the student's best ability.	The work demonstrates most of the student's best ability.	The work demonstrates some of the student's best ability.	The work demonstrates a minimum of the student's best ability.

### **Grading Grades 6- 12**

**E-Learning-** Grades are based on mastery of content. Assignments will be categorized as **Major (40%), Formative (30%), Classwork (20%), and Writing (10%)** as they are in the traditional setting. There is a minimum of one graded assignment and a maximum of three graded assignments per week per content area. Major assignments will be released/assigned at least 5 days prior to the due date. Accommodations will be provided to IEP/504 students who have extended time for submission of work.

**Deadlines for Work Submission (Middle/High):** Teachers will communicate to students the deadlines for turning in assignments. Like courses/classes per subject and grade level should have the same window. The teacher may allow the student to resubmit an assignment for various reasons. Reassessments will be limited to two additional attempts.

Middle School students with a grade lower than a 65 may resubmit an assignment.

High School students with a grade lower than a 59 may resubmit an assignment.

Failure to submit an assignment prior to the final deadline (end of grading term) will result in a failing grade on the assignment.

Throughout the course if a student is not making progress in completing assignments, the teacher should first contact the student and document it in PowerSchool. If no improvement is shown, the parent should be contacted next. This contact should be documented in PowerSchool. If there is still no improvement, an administrator and guidance counselor should be contacted and made aware of the situation. This contact should also be documented in PowerSchool.

Suggested plan for outdoor recess for grade PK - 5:

- Recess schedule to allow no more than one grade level on the playground at one time.
- No usage of playground equipment.
- Supervising recess teachers and/or assistants MUST monitor to enforce student social distancing.
- Personal toys will not be allowed on the playground.
- Indoor activities can be done instead of outdoor play.
- Only hard, nonporous objects that can be sanitized/disinfected will be allowed.

Suggested Non-Contact Activities for Recess:

- Hopscotch - students have their own “rock”
- Racing - 6 feet apart
- Jump Rope - If students have their own ropes
- Mother, May I - 6 feet apart
- Red Light, Green Light
- Simon Says
- Shadow Tag
- Hand-Clap Games
- Freeze Dance

# Virtual Academy

Marion County School District's Virtual Academy will serve students in grades K-12. Students will still be officially enrolled at their base school, but by participating in the Virtual Academy, families are committing to the online learning format for the 2020-2021 school year. This program will run independently of the traditional learning system that will be offered in Marion County. Virtual Academy students will follow a daily schedule. They will be required to meet with their teacher at designated times. These students will be responsible for district and state assessments that will be given on campus. Marion County school teachers will facilitate instruction. Information on the Virtual Academy can be found on the district website at <https://www.marion.k12.sc.us/Page/4267>

## Virtual Academy Frequently Asked Questions

Questions about the Virtual Academy can also be emailed to: [virtualprogram@marion.k12.sc.us](mailto:virtualprogram@marion.k12.sc.us)

### **What is Marion County School District Virtual Academy (MVA)?**

Marion Virtual Academy is a completely virtual/online option for students in grades K-12 for the 2020- 21 school year. Students will be required to come on campus to take some district and state assessments that cannot be administered at home.

### **Who can enroll in the Marion County School District Virtual Academy?**

The Virtual Academy will be available to students who attend a school in the Marion County School District, in grades K-12, who may not feel comfortable with face to face instruction at this time during the 2020-21 school year.

### **Will my student need to follow a schedule, or can they work on their Virtual Academy assignments in the afternoon?**

Teachers will be providing live instruction based on the schedule adopted for Virtual Academy. Therefore, students must be signed in and complete their work during the Virtual Academy hours which will coincide with the regular school day hours.

### **How will this virtual program look different from eLearning in the spring?**

The virtual program will be set up much like a regular school day. Teachers will be broadcasting live or sharing recorded lessons for students utilizing the Microsoft TEAMS platform and Schoology. In addition, teachers will facilitate small group sessions and individual sessions as needed. Students will have independent time to work on assignments, related arts/electives, and breaks scheduled throughout the day. The lessons will be recorded for students to review at a later date, if necessary. Digital Curriculum will be utilized. Teachers in the Virtual Academy will provide face-to-face instruction through combined methods including, but not limited to, live-streaming and coursework through digital programs such as Lexia Core 5, Zearn, ALEKS, Edgenuity, Microsoft Teams, VirtualSC Schools Franchise Program, and other platforms as needed.



**What grades does the Virtual Academy serve?**

The virtual program will serve students in five-year-old Kindergarten through 12th grade. Please Note: Due to the nature of the 4-year-old kindergarten (4K) curriculum and the age of the students, the virtual program will not be available for 4K students.

**Can I make my decision once I know what school will look like?**

Because staffing the virtual program requires the removal of teachers from traditional classrooms, we are asking parents to commit to a full year of virtual instruction. However, if a family requests a transfer back to brick and mortar instruction before or at the semester break (January), we will work for a mid-year transition, as long as appropriate space is available. The deadline for applications is July 29, 2020.

**Are mobile hotspots available for families who do not have internet access?**

Yes. Parents will need to request a mobile hotspot through their base school. *The hotspots are only available through December 2020.*

**How much does the program cost?**

The virtual program is free for Marion County School District students.

**What calendar will the program follow?**

The virtual program will follow the normal school calendar and observe all holidays.

**Can my student return to the brick and mortar school if conditions improve?**

Because staffing the virtual program requires the removal of teachers from traditional classrooms, we are asking parents to commit to a full year of virtual instruction. However, if a family requests a transfer back to brick and mortar instruction before or at the semester break (January), we will work for a mid-year transition, as long as appropriate space is available.

**Can they participate in extracurricular activities?**

Yes; students may participate in extracurricular activities at the school where they are enrolled.

**Are all courses offered in the virtual program?**

We are doing our best to offer every course the brick and mortar schools offer. However, some courses will not be able to be offered due to the hands-on nature of the course or due to state restrictions.

**How are students selected?**

Any Marion County School District student who applies will be accepted into the program. There is no lottery process.

**What about Special Education? Can a student with an IEP or 504 attend the virtual program?**

Yes, if you are interested in the Virtual Academy, please apply. Your child's IEP team or 504 team will meet to review and identify individual services and supports that will be necessary to meet your child's academic needs.

**How do students get their devices and other supplies?**

There will be a pick-up and orientation date for parents and students to pick up devices and any other supplies needed for the virtual program.

**Will Gifted and Talented services still be offered in the virtual program?**

Yes; we will offer Gifted and Talented services to students who qualify.

**Will my student have an assigned teacher?**

Students enrolled in Marion Virtual Academy will be assigned a virtual teacher(s) employed by Marion County Schools based on grade level and course enrollment.

**Will students who enroll in Marion County School Virtual Academy have different classes and/or teachers that are different from the traditional school options already available to them in the face-to-face learning option?**

All Marion Virtual classes are the same whether they are taken as a Virtual Learning class, summer school class, or one class that is part of a face-to-face learning schedule.

**Can students enroll in both Face-to-Face and Virtual classes?**

No, parents will need to choose the Marion County School District Virtual Academy Program or the traditional school setting.

**What are the daily expectations for students in Marion Virtual Academy?**

- Check email and Schoology daily
- Submit a completed Acceptable Use Policy (AUP) to your teachers
- Make sure you know how to log into and use your email, Teams and Schoology
- Create a learning space with no distractions
- Follow recommended schedule when at home
- Daily attendance will be monitored
- Follow MCSD dress code during virtual sessions and when in-person
- Be on time for all in-person and virtual sessions
- Participate and engage with teacher and fellow classmates
- Cooperate with and follow all instructions from your teachers
- Be mindful of due dates, pace yourself and submit assignments on time
- Maintain academic integrity - do your own work
- If you are using a MCSD device, follow all rules for using and maintaining the equipment including internet behavior.
- Refrain from taking pictures or recordings during virtual sessions-any slideshows or information you need will be provided on Teams or Schoology.
- Behave in a respectful, appropriate, safe and kind manner
- Links for virtual sessions are not to be forwarded to anyone
- Keep your passwords safe to avoid being “hacked”
- Contact your teachers via email, through Teams or Schoology when you need assistance.

**How will the courses appear on my student’s transcript?**

There will be no differentiation between Marion County School District Virtual Academy Course and course taught in the brick and mortar school.

**Will students who are enrolled in Marion Virtual Academy still be able to access meal service?**

Yes, meals can be provided. Your locally zoned home school will coordinate pick up.

**Where can I find out more information?**

<https://www.marion.k12.sc.us/Page/4267>

Or email: [virtualprogram@marion.k12.sc.us](mailto:virtualprogram@marion.k12.sc.us)

## Virtual Academy Attendance

Attendance in MCSD Virtual Academy is measured daily. As such, students are deemed in attendance for the day when they login to their live virtual learning session with the teacher or submit their independent learning activity for the day. Sufficient progress at MCSD Virtual Academy will be determined by any combination of course-work submitted. Official attendance is recorded by the classroom teacher and submitted into PowerSchool.

It is highly recommended that assignments are submitted daily. Submitting daily/weekly assignments by Friday at 3:00 pm could serve as evidence of attendance.

## Remote Learning Attendance

- Onsite attendance is determined by whether or not a student is physically present in a classroom on school grounds or school property. Whether the absence is “excused” or “unexcused” should be established by district procedures and policies and be consistent with state law and regulations.
- Virtual attendance refers to the delivery of instructional content that does not occur in a physical classroom on school grounds or school property. This includes instruction provided via an online or electronic platform, as well as instruction provided in a physical offsite location separate from school property. Virtual attendance is determined by whether or not a student submits work or participates in assigned activities in accordance with the classroom teacher’s written requirements. Students who submit assignments or participate in assigned learning experiences by the deadline established by the classroom teacher should be considered present. Students who fail to submit assignments or participate in assigned learning experience(s) by the deadline established by the classroom teacher should be considered absent

# Social & Emotional Health/Support Services



## **SEL Design Team Members**

Martina Y. Rush, Team Leader – Student Services Specialist

Mykea Jordan, Team Leader – Principal, Easterling Primary School

Dr. Deidra Bowden - School Counselor, Marion High School

Brandy Ford - School Counselor, Easterling Primary School

Adrienne Johnson - Reading Coach, Creek Bridge STEM Academy

Farrah Owens - Director, Academy of Early Learning

Paula Rabon - Lead Teacher, Johnakin Middle School

Amy Sanders - School Counselor, Johnakin Middle School

Dr. Cassandra Strickland – Director of Federal Programs

Leon Sturkey – Director of Operations

Dr. Cheryl Warren - Coordinator of Teacher Evaluation/Professional Development

Gretchen Whitman - Coordinator of Special Services

Adrianna Wingard - School Counselor, Creek Bridge STEM Academy

## Introduction

In the past few months, Social-Emotional Learning has taken on a renewed focus in Marion County School District. With the closing of schools due to the COVID-19 pandemic, students and adults have been suspended in a state of uncertainty; filled with anxiety, stress and undeniable fear. Marion County School District's SEL design team aims to support schools as they attempt to restore a sense of well-being for our students and staff in either a face-to-face environment or a full distance learning model.

While we realize funding received through the CARES Act may be limited, it is of utmost importance that we prioritize addressing the emotional and mental well-being of our students and adults. To address the social-emotional needs of both groups, the SEL design team has put together recommendations for Marion County School District's Pandemic Team to consider for implementation.

Although the SEL design team is presenting four critical practices taken from the work of CASEL, each member of the SEL design team brainstormed a bulleted list of strategies that schools in Marion County District should be encouraged to implement. Many, if not all of the recommendations submitted, have been researched and are evidence-based practices.

As information from the state, county and school district continues to evolve, the SEL design team will continue to provide recommendations. This will allow us to maintain a fluid document with best practices to ensure that we support schools as they effectively and equitably address the SEL needs of student and adults.

### **SEL Recommendations for Marion County School District**

School Principal sets the example for each of the four critical practices

CASEL Critical Practice 1:

Take time to cultivate and deepen relationships, build partnerships and plan for SEL.

#### **1.1 Foster new relationships that elevate student and family voice**

- Make sure each student is paired with a supportive adult mentor within the school.
- Visits/drop-offs with social distancing
- Flexible hours for emails, texts, etc.... responses to serve parents who work until 5pm or after

#### **1.2 Use two-way communication strategies**

- Establish protocols and utilize several methods to communicate information with parents prior to, at the beginning of and throughout the school year. (TEAMS Meeting, Class Dojo, Social Media, Phone Calls, Class Remind, Zoom, Conference Calls for those without internet, Post-card, Weekly All-Call, etc.)
- Ensure vertical articulation between feeder school counselor and receiving school counselor
- List of Who To Contact given to school counselors and receptionists
- Positive principal all calls to encourage students and parents
- Weekly school counselor newsletter on website



- Teacher websites updated frequently with class information
- Virtual daily lunches with school counselor

### **1.3 Examine impact of SEL efforts**

- Progress monitor interventions provided

### **1.4 Integrate SEL into reopening plans**

- Develop and plan SEL Boot Camp • Establish diverse school-wide SEL teams with shared vision and goals
- Conduct a needs assessment of students and adults (Survey)
- Identify available resources and develop a matrix of tiered interventions
- Plan for safe wellness walks during on-site days for students
- Purchase and administer Universal Screener (i.e. DESSA) • Purchase SEL curriculum (ex. Second Step)

### **CASEL Critical Practice 2:**

Design opportunities where adults can connect, heal and build their capacity to support students.

### **2.1 Allow space for connection and healing among adults**

- Encourage accountability partners for adults
- Encourage mindfulness practices and self-care
- Schedule weekly flex day for staff to participate in virtual circle to discuss non-academic related topics
- Weekly check-ins with staff meetings
- Virtual weekly lunch with principal

### **2.2 Ensure access to mental health and trauma**

- Make resources available online in one central location (SEL apps on website and Social Media)
- Mental Health pdf file
- Share 1 self-care tip per week (i.e. social media, website or all-call)
- StopIT reporting tool displayed on each school and teacher webpage
- Each school to have 1-800 number list on their Handbook with procedures (Suicide HELP line, Depression, Abuse, DSS, etc.)

### **2.3 Identify opportunities for innovation & antiracist practices**

- Share articles with staff about empathy and give them space to respond
- Explore implicit bias in teaching and encourage staff to reflect on policies and practices that promote bias

### **2.4 Provide embedded professional learning**

- Integrate SEL and PBIS
- Train all staff on SEL, the universal screener and purchased curriculum
- Train teachers on trauma-informed practices and SEL
- Train teachers on equity and SEL
- Assign SAFE School courses to staff to support SEL and mental health

- Share and encourage participation in synchronous or asynchronous learning opportunities related to SEL
- Review Early Learning Standards and SEL component to be included in primary lesson plans

### **CASEL Critical Practice 3:**

Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

#### **3.1 Build adult-student and peer relationships**

- Provide support for students based on tiered interventions (counseling, curriculum, etc.)
- Check-In/Check-Out (weekly with goals for those requiring support)
- District staff paired as mentors for students and accountability partners with DLT
- Keeping students, families and staff involved on social media (reading, teacher feature, student feature etc...)
- Staff of the Week
- Teacher of the Month

#### **3.2 Weave in opportunities for SEL practice and reflection**

- Teachers include SEL strategies into weekly lesson plans
- Subscribe to Teaching Tolerance publication
- Expand use of digital SEL content – Ripple Effects

#### **3.3 Implement a comprehensive system of supports**

- K-5 School Counselors deliver weekly SEL lessons; 6-12 School Counselors facilitate weekly SEL sessions
- Utilize School Psychologists, RBHS, Character Coaches and Clinical Counselors to provide tier 3 support to identified students on a frequent basis
- Refresh, continue and expand use of PBIS, Capturing Kids Hearts, Conscious Discipline, Pyramid Model and Leader in Me as well as all other school SEL initiatives
- Rotation of school counselors on-call (for staff and families)
- Each school to have 1-800 number list on their Handbook with procedures (Suicide HELP line, Depression, Abuse, DSS, etc.)

#### **3.4 Discuss the impact of the pandemic and racial inequity**

- Facilitate discussions about race issues with all stakeholders

#### **3.5 Collaborate with families and partners**

- Host parent universities or workshops based on survey results & to support technology needs
- Specific instruction posted for how students can access email, learning systems, etc.

### **CASEL Critical Practice 4:**

Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families and staff.

#### **4.1 Elevate student voice in reflecting and acting on data**

- Promote the use of StopIt reporting tool for students to reach out for help

#### **4.2 Support educators in reflecting on instruction and environment**

- Results from surveys used to form small groups and individual counselling support
- Utilize feedback from SDE survey on Foundational SEL to plan for SEL
- Examine counselor responsibilities to ensure direct services are provided to students based on the ASCA standards 4.3 Partner with families & community members to improve
- ☐ Continue community mentoring programs currently implemented in schools
- Renew relationship with PDMH and all other community mental health supports for students and families

# Health & Safety Recommendations



## HEALTH AND SAFETY PROTOCOLS DESIGN TEAM

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Thomas Drew, Team Leader – Principal of McCormick Elementary School

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Darryl Woodberry – Asst. Director of the Academy for Careers and Technology X



# HEALTH and SAFETY

## HEALTH SCREENING RESPONSIBILITIES

Daily health screenings can help reduce the risk of exposure to COVID-19. Students and employees who are sick or not feeling well must stay home. Students are required to have a health screening at home, before riding school transportation, and when arriving to school. If a student begins to not feel well while on campus, shows signs of illness, or becomes sick during the day, they must immediately tell an employee. A parent or guardian will be expected to promptly pick them up from school.

## HOME HEALTH SCREENING REQUIREMENT

All students should have their temperature taken daily at home before coming to school. Students must stay home if:

- They have tested positive for COVID-19 and have not met the criteria for returning to school;
- They have recently had close contact with a person with COVID-19 and have not met the criteria for returning to school;
- They have a temperature of 100.4°F or higher.

In addition, students must be free of any symptoms potentially related to COVID-19 to be on a school campus. At this time, these symptoms include one or more of the following symptoms of COVID-19:

- Students and staff should be excluded from school if they have any one of the following:
  - ✓ Fever or shortness of breath or difficulty breathing
  - ✓ Loss of taste or smell
  - ✓ New or worsening cough
- Any two of the following:
  - ✓ Sore throat
  - ✓ Muscle or body aches
  - ✓ Chills



- ✓ Fatigue
- ✓ Headache
- ✓ Congestion or runny nose
- ✓ Diarrhea
- ✓ Nausea or vomiting

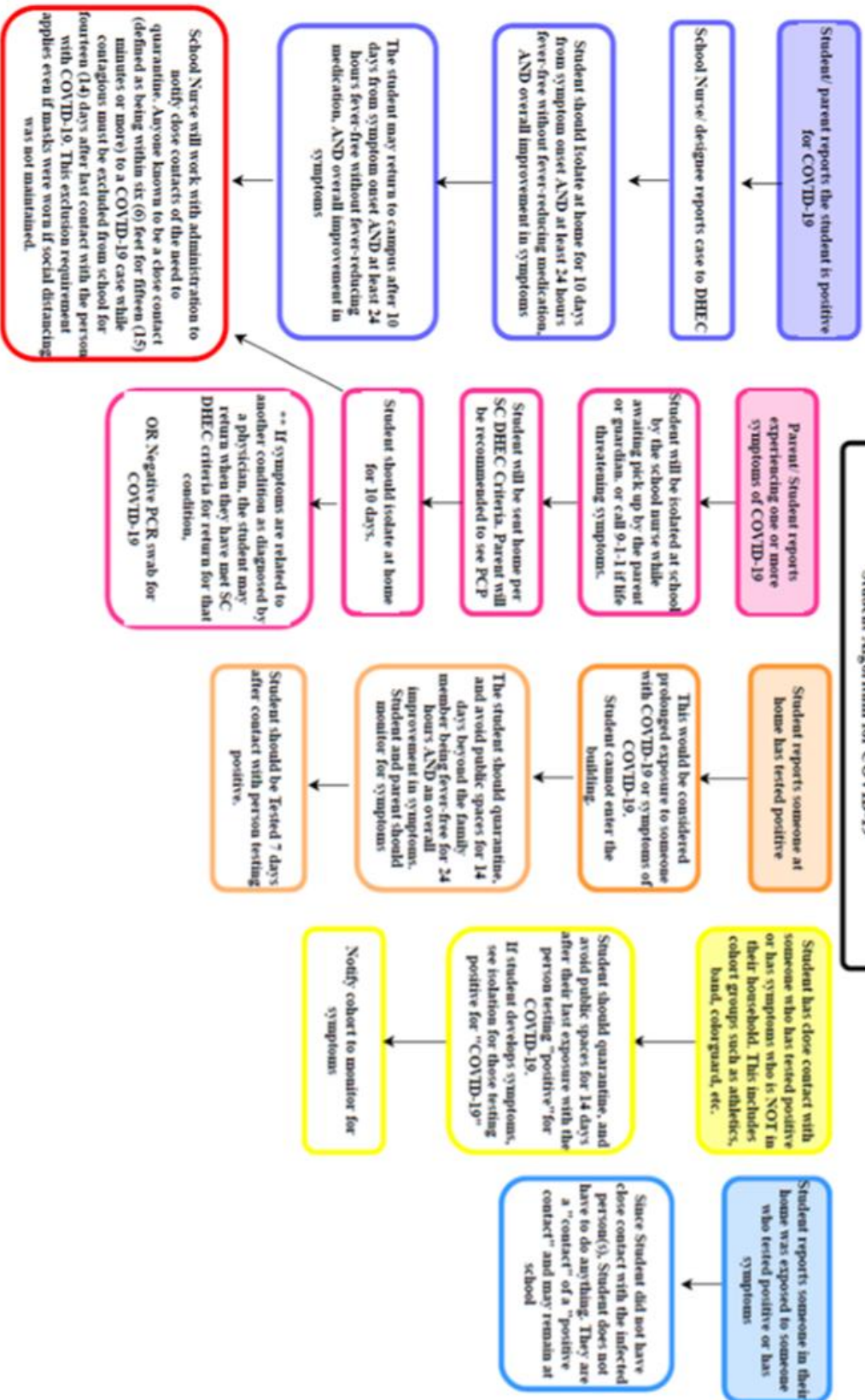
Note: Any child with any one of these symptoms should consider not attending school regardless of meeting exclusion criteria. If these symptoms are explainable by an underlying condition (such as shortness of breath or cough for an individual with asthma) exclusion may not be necessary.

#### Guidance for Staff/Students with symptoms at school:

1. Immediately place a mask on student/staff and move safely and respectfully to an isolation room. Provide cool compress, tissues, and hand sanitizer if age appropriate.
2. Parents are notified to pick up students within the hour.
3. Students should be supervised by a staff member who maintains at least six feet distance and uses appropriate PPE.
4. Advise parents to call their primary healthcare provider or Health Department for further guidance and if testing is needed. Advise them to report test results to the school.
5. Close off areas used by a sick person and do not use area until cleaned and disinfected with approved cleaner. 24 hours is recommended if possible.
6. In accordance with state and local laws, school nurse should notify local health departments, staff and families immediately of any case of COVID-19 while maintaining confidentiality.

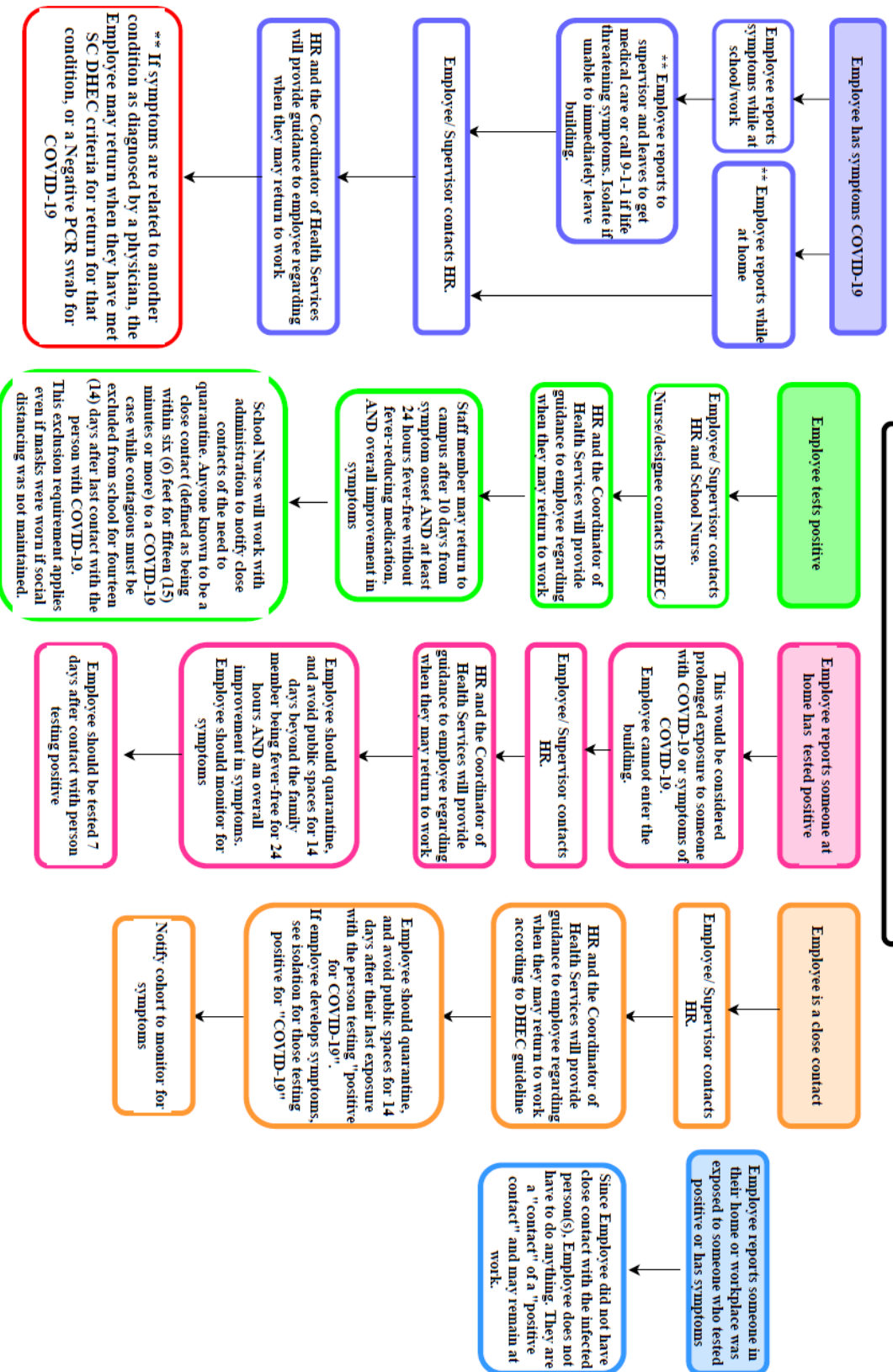
To be considered exposed to COVID-19, you need to be in close contact with a person who has the virus. Close contact includes being within 6 feet of a sick person with the virus for at least 15 continuous minutes with or without the use of a face covering, living in the same household, caring for a sick person with the virus, or being in direct contact with secretions from the sick person.

#### Student Algorithm for COVID-19

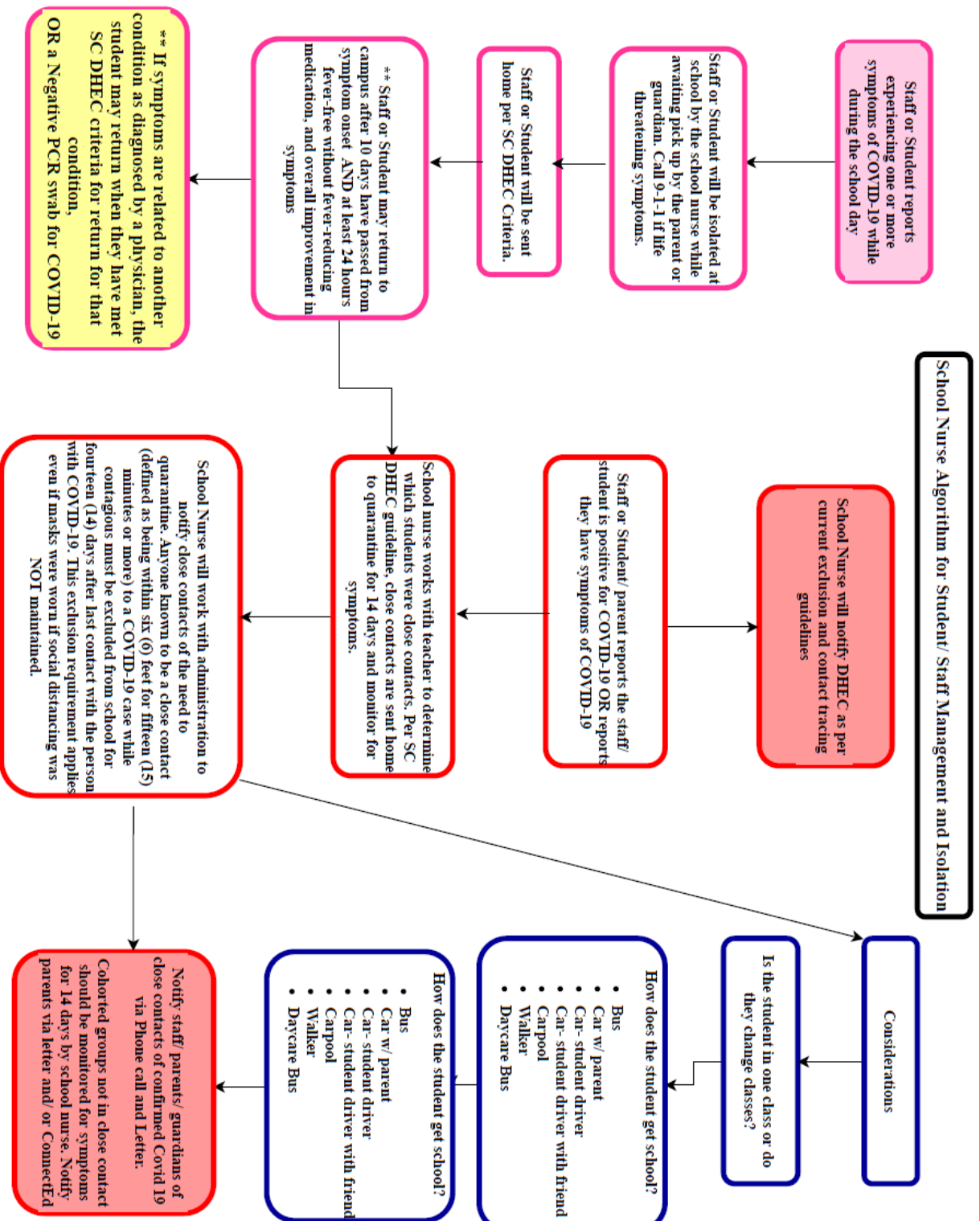


To be considered exposed to COVID-19, you need to be in close contact with a person who has the virus. Close contact includes being within 6 feet of a sick person with the virus for at least 15 continuous minutes with or without the use of a face covering, living in the same household, caring for a sick person with the virus, or being in direct contact with secretions from the sick person.

### Employee Algorithm for COVID-19



To be considered exposed to COVID-19, you need to be in close contact with a person who has the virus. Close contact includes being within 6 feet of a sick person with the virus for at least 15 continuous minutes with or without the use of a face covering, living in the same household, caring for a sick person with the virus, or being in direct contact with secretions from the sick person.



## **Isolation Room**

Students or staff who are displaying symptoms of COVID-19 should not be treated in the same space used for all other non COVID-19 medical conditions. Schools will have a separate isolation room in close proximity to the school's health office to isolate students or staff displaying symptoms of COVID-19 so they can be evaluated and wait for pick-up.

Students and staff should be moved safely, respectfully, as well as in accordance with any applicable privacy laws or regulations, to the isolation room for evaluation.

The individual with respiratory symptoms and fever over 100.4 should be provided a mask if they are able to use one and developmentally appropriate. Students should be supervised by a staff member who maintains at least six feet of distance and uses appropriate personal protective equipment (PPE) if available.

School nurses and other healthcare providers should use standard and transmission-based precautions when caring for sick people.

This isolation room should adhere to guidelines including:

- All individuals in the room should wear, at minimum, a cloth face covering;
- Equipment for the room should include (at minimum) touch-free thermometers, hand sanitizer, hand soap, and tissues;
- PPE should be available for staff that are engaged in the evaluation and care of individuals displaying symptoms of COVID-19;
- Access to the room should be restricted to only those staff essential for response to an individual displaying symptoms of COVID-19;
- Strict social distancing guidelines will be maintained;
- Records will be maintained of all persons who entered the clinical space for COVID-19;
- This clinical space should be disinfected several times daily;
- At the earliest time that is safe, staff displaying symptoms of COVID-19 should go home and students should be walked out to their parents for pickup;
- Anyone that displays symptoms of COVID-19 should be encouraged to seek medical attention and evaluation.



## **When to return to school:**

If you think/know you had COVID-19, and you've had symptoms as listed above, then you must meet all of the following before coming back to school:

- It has been at least 14 days since the symptoms first started
- No fever within the last three days without taking fever-reducing medicine
- All other symptoms have improved
- OR tested negative or medical evaluation determines symptoms were due to another cause (strep throat)

If you tested positive for COVID-19, but had none of the symptoms listed above, then you can return to school when all of the following apply:

- It has been at least 14 days since the test
- No fever-reducing medications have been taken in the last three days
- You continue to have no symptoms

If you tested positive or had COVID-19 and have a weakened immune system due to a health condition or medication, then you can return to school when:

- Your health care provider gives written clearance

If you have been around a person (family, friend, or acquaintance) who has tested positive with COVID-19, and were within six feet or more than ten minutes without a mask within the past two days:

- You should stay home for 14 calendar days after the exposure and monitor for any of the above-listed symptoms

If you have been around a classmate who has tested positive with COVID-19 (within six feet for more than ten minutes without a mask in the past two days):

- Sick classmate will remain home 10 school days from first sign of symptoms.
- The school nurse will monitor remaining students' temperatures and symptoms for a period of two weeks.
- Students will wear masks when less than six feet apart for a period of two weeks (carpet time, small group instruction).
- If 20% of the class has symptoms of COVID-19, the class will move to intermittent eLearning for up to 10 school days.

When to close a class/school (Recommendations below are pulled from DHEC regulations on viral outbreaks):

If a classroom has 20% or more of the student population test positive for COVID-19 within a two week period

OR

If a building has 10% or more of the total student enrollment test positive for COVID-19 within a two week period

\*\*Some incidents can be handled with a more aggressive approach depending on the nature of the circumstances \*\*

### **EMPLOYEE ENHANCED HEALTH GUIDELINES**

The District will implement the following Enhanced Health Protocols to provide for the safety of employees:

1. DO NOT report to work or to volunteer if you feel sick or have a fever of 100.0 or higher.
2. DO NOT ENTER the school if:
  - ✓ In the past 14 calendar days, you have knowingly been around anyone with COVID-19 without a mask, within six feet and for more than ten minutes.
  - ✓ In the past 14 calendar days, anyone in your house has experienced COVID-19 symptoms as outlined on pages 23-24.
  - ✓ In the past 14 calendar days, anyone in your house has been placed under quarantine.
3. All employees must practice social distancing as recommended by the CDC or wear a cloth face covering if work does not allow for social distancing.
4. Instructional staff must wear a mask when teaching students in the building.
5. All employees must wipe down all community use items and tools after use with provided disinfectant.
6. All employees must disinfect personal workspaces after use each day with provided disinfectant.

Employees who need to be away from work due to sickness or personal reasons will use accrued sick and personal leave. Any sick leave over three days requires a doctor's note, and a supervisor must approve personal leave.

Employees who request leave under the guidelines of the Family First Coronavirus Response Act, must contact Human Resources and provide necessary documentation according to the reasons outlined in the Act.

### **Arrival Procedure for Reporting to Work:**

1. Stay at home and call a supervisor if you have a fever (of 100.4 or higher) or answer yes to any of the questions above (see # 2).
2. Staff will sign a pledge card that if they clock in, then they are confirming “NO” to the questions above (see #2). All staff will be screened daily upon entry into buildings.
3. Social distancing of six feet is to be observed when entering the building.
4. Bring your personal cloth face covering to use when needed (see # 3 above). One will be provided to staff who cannot provide their own.

### **Staff Guidelines Throughout the Workday:**

1. Masks must be worn while moving through the building if social distancing of six feet cannot be observed.
2. Avoid touching face at all times.
3. Wash hands thoroughly and often with soap and water for 20 seconds.
4. If your job requires the use of gloves, wash hands after removing gloves.
5. Before and after eating, wash hands thoroughly with soap and water.
6. Do not eat in groups if you are not six feet apart.
7. Disinfect lunch area before and after eating.
8. Reapply masks after lunch if social distancing isn't possible.
9. Staff will wipe down commonly touched items used throughout your workday, including but not limited to telephones, copier, and pens/pencils.
10. Remember to use proper hand hygiene before and after removing cloth face covering.
11. Custodians will implement Enhanced Safety Protocols for cleaning and disinfecting surfaces in common areas at the end of each day and a minimum of two additional times during the school day.

## **STUDENT ENHANCED HEALTH GUIDELINES**

The District will implement the following Enhanced Health Protocols to provide for the safety of students:

1. DO NOT come to school if you feel sick or have a fever of 100.4 or higher.
2. DO NOT ENTER the school if:

- ✓ In the past 14 calendar days, you have knowingly been around anyone with COVID-19 without a mask, within six feet and for more than ten minutes.
  - ✓ In the past 14 calendar days, if anyone in your house has experienced COVID-19 symptoms as outlined on pages 23-24.
  - ✓ In the past 14 calendar days, anyone in your house has been placed under quarantine.
3. If riding a school bus, all students must wear a cloth face covering while on the bus.
  4. All students must practice social distancing of six feet as recommended by the CDC entering the building, in the classroom, in the hallways, and/or if a line is needed to pick up lunch.
  5. If social distancing can't be maintained in the areas in #4, a face covering must be worn.
  6. Students are encouraged to wear their own personal face covering. All teachers are required to wear face covering/personal face masks while teaching.
  7. Each student will be provided their own supplies to use as much as possible and any shared items will be disinfected after each use.
  8. In response to COVID-19, students will be prohibited from drinking directly from water fountains. All students are encouraged to bring their own bottled water or reusable water bottles. All water bottles should be clearly labeled with the user's name. It is the students' responsibility to keep track of their water bottles and take them home for regular cleaning.
  9. Custodians will disinfect frequently used surfaces throughout each day such as common workspaces, counters, door handles, bathrooms, bathroom fixtures, soap dispensers, handrails, telephones, and common areas.

### **Arrival Procedure for Reporting to School:**

1. Arrival times will be staggered and multiple entries will be used. Schedules will be sent out. It is important for you to adhere to the schedule.
2. Social distancing of six feet and face coverings are to be observed while waiting to enter the building.
3. Students will use hand sanitizer upon entrance to school.

### **Guidelines to Observe Throughout the School Day:**

1. Face covering must be worn while moving through the building if social distancing of six feet cannot be observed.
2. Avoid touching face at all times.
3. Cover your cough by using your elbow or in a tissue then immediately wash hands.
4. Wash hands thoroughly and often with soap and water for 20 seconds.

5. Use hand sanitizer or wash hands before and after eating.
6. You must social distance of at least six feet while eating lunch.
7. Bathroom breaks will be staggered. Students must wash hands after using the toilet.
8. No hanging out in groups in parking lots, hallways, lunch areas.
9. School dismissal will follow social distancing guidelines as students exit the building.

### **Sick Policy:**

1. If your child has fever of 100.4 or higher or has experienced COVID-19 symptoms as outlined on page pages 23-24.
2. Due to COVID-19, parents must have a reliable back up to pick up a child who becomes ill at school.
3. Students can return if they have been fever-free for three days without fever reducing medicine unless there is a positive COVID-19 test.
4. Please let the school know if anyone in your family has been in contact with someone who has a confirmed case of the coronavirus.

### **Guidance for Parents:**

Please have the conversation with your child about:

- Social distancing (stay six feet apart)
- Proper hand hygiene
- Importance of NOT touching their face
- To resist touching the personal belongings of others
- In the past 14 calendar days you have knowingly been around anyone with COVID-19 without a mask, within six feet and for more than ten minutes.
- In the past 14 calendar days, if anyone in your house has experienced COVID-19 symptoms as outlined on pages 23-24.
- In the past 14 calendar days anyone in your house has been placed under quarantine.

## **ENHANCED DISINFECTING PROTOCOLS**

### **SAFETY SUPPLIES:**

Prior to the return of school, the district will provide the following supplies:

- Hand sanitizer
- Infrared thermometers

- Masks for all staff and students
- Shields for all instructional staff and nurses
- EPA and CDC approved disinfectant and misters

## **SCHOOL DISINFECTING PLAN:**

### **Custodians:**

1. Perform a nightly deep, misting sanitation using an electrostatic mister with DHEC approved chemicals. Residue will be evaporated by the time students and staff arrive in the morning. This service will be performed throughout the school year at all MCSD operated facilities housing MCSD students and staff.
2. Custodial staff will sanitize common workspaces, high traffic areas, and frequently touched surfaces multiple times per day.
3. Check rooms for soap, paper towels, and sanitizer
4. Empty all trash and sanitize trash receptacle
5. Vacuum if classrooms have carpet with vacuums equipped with HEPA filters
6. Sweep and mop hard surface floors with approved cleaners
7. High touch surfaces in bathrooms will be disinfected frequently during the day (sinks, soap dispensers, towel dispensers, door knobs, hand rails, and bathroom fixtures)
8. Wipe down and sanitize countertops and all flat surfaces

## **CLASSROOM DISINFECTING PLAN:**

Remove, file, or store as many items laying on all flat surfaces to help speed up the sanitizing procedures. Daily sanitize surfaces and objects that are touched often, such as desks, countertops, chairs, tables, handrails, doorknobs, light switches, computer keyboards, hands-on learning items, faucet handles, phones, and toys.

### **Staff:**

1. Remove, file, or store as many items laying on all flat surfaces to help speed up the sanitizing procedure
2. Wipe down and sanitize countertops and desk throughout the day
3. Clean and sanitize sinks and wipe down faucets and knobs throughout the day
4. Wipe down and sanitize door knobs, pencils sharpeners, and towel dispensers throughout the day

## **COMMON SPACE DISINFECTING PLAN**

### **Main Office:**

1. Remove, file, or store as many items laying on all flat surfaces to help speed up the sanitizing procedure
2. Wipe down and sanitize countertops and desk throughout the day
3. Clean and sanitize sinks and wipe down faucets and knobs throughout the day
4. Wipe down and sanitize common door knobs, cabinet knobs, pencil sharpeners, phones, towel dispensers, copy machines, printers, mail boxes, etc. throughout the day
5. In lounge areas, at the end of the day, put away all dishes and utensils, coffee pots, coffee mate products, etc. to protect from disinfectant sprays
6. Teacher work rooms should be cleaned and sanitized in the same manner.

**Restrooms:**

1. Staff should wash their hands after every use.
2. Custodial staff will clean and sanitize all office restrooms at the end of the day.
3. All restrooms shall be sanitized routinely throughout the day by the custodial staff. At the end of the day, custodial staff shall clean and sanitize all restrooms.

**Locker Rooms:**

1. Locker rooms shall be mist sprayed after every use. To be determined who will be responsible.
2. Athletes will not be allowed to leave personal items in the lockers overnight. If personal items are left and the room is sprayed with disinfectant, the items should be bagged in a plastic bag and cleaned/washed before re-use.

**OUTDOOR CLEANING AND DISINFECTING PLAN**

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

## **TRAINING PROVIDED TO STAFF ON CLEANING AND SANITATION:**

All MCSD staff will receive the necessary training required by OSHA to clean and disinfect. See below:

1. Know the difference between cleaning, disinfecting, and sanitizing
  - a. **Cleaning:** Removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.
  - b. **Disinfecting:** Kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.
  - c. **Sanitizing:** Lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.
2. Clean and disinfect surfaces and objects that are touched often

Follow your school's standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, chairs, tables, handrails, doorknobs, light switches, computer keyboards, hands-on learning items, faucet handles, phones, and toys. Some schools may also require daily disinfecting of these items. Standard procedures often call for disinfecting specific areas of the school, like bathrooms. Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

3. Simply do routine cleaning and disinfecting

It is important to match your cleaning and disinfecting activities to the types of germs you want to remove or kill. Most studies have shown that the flu virus can live and potentially infect a person for up to 48 hours after being deposited on a surface. However, it is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu. Also, if students and staff are dismissed because the school cannot function normally (e.g., high absenteeism during a flu outbreak), it is



not necessary to do extra cleaning and disinfecting. Flu viruses are relatively fragile, so standard cleaning and disinfecting practices are sufficient to remove or kill them. Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

#### 4. Clean and disinfect correctly

Surfaces should be cleaned using soap and water and then a disinfectant if necessary. Cleaning with soap and water reduces number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces. This may require separate EPA approved products. Read the label to make sure it states that EPA has approved the product for effectiveness against influenza A virus.

Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting.

#### **How to clean and disinfect**

- Wear disposable gloves to clean and disinfect. Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
- Clean surfaces using soap and water, then use disinfectant if necessary. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend keeping surface wet for a period of time (see product label).
- Practice routine cleaning of frequently touched surfaces.
- More frequent cleaning and disinfection may be required based on level of use.
- Surfaces and objects in common areas, such as copiers and point of sale keypads should be cleaned and disinfected before each use.
- High touch surfaces include: tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

#### 5. Use products safely

Pay close attention to hazard warnings and directions on product labels. Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

Ensure that custodial staff, teachers, and others who use cleaners and disinfectants read and understand all instruction labels and understand safe and appropriate use. This might require that instructional materials and training be provided in other languages.

#### 6. Handle waste properly

Follow your school's standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

# Transportation & Food Services



The 2020-2021 school year will require significant changes to keep students and teachers safe. This starts in the morning and ends in the afternoon when students ride the bus to and from school. Per the guidelines released by the South Carolina Department of Education, ridership will be a maximum of 50% of standard capacity; buses will be loaded back to front; roof vents and windows will be opened to maximize ventilation; students and drivers will be expected to wear masks.

Families who are able to provide transportation for their students are encouraged to do so.

As such, the District will need to gather an accurate count of those students who need transportation to and/or from school each day to create bus routes to meet this guideline. On May 6, 2020 the South Carolina Department of Education recommended 17% of bus capacity. However, on June 22, 2020 they revised their recommendation to 46% of capacity but no more than ½ capacity. 46% capacity means:

- 18 on a 35-passenger bus (EC)
- 30 on a 65-passenger bus
- 30 on a 66-passenger bus
- 33 on a 72-passenger bus
- 36 on a 78-passenger bus

## **Bus Cleaning and Disinfection Protocols**

- Each bus shall be totally cleaned then disinfected using electrostatic handheld sprayer and EPA-approved disinfectant (e.g., BioTab7 disinfectant) twice per day – after completion of morning and afternoon routes.
- Drivers must clean their bus after each route when double routes are required. If a sprayer is unavailable, the disinfectant may be applied manually to seats, seat belts, portions of windows that students may touch, handrails, and driver seat
- Cleaning protocols require drivers to wipe down with disinfectant frequently-touched surfaces, including those in the entrance touched by passengers, such as handrails and seat tops as well as those surfaces touched by the driver (steering wheel, door opening device, etc.)

- Disinfectants must be EPA-approved for use against the virus that causes COVID-19, diluted bleach solution, or alcohol solution with at least 70% alcohol. Drivers will follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, contact time, and personal protective equipment).
- The district will ensure that the Transportation Department has adequate supplies to support frequent cleaning and disinfection practices.

## **Ventilation**

Scientific evidence supports increasing ventilation on buses as a means for reducing the spread.

- To the extent possible windows will be opened/cracked.
- Increase air exchange on the bus and the input of outside air via available mechanisms, including opening the roof vents and some windows as weather allows.
- For buses with air conditioning, increasing circulation of outside air should still be performed to the extent possible, since the air conditioning on these buses only recirculates interior air.
- Frequent openings of the door at stops will also increase air exchange.

MCSD Food Services employees will continue to prepare food in our school kitchens following very strict food safety and sanitation procedures as required by the USDA, OSHA and SC DHEC. Some things that will look different this year:

- Elementary and Middle Schools will receive their meals in the classroom, to support the family model.
- High Schools will have additional lunch periods so that students can be spaced
- To eat in the cafeteria. Breakfast will be served in the cafeteria. Meals will be served a la carte and will be placed in containers with lids.
- Take home meals will be available for the days that students are not present in school.

# Communications



**Design Team:** Deborah Wimberly – Public Relations & Special Projects  
 Mark Bunch – Principal, Marion Intermediate School  
 Kevin Owens – Technology Director  
 Amanda Hardy – Technology Technician

<b>Audience/ Communique Type</b>	<b>Parents</b>	<b>Students</b>	<b>Media</b>	<b>Community</b>	<b>Staff</b>	<b>Neighboring Districts</b>
<b>Email</b>	X	High School	X		X	Develop Distribution list of PIOs
<b>Robo Calls</b>	X	X			X	
<b>News Sources (TV, Radio (WJAY), Paper)</b>	X	X		X	X	X
<b>Social Media (Facebook, Instagram, Twitter)</b>	X	X	X	X	X	X
<b>Websites (School &amp; District)</b>	X	X	X	X	X	X
<b>Digital News Letters</b>	X	High School	X		X	Distribution List of PIOs
<b>Marquis (City and free standing)</b>	X	X		X	X	

- The district website has redesigned the COVID-19 information page to now be the Safe Start Reopening information page. All information will go on that one site. Social media and other communication strategies (as outlined in the chart) will point to that page as it is updated.
- School websites will also be set up with a landing page of information specific to that school for parents to go to for information.
- School and district social media coordinators will share pages of information so parents are alerted in multiple channels

# General Logistics/Reminders



## **Social Distancing**

All schools are taking actions to ensure all campus spaces and buildings support health and safety. These actions include signage and floor markings to remind students of social-distancing practices, changes to foot-traffic flow through buildings and on campus pathways, furniture placement in classrooms and much more.

Before and after school, we ask students to avoid congregating on campus. Employees will direct students to clear the hallways and parking lots and leave campus to encourage social distancing.

## **Visitors**

Only essential visitors will be allowed on school campuses to protect the health and safety of our community by minimizing the number of people on sites.

All efforts will be made to keep necessary visitors to a minimum, including the use of virtual or telephone meetings with families and guests. If it is essential to have family members or visitors enter the facility, they must go through the same health screening process as students and employees. All visitors are required to follow guidelines in the Cloth Face Covering section of this document. Any meetings with a family member or visitor must follow social-distancing guidelines.

## **Water Fountains**

In response to COVID-19, students will be prohibited from drinking directly from water fountains. Water fountains will be unplugged to prevent them from being used. Students are allowed to have water bottles.

## **Facility Rentals**

Marion County School District will not rent any facilities until further notice.

## **Field Trips**

Field trips will not be permitted until further notice.

## **Athletics and Extra Curricular Activities**

- Virtual Academy students will be able to participate in after-school extracurricular activities offered at their home school.
- Return to play will be governed by the South Carolina High School League
- Students must meet all eligibility requirements for any sport or activity.
- Transportation will not be provided to virtual academy students.
- No equipment can be shared.
- Every other stall will be used in athletic restrooms.
- All coaches and athletes will be screened daily prior to participation.



## APPENDIX

(Links to Resources)

[AccelerateEd Task Force Guidance and Recommendations](#)

[School Re-entry Considerations](#)

[CASEL's guides for School and District-wide SEL](#)

[School Counseling During COVID 19](#)

[MCSD Safe Start Reopening plan](#)