STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

AccelerateED Task Force

Summer Learning & Operations Recommendations

May 26, 2020

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Task Force Members

1. Dr. Kathy Coleman, Chairman – Director, Clemson University Sandhill Research and Education Center; Chairman, Saluda County School Board
2. Tonya Addison – District Administrator, Florence County School District Four
3. Missy Campbell – Chief Financial Officer, Spartanburg School District Seven
4. Sherry East – President, South Carolina Education Association
5. Dr. Sherry Eppelsheimer – Principal, Wando High School
6. Dr. Latoya Dixon – Director of Elementary Programs and Gifted Education, York School District One
7. Dr. Harrison Goodwin – Superintendent, Chesterfield County School District
8. Chanda Jefferson – 2020 South Carolina Teacher of the Year
9. Patrick Kelly – Coordinator of Professional Learning, Richland School District Two; Teacher, Blythewood High School; Palmetto State Teachers Association Representative
10. Dr. Brian Newsome – Principal, Gray Collegiate Academy; Member, S.C. Education Oversight Committee
11. Chuck Saylors – Vice President, M.B. Kahn Construction Company; Board Member, Greenville County School Board
12. Dr. Scott Turner – Deputy Superintendent, Greenville County Schools; Member, S.C. Education Oversight Committee
13. Alan Walters – Executive Director, Safety and Risk Management, Georgetown County School District; Member, State Board of Education

Introduction

This spring, students across South Carolina have experienced an unprecedented disruption to learning and daily life. Over the past two months, educators, parents, guardians, and caregivers across the state have partnered together to develop and deploy an incredible array of resources to meet the academic, social, and emotional needs of our students. While school buildings may have closed across our state, the collective efforts, around our state, have allowed schooling to continue in the face of an unprecedented pandemic.

While the efforts of our educators and parents have mitigated the negative impact of school closures for students, it is undeniable that things have been lost - from learning, to moments, to the daily relationships and interactions that give so many students in South Carolina a sense of safety. Students have experienced varying degrees of loss based on factors like unique learning needs, socioeconomic status, and access to broadband technology.

In response, State Superintendent of Education Molly Spearman convened AccelerateED, a task force composed of educators and administrators representing all aspects of the K–12 public education system. In the task force's first meeting on April 30, 2020, Superintendent Spearman charged the members with studying barriers to school operations and student learning during the COVID-19 pandemic and providing recommendations on how schools and districts can best meet the needs of struggling learners in the summer and restart the state's public education system in the fall. AccelerateED is made up of three subcommittees: Building and Student Services, Instruction, and Operations.

The recommendations contained in this document address summer learning and operations. In order to draft these recommendations, AccelerateED met four times in full from April 30 to May 21, 2020. Each subcommittee met at least four times and included not only its core AccelerateED members but also additional advisory members and South Carolina Department of Education (SCDE) staff who helped guide the recommendations from their respective areas of experience and expertise.

Funding for summer programming will be supported by annual Read to Succeed state reading camp funds, Coronavirus Relief Funds authorized by the Coronavirus Aid, Relief, and Economic Security (CARES) Act, and Elementary and Secondary Schools Emergency Relief funds, authorized by the Education Stabilization fund under the CARES Act. A breakdown of CARES Act funding streams that relate to K–12 education can be found in Appendix A.

These recommendations are made based upon the best information presently available, but represent a snapshot in time; therefore, they may need to be reconsidered, revised, or altered at a future date to conform to the latest guidance. AccelerateED realizes that many of the recommendations for summer contained in this document will also apply to the reopening of schools in the fall for the 2020–21 academic year.

Building and Student Services Subcommittee

Subcommittee Members:
Alan Walters, Chairman
Harrison Goodwin
Chanda Jefferson
Chuck Saylors

Advisory Group Members:
Sabra Denny – Special Education Teacher, Lexington School District One
Abbey Duggins – Curriculum Director, Saluda County School District
Anna Duvall – School Based Counselor, Lexington School District One
Margaret Merriwhether – Director of School Based Mental Health, SCDMH
Scott Powell – Architect, Craig Gauldin Davis Architecture
Angie Slatton – Director of Special Education, Lexington/Richland School District Five
Sharon Worley – District Based Supervisor, Aiken County School District

Reopening
The main challenge in reopening schools is having students, parents, and staff feel that it is safe to do so. We strongly encourage districts and schools who do not have one in place to immediately create a reopening team made up of administrators, staff, parents, and students (where age-appropriate). The team should review what processes and procedures will be needed to address concerns created by the pandemic, and what resources and professional development will be needed to implement them during summer operations and for the future opening of operations for the new school year. An example would be a protocol for who, when, and where masks and other personal protective equipment (PPE) are to be utilized. Considerations for summer programs could include a restricted visitor policy, which classrooms would work best for social distancing, and utilizing outdoor spaces when possible. Special consideration should be given to activities not held in traditional classrooms such as band, chorus, art, JROTC and Career and Technical Education (CTE) classes. There should be a communications plan that not only informs stakeholders, but also allows feedback from them. Communications should be shared in a language that can be understood by all parents. This would apply to summer programs as well as the upcoming school year.

School Nurses
A nurse in every school during summer programs. This will require additional funding for those who have nurses to fund additional days, and for those who do not have one to bring in a temporary or substitute nurse. This recommendation will probably apply to the new school year, but it should be noted that we are not advocating for permanent hiring as that would require recurring funding not covered by the CARES Act or other current funding sources.

Health Safety Infrastructure Grants
Many school buildings will need physical enhancements in order to improve health safety. Some of these could include installing plexiglass in front offices to separate staff and visitors; dividers in nurses' areas to create isolation areas; permanently mounted hand sanitizer stations; HVAC filtering systems; and creating spaces for telehealth evaluations.

Cleaning
Develop cleaning protocols based on the latest Department of Health and Environmental Control (DHEC) guidance and determine if it can be handled by staff or should be a contracted service. Superintendent Spearman has requested $14 million that would go to districts to offset the costs of custodian training and cleaning.

PPE
Take advantage of the state's buying power to get the best possible pricing and quantities of PPE. The AccelerateSC task force has recommended $16.7 million for a state PPE stockpile. Superintendent Spearman has requested $159,000 for masks to be distributed statewide. It should be noted that cloth face coverings are not PPE, as they are intended to protect others from the wearer, but any protection to the wearer is highly variable. The use of masks and other PPE should be determined by school and/or district policy utilizing the latest guidance from DHEC and/or Center for Disease Control and Prevention (CDC). The latest DHEC guidance can be found in Appendix B.

Mental Health Crisis Response Team and Triage Protocol
In addition to the reopening school team, schools and districts should consider establishing a mental health crisis response team focused on student and staff mental health and wellness. The team could include, but not be limited to: a school counselor, special education staff, outside agency therapist, a teacher, school nurse, and administrator trained in trauma awareness. The team would develop a referral system for students and provide resources for staff self-care in efforts to provide ongoing support after COVID-19. A district liaison could be appointed to communicate directly with the SCDE to gather and access newly available resources for student and staff mental health and wellness support. A triage protocol is needed to assist in identifying individuals (staff and students) requiring interventions at various levels (beyond the initial corporate "check-in"). Those identified needing additional support will process through the protocol for referral to the crisis response team or student support services personnel (e.g. nurses, school counselors, school-based mental health counselors, social workers, school psychologists, referrals to community-based mental health services.)

Social-emotional check-in/Social-emotional learning (SEL) Plan
School staff should have social-emotional support and processing prior to students' return. Students should have access to SEL in a school-wide program/plan embedded inside classrooms. All school staff and all students need an initial "check-in" to process the trauma of COVID-19 and school closures. There are free resources available from a number of sources, which can be vetted and posted by the SCDE.

Special Education
An assessment will be needed to determine if services can be provided in compliance with social distancing guidelines and if there are appropriate alternative services available. Once the impact of the closure has been assessed for all students and what educational recovery services are needed, Individual Education Plan (IEP) teams will need to determine how the recovery services will be provided for students with disabilities. This may include decisions as to how services will be provided to students with disabilities who are also medically fragile or who may not be able to

have services provided due to social distancing requirements. Districts may need to make determinations that compensatory services are needed in situations where a district did not provide any special education or related services to students with disabilities during the school closure.

Safety Protocols
If possible, districts should develop safety protocols to allow potential English learners to be identified using the Every Student Succeeds Act (ESSA)-approved screening tools. Districts should also try to screen students who were provisionally identified during the spring school closure.

Athletics
The South Carolina High School League (SCHSL) envisions a three-phased approach to begin in conjunction with the restarting of group academic activities in districts and/or schools. These guidelines include the use of facemasks, social distancing, facility and equipment cleaning protocols, as well as other considerations. (See Appendix C for full guidelines recommended by the SCHSL).

Instructional Subcommittee

Subcommittee Members:
Patrick Kelly, Chairman
Tonya Addison
Latoya Dixon
Sherry East

Advisory Group Members:
Lee D'Andrea – Education Oversight Committee Staff, E-Learning
Abbey Duggins – Director of Curriculum, Saluda County School District
Anna Hall – Early Childhood Curriculum, College of Education, Clemson University
Hollie Harrell – Director, Anderson 1 & 2 Career and Technology Center
Tommy Hodges – Associate Dean for Academic Affairs, College of Education, University of South Carolina
Rainey Knight – S.C. Education Oversight Committee
Sandy Linder – Early Childhood Curriculum, College of Education, Clemson University
Richard O'Malley – Superintendent, Florence School District One

As our state moves into the 2020–21 school year, it is imperative that we use the summer to both address the challenges created by this moment of crisis and prepare the steps necessary to move forward. In effect, our state must take the steps to ***LIFT*** our students in order to effectively address student-learning needs. To meet that goal, our subcommittee recommendations for summer 2020 fall into four areas:

- **L**earning,
- **I**dentification,
- **F**ormulation, and
- **T**ransition.

Please note that these recommendations are not presented in a recommended sequential order for implementation and instead are simply structured in this format for ease of use. These recommendations are also not an exclusive set of possible summer activities. Districts are encouraged to consider other possible activities based on local need, circumstances, and available funding.

Learning
During the summer of 2020, our state must make wise investments to promote student learning in ways that are developmentally appropriate and targeted to meet the unique needs of different learners. Districts should consider one or more of the following as it relates to summer programming:

1. Districts should continue existing Reading Camps for 3rd graders and summer school programs for middle and high school students.

2. Summer programs should be offered in a format that best meets the needs of students and aligns with the capabilities of the district (virtual, blended, paper/pencil, reading challenges/at-home summer reading programs, face-to-face if permitted and possible).

While the digital format could be effective for middle or high school, districts should make every effort to avoid the use of distance learning or resource packets for summer programs (Reading Camp and other), especially for elementary students. This may necessitate shifting the dates for summer programs until later in the summer in order to increase opportunities to conduct summer learning in face-to-face settings if permitted and appropriate based on current health guidance (DHEC and CDC) and staff availability. Districts may also want to consider reserving summer recovery monies for remediation efforts in the fall if the district determines it will be unable to deliver meaningful instruction and remediation in the summer due to health conditions or staffing availability.

3. Districts could use recovery funding to hire tutors for students involved in summer learning programs. Districts opting for this activity should develop appropriate qualifications, training, and guidance for tutors. Potential groups to consider for tutor recruitment could include pre-service teachers in collegiate programs and members of local organizations focused on adult literacy promotion. South Carolina Institutions of Higher Education (IHEs) with teacher preparation programs should consider offering to assist districts in recruiting pre-service teachers for employment as tutors, especially in areas not in close proximity to an IHE.

4. Districts could also consider using available recovery and summer reading funding to purchase books for students as part of an at-home summer reading program and challenge. If districts pursue this option, they should consider a menu of age-appropriate material, a blend of physical and digital text, and ensuring accessibility for all students.

5. Districts are strongly encouraged to explore all available options (extended school year, one-to-one tutoring, etc.) to meet the needs of specific student subgroups, including- but not limited to- English learners and special education.

6. Districts should prioritize their focus for summer learning on early learners in the areas of literacy and math. Consider using available recovery funding to expand Reading Camps to include students in grades K–2 using similar procedures to what districts used to identify 3rd grade students for reading camp and based on availability of staff and funding. Consideration for use of summer recovery funding could also be targeted for math instruction in grades K–3.

7. Districts could use funding to provide services to address the social and emotional needs of students. Consider using available recovery funding to provide support services for students to include, but not limited to, mental health counseling, tele-counseling, and one-to-one in-person counseling.

8. Districts could use recovery funding to staff opportunities for high school students and adult education students in CTE programs to work in one-on-one or small group in-person settings to complete certification requirements that could not be met during the eLearning period.

9. For any summer activities, districts should use available recovery funding to supplement existing summer academic programs rather than supplanting funding already allocated for those purposes.

In support of district efforts to provide summer learning opportunities, the SCDE should consider the following:

10. The SCDE should develop and deploy English language arts (ELA), math, and social-emotional learning resources for home that are easily accessible for students and parents to supplement already established district resources. This could include, but is not limited to, the creation of instructional support videos, a single learning management system for summer resources or play-based learning kits for early learners, developmentally appropriate instructional choice boards, and summer learning packets. These resources should be accompanied by guides to provide parents and caregivers insights on how to best utilize resources. Resources should be made available in multiple languages in order to ensure their accessibility for all families.

11. The SCDE should develop and deploy a public relations summer reading campaign to promote literacy for all students and families. This could include, but is not limited to, public service announcements, use of social media, and partnership with public libraries and local media to encourage student reading for enjoyment over the summer.

Identification
In an effort to diagnose student-learning loss to the greatest extent possible prior to the 2020–21 school year, districts should consider the following when identifying students that are in greatest need of remediation and support during the summer and at the start of the new school year:

1. Utilize existing teacher feedback and recommendations as a starting place for diagnosing student needs, particularly existing documentation indicating lack of student engagement during the period of school closure. Districts should also use existing data sources such as Literacy Assessment Portfolios, benchmark performance measures, or other means of formative assessment given to students prior to school closure.

2. Once districts have identified students likely to have experienced the most significant learning loss during the period of school closure, districts should find ways to use available recovery funding to assess student academic levels. If allowable under health guidance, this could be best achieved in July through individual or small group in-person settings using existing diagnostic tools.

3. Given limited time and resources, districts should give highest priority for seeking to diagnose student needs for individuals in these subgroups:
    a. K–3;
    b. Transition grades- 5th to 6th and 8th to 9th;
    c. English learners;
    d. Migrant or homeless students; and

e. Students with IEPs or those recommended for evaluation for eligibility for services under the Individuals with Disabilities Education Act (IDEA).

Formulation
Regardless of the health situation in August, the start of the 2020–21 school year will be unlike the traditional return to school from summer. As a result, districts should use time during the summer to formulate the plans necessary to address the unique challenges and needs for the return to school this year.

1. Approximately 150,000 student households in South Carolina lack broadband access, and 160,000 students lack access to a computing device. As a result, the SCDE and state leaders should place high priority on using recovery funding to close this digital divide prior to the start of the 2020–21 school year. This includes increasing access to broadband devices (for students and teachers), and ensuring that each district has an available Learning Management System (LMS).

2. The SCDE, in collaboration with districts, should prioritize developing professional learning opportunities in the areas of distance learning and instruction and the implementation of a multi-tiered system of support for students including learning in areas of social-emotional learning needs and trauma-informed practices.

3. In the event of school closures due to COVID-19 during the 2020–21 school year, it is recommended for each district to develop a distance learning plan to have in place by the start of the 2020–21 school year. This plan should include, at minimum:
    a. Distance learning procedures, "schedules," and expectations for each grade-level (elementary, middle, and high) aligned to SCDE guidelines for recommended number of daily hours for distance learning;
    b. A communications plan for sharing distance learning plans and procedures with students, parents, and the community at the start of the school year;
    c. Methods to track student engagement

In support of providing districts with flexibility for their efforts to formulate plans for distance learning, the SCDE should consider the following:

1. Review and consider waiving defined minimum program language in state statute as a mechanism to ensure reasonable instructional time during distance learning that is developmentally appropriate for all grade levels.

2. Review and consider waiving attendance intervention requirements as traditional methods of capturing attendance would not be used during distance learning.

3. Review and consider waiving seat time requirements for high school credit courses to allow for flexibility of districts who are able to provide students with demonstration of mastery opportunities and document such.

Transition
Our state must take steps to ensure that once students return to school, they are able to transition back to a school-based learning environment and experience academic success during the 2020–21 school year. As a result, the following recommendations should be considered by the SCDE and state policy makers to help districts, schools, and educators facilitate that transition for students. The SCDE should consider the following:

1. **Development of Learning Progressions**- The SCDE should develop a framework of learning progressions to inform the work of educators during the 2020–21 school year. These progressions should identify the core, essential skills, practices, and processes that a student should master to achieve proficiency related to state standards.

2. **Development of Essential Readiness Standards**- The SCDE should consider prioritizing the standards and indicators at each grade level, and for each subject, and content area. This will allow teachers to target instruction based on the most important standards and indicators and adjust the curriculum and instructional requirements accordingly.

3. **Waiver from Testing Requirements**- Time is one of the most valuable resources we can provide for students in the coming year to promote learning. As a result, SCDE should seek a waiver from all accountability-related testing requirements (federal and state) for the 2020–21 school year for the purpose of making more time available for learning to help remedy and recover lost time and learning during spring 2020.

4. **Expansion of VirtualSC Offerings**- The SCDE should work to develop increased online learning opportunities and resources for elementary and middle school students in the event that parents opt to keep students home beyond the date of a return of "normal" school operations. In this event, the burden should not fall on a classroom teacher to simultaneously create and implement traditional and eLearning instruction for students in the same class.

Operations Subcommittee

Subcommittee Members:
Scott Turner, Chairman
Missy Campbell
Sherry Eppleshiemer
Brain Newsome

Advisory Group Members:
Robin Bright – Principal, Ballentine Elementary School
Matt Ferguson – Executive Director, S.C. Education Oversight Committee
Mychal Frost – Director of Communications, York School District 3
Wanda Knight – President, South Carolina Health and Nutrition Association
Tony Thomas – Director of Transportation, Darlington County School District
Dana Yow – Deputy Director, S.C. Education Oversight Committee

Finance Recommendations

- To allow districts to best prepare for summer operations, we recommend the SCDE provide districts an estimated per-pupil allocation.
- Without a per-pupil student allocation estimate, school districts' ability to appropriately plan for summer instruction is significantly reduced.
- The SCDE should provide a per-pupil reimbursement allocation of up to $2,500 per student for summer camp up to the number of students requested by the district. For budgeting, the reimbursable allocation should cover all operating costs to include but not be limited to transportation, custodial, salaries and benfits, and instructional supplies.
- The SCDE should allow districts flexibility to purchase all items necessary to provide summer camps, within the bounds of district and state procurement regulations.

Human Resources (Personnel) Recommendations

- Summer camp staff should include, but is not limited to, the following:
    - Teacher(s) to support a teacher: student ratio of 12–16:1, to the extent possible;
    - Instructional aide(s), one per classroom, to reduce the ratio of students to adults;
    - Nurse per site;
    - Custodian(s);
    - School Counselor;
    - Bus Driver(s); and
    - Administrator.
- Employee Application packets for summer camp staff should include COVID-19 Screening Check questions; employees should be put on notice that the expectation is that if their status changes, the employee must notify the summer camp administrator and should not report to work if sick or exposed.
- Professional Development day(s) should be built into the schedule and provided to staff to allow for training in safety protocols (social distancing, food service, etc), instructional programs, and summer camp planning. Professional Development regarding SEL once students return.
- Safety protocols to be introduced

- To foster greater trust in the school community, provide information to staff about cleaning and sanitizing processes.

Food Service Recommendations

- To the extent possible, meals should be consumed in classrooms. If cafeterias allow proper social distancing, schools may utilize them rather than eating in classrooms.
- Proper food safety measures if classrooms are used for meal service.

Transportation Recommendations

- Bus capacities are based on guidance from the DHEC.
- Occupancy limits should be placed on school buses used for student transportation. The occupancy limit should be uniform across school bus types and as determined by the SCDE and the DHEC.
- Cleaning and operational procedures for school buses should be adjusted based on the recommendations of the DHEC and be uniform across districts.

School Site Recommendations

- Post signage at entrances and in all share guidance and expectation in materials sent to students and staff related to entering the building.
    - Ensure communication with staff and students is regularly shared regarding the expectation of self-assessment for both staff and students using screening questions to determine if the employee or student should attend school each day.
- Possible Screening questions:
    1. In the past 15 days have you knowingly been directly exposed or been around anyone who has been exposed to Coronavirus known as COVID-19?
    2. In the past 15 days have you or anyone in your household exhibited any symptoms such as: cough, shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat, or new loss of taste or smell. (See Appendix A)
    3. In the past 15 days, has anyone in your household been subject to quarantine by an employer or any other entity?
- Access Control Measures to include: designated entrances and exits, directional signage for one-way traffic, and isolation rooms.
- Safety: PPE provided for staff and students when social distancing measures are not possible, reduce activities involving sharing of resources, health and safety expectations for staff (i.e. if you're sick, don't come to work), use classrooms to the extent possible that are equipped with sinks for washing hands frequently.
- Consider leaving doors to classes open when feasible to reduce touching and need for cleaning.
- Media Center Use: Leave doors open for easy access. Books touched by students and not checked out should be placed on a designated table for 48 hours before being returned to shelves.
- Recess: Challenges exist regarding social distance; if normal recess is allowed, guidance is to immediately wash hands upon re-entry to buildings. If any equipment is used it should be disinfected.
- Allow flexibility for schools/districts.

- No visitors: If parents must enter past the capture area for things such as conferences they should be screened.
- Limit or eliminate field trips when social distancing is not practical.
- Student registration packets should include COVID-19 screening questions for parents to answer.
    - Parents should be placed on notice that they must update the summer camp administrator if the answer to any of these questions change during summer camp enrollment in the and must not send their child to summer camp if:
        1. they experience symptoms such as: cough, shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat, or new loss of taste or smell (See Appendix A);
        2. been directly exposed to or been around anyone directly exposed to COVID-19; or
        3. if anyone in the household has been subject to quarantine by an employer or any other entity.

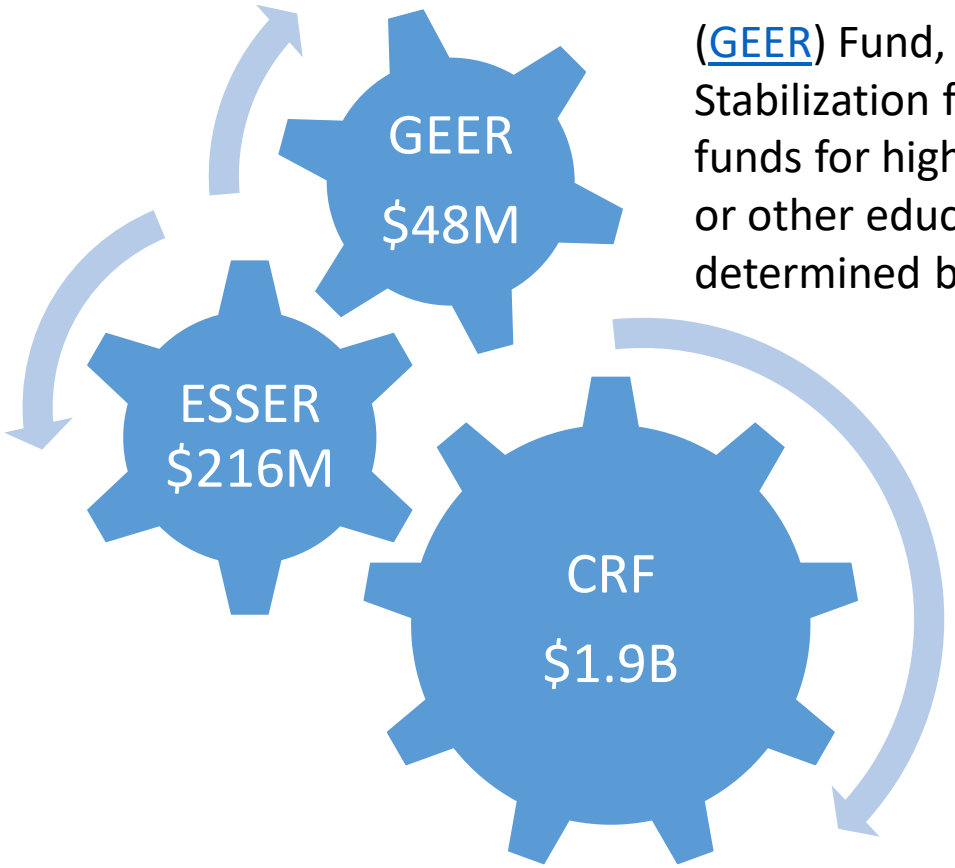
Cleaning and Sanitizing Recommendations

- Disinfecting of high touch surfaces, including, but not limited to, door handles, desks, chairs, faucet knobs, and water fountains, daily.
- Use appropriate chemicals and allow for appropriate effectiveness timing per product label before re-occupying the space (i.e. different products have different "kill times" for them to have maximum effectiveness in sanitizing a surface).

Appendix A – Coronavirus Aid, Relief, and Economic Security (CARES) Act Funding for South Carolina

Coronavirus Aid, Relief, and Economic Security Act (CARES) Funding for SOUTH CAROLINA

Governor's Education Emergency Relief (GEER) Fund, authorized by the Education Stabilization fund under the CARES Act, with funds for higher education, school districts, or other education-related entities as determined by the Governor



Elementary and Secondary Schools Emergency Relief (ESSER) funds, authorized by the Education Stabilization fund under the CARES Act, given to SCDE, with 90% flow through to school districts in the form of subgrants spent on 12 allowable areas

Coronavirus Relief Fund (CRF), allocated to Governors, authorized under the CARES Act, with funds to be used to pay for expenses incurred due to or related to the COVID-19 pandemic

Appendix B – DHEC COVID-19 Interim Guidance for School Operations
Building and Student Services Subcommittee

COVID-19 Interim Guidance for School Operations

Screening

- Screening testing of all incoming students and staff is not recommended because the tests available at this time cannot provide assurance that someone will not become sick after the test is performed.
    - The best available test, called a PCR, is a snapshot in time that only tells whether the individual is infected at that exact time. Antibody tests currently available have variable accuracy and positive results cannot guarantee protection from becoming infected again.
    - DHEC does recommend that individuals with even mild symptoms consistent with COVID-19 be tested for the disease.
- Educate students and their parents on the symptoms of COVID-19 and the importance of the student staying home if they have any of the symptoms or if anyone in the household tests positive for the disease.
    - Require sick students and staff to stay home as per the School and Child Care Exclusion List. Establish procedures for those who are sick at school to be sent home as soon as possible and kept separate from others until they can leave.
- Place signs such as this one on the exterior of entrances to the building to ask individuals entering to not enter if they have symptoms of COVID-19.
- Perform daily morning screenings by asking students if they have any symptoms of COVID-19. This could be done on an individual basis by asking each student as they enter their first classroom or on a group basis via morning announcements reminding students that they should alert their teacher if they feel sick.
    - Routine temperature screening of all persons entering the school is not recommended, except for in classrooms or schools dedicated to medically fragile students.
    - There is currently no method to screen daily for asymptomatic infected people, so proper social distancing must be performed.

Social Distancing Practices

- To the extent possible, maintain at least six feet of distance between each person.
    - If desks are used, increase the space between them**.** Rearrange them to maximize the space between students. Make desks face in the same direction (rather than facing each other).
- Stagger arrival and dismissal times.
- Avoid students congregating in common areas. For example, have students eat meals in their classrooms rather than mixing in the cafeteria or other common area.
    - If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes.
    - Restrict hallway use through staggered release of classes.
- Limit people present to only students and essential faculty and staff.
- Avoid assemblies or other congregate events.

- Encourage frequent handwashing with soap and water for at least 20 seconds. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
    - Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer).
    - Put up posters in key locations (e.g., bathrooms) encouraging hand hygiene.
- Strongly encourage faculty and staff to wear masks or cloth face coverings as much as possible. Consideration may be given to recommending them for students. Cloth face coverings should not be used on children under two years old, anyone who has trouble breathing, or anyone unable to remove the face covering without assistance. The CDC has a pattern and a video available demonstrating how to make a cloth one.

Cleaning and Disinfection

- Routinely clean and disinfect surfaces and objects that are frequently touched (e.g., doorknobs, light switches, classroom sink handles, countertops). Using an appropriate disinfectant, wipe down items (e.g., desks, chairs) and equipment before each use.
    - Clean with soap and water or a cleaner typically used. Use all cleaning products according to the directions on the label.
    - After cleaning, disinfect with a product that is EPA-approved for use against the virus that causes COVID-19 (a list of these is available here) or with diluted bleach solution (5 tablespoons, or 1/3 cup, bleach per gallon of water or 4 teaspoons bleach per quart of water).
- For electronics such as tablets, touch screens, keyboards, and remote controls, remove visible contamination if present.
    - Consider use of wipeable covers for electronics.
    - Follow the manufacturer's instructions for all cleaning and disinfection products.
    - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
- Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time).
- Ensure adequate supplies to support frequent cleaning and disinfection practices.
- The CDC provides additional information on Cleaning and Disinfecting a Facility, including guidance on appropriate personal protective equipment to wear while cleaning and disinfecting.
- Increase the ventilation (air exchange) rate and the percent outdoor air in ventilation.

References

- DHEC COVID-19 webpage: scdhec.gov/covid19
- CDC COVID-19 webpage: cdc.gov/covid19

This is consistent with guidance available as of May 18, 2020 and may be updated as new information on this novel virus and evolving situation become available.

Appendix C – Guidelines for School Sponsored Team Sports Return to Practice/Play
Building and Student Services Subcommittee

Guidelines for School Sponsored Team Sports Return to Practice/Play

Based on available scientific evidence, it is necessary and appropriate to take action to ensure that COVID-19 remains controlled and that residents and visitors in South Carolina remain safe. The following guidelines do not guarantee that the transmission of the COVID-19 will not occur with those participating in workouts. There is a still a risk of transmission and contracting COVID-19 and other illnesses. Students, Coaches or Staff who feel they do not want to risk contracting COVID-19 should refrain from participation in the voluntary school workouts. With that in mind, the SCHSL taskforce is proposing a three-phased guidelines approach to begin when group academic activities are permitted in the districts and/or schools. These guidelines offer guidance on lifting limitations to school-sponsored team sports through a phased approach for all ages of athletes. Each phase has a set of General guidelines that apply across all individual and team sports with specific guidelines applied based on venue (indoor vs. outdoor) as well as by anticipated person-to-person contact.

Phase I- General Guidelines

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- Maintain minimum physical distancing of six feet between participants at all times. Athletes, Coaches, and Staff should be screened by a health care professional or designated fulltime district/school employee. **Exclude from participation anyone who answers YES to any of the following questions:**
    - Have had a fever of 100.4°F or greater in the last 2 days;
    - Have a cough, difficulty breathing, sore throat, or loss of taste or smell;
    - Had contact with a person known to be infected with COVID-19 within the previous 14 days;
    - Have compromised immune systems and/or have chronic diseases.
- In addition, Athletes, Coaches and Staff
    - Should have temperature checked by a health care professional or designated fulltime district/school employee with a thermometer prior to entry. **Exclude form participation anyone whose temperature is or greater than 100.4°F.**
- Face coverings that completely cover the nose and mouth shall be required for everyone.
    - Athletes
        - Shall wear a face covering when not actively participating in the sports activity.
        - Face coverings or masks should be worn in sports where a face covering is not inhibitory.
        - Face coverings should not be shared, and non-disposable face coverings should be cleaned daily.
    - Coaches and Staff
        - Shall wear a face covering at all times.

- Athletes, Coaches and staff should come dressed for participation.
- Use of locker rooms, and/or offices shall be prohibited.
- Alcohol-based hand sanitizers or adequate handwashing facilities are provided for use by all attendees.
- Weight rooms, restrooms, meeting rooms and other multi-use facilities that include high touch surfaces should be sanitized frequently during each event.

Appendix D – Social Distancing and Sanitation Protocol
Operations Subcommittee

SOCIAL DISTANCING AND SANITATION PROTOCOL

Business Name: sample protocol

Facility Address:

Businesses must implement all mandatory measures listed in A, B, and F below. Businesses shall select applicable measures listed in C, D, and E below and be prepared to explain why any measure that is not implemented is inapplicable to the business.

A. Signage (Mandatory):

- ☑ Signage at each public entrance of the facility to inform all employees and customers that they should: avoid entering the facility if they have a cough or fever; maintain a minimum six-foot distance from one another; and not shake hands or engage in any unnecessary physical contact.
- ☑ Signage posting a copy of the Social Distancing Protocol at each public entrance to the facility.

B. Measures To Protect Employee Health (Mandatory):

- ☑ Everyone who can carry out their work duties from home has been directed to do so.
- ☑ All employees have been told not to come to work if sick.
- ☑ All desks or individual work stations are separated by at least six feet.
- ☑ Break rooms, bathrooms, and other common areas are being disinfected frequently, on the following schedule:
  - ☑ Breakrooms:

    Daily by the site custodial staff
  - ☑ Bathrooms:

    Daily by the site custodial staff
  - ☑ Other: Kitchen & Food Prep Areas : Daily by custodial & nutrition staff

☑ Disinfectant and related supplies are available to all employees at the following location(s):

Custodial supplies located in the custodial supply areas.

Bleach and/or Quat disinfectant are available for use by Nutrition staff in the site kitchen.

☑ Hand sanitizer effective against COVID-19 is available to all employees at the following location(s):

Hand sanitizer is located in all food prep and meal service areas for use by nutrition employees.

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B. Measures To Protect Employee Health (Mandatory) Continued:

- [x] Soap and water are available to all employees at the following location(s):

All food preparation areas, kitchens and restrooms are equipped with soap and water for hand washing.

[Optional] All meal service areas are equipped with mobile hand washing stations.

Staff will be trained on COVID-19 safety precautions, including how to properly use gloves and face coverings.

- [x] Copies of the Protocol have been distributed to all employees.

C. Measures To Prevent Crowds From Gathering (Check all that apply to the facility):

- [ ] Limit the number of customers in the store at any one time to _____ which allows for customers and employees to easily maintain at least six-foot distance from one another at all practicable times.
- [ ] Ensure an employee is at the door to monitor that the maximum number of customers in the facility set forth above is not exceeded.
- [ ] Placing per-person limits on goods that are selling out quickly to reduce crowds and lines.
- [x] Optional – Describe other measures:

Customers (ie - parents/guardians and children picking up meals) are not permitted to enter the building. All meal pick up areas are on the outside of the building. Signage is posted to inform families to stay 6 ft apart while picking up meals. Tape on the ground and/or cones are used delineate where to stand. During drive thru meal services, families are not permitted to get out of the vehicle. Staff are trained on "no contact hand offs" to follow social distancing protocols.

D. Measures To Keep People At Least Six Feet Apart (Check all that apply to the facility):

- [x] Placing signs outside the store reminding people to be at least six feet apart, including when in line.
- [x] Placing tape or other markings at least six feet apart in customer line areas inside the store and on sidewalks at public entrances with signs directing customers to use the markings to maintain distance.
- [x] Separate order areas from delivery areas to prevent customers from gathering.
- [x] All employees have been instructed to maintain at least six feet distance from customers and from each other, except employees may momentarily come closer when necessary to accept payment, deliver goods or services, or as otherwise necessary.
- [x] Optional – Describe other measures:

Social distancing cards are used to educate staff and families to stay 6 ft apart. Food deliveries are made using no contact hand off.

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E. Measures To Prevent Unnecessary Contact (Check all that apply to the facility):

- [x] Preventing people from self-serving any items that are food-related.
  - [x] Lids for cups and food-bar type items are provided by staff; not to customers to grab.
  - [x] Bulk-item food bins are not available for customer self-service use.
- [x] Not permitting customers to bring their own bags, mugs, or other reusable items from home.
- [ ] Providing for contactless payment systems or, if not feasible, sanitizing payment systems regularly. Describe below:

N/A - no payments are collected.

- [x] Optional – Describe other measures (e.g., providing senior-only hours):

Training staff to use no contact hand offs in lieu of handing items to families picking up meals.

F. Measures To Increase Sanitization (Mandatory):

- [ ] Disinfecting wipes that are effective against COVID-19 are available near shopping carts and shipping baskets.
- [x] Employee(s) assigned to disinfect carts and baskets regularly.
- [x] Hand sanitizer, soap, and water, or effective disinfectant is available to the public at or near the entrance of the facility, at checkout counters, and anywhere else inside the store or immediately outside where people have direct interactions.
- [ ] Disinfecting all payment portals, pens, and styluses after each use.
- [x] Disinfecting all high-contact surfaces frequently.

G. Hospitals/Health Care Facility Only:

- [ ] Symptoms/temperature checks to ensure any staff or visitors (allowed pursuant to Section 2c of the Order) entering the facility are not ill.

*Any additional measures not included here should be listed on separate pages, which the business should attach to this document.

You may contact the following person with any questions or comments about this protocol:

Name: Jennifer McNeil, LunchAssist Phone Number:

Date of Form Completed: