



COVID-19 PREPARED:

Reopening of Anderson School District Two Schools 2020-2021 School Year

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Introduction and Overview

The purpose of this guidance document is to provide clarification and support for educators, parents and students regarding guidelines for school re-entry. Anderson School District Two is dedicated to promoting best practices that will positively impact the overall health of students, staff and communities. Protocols within this document are based upon available evidence and guidance from the South Carolina Department of Education, Center for Disease Control (CDC), and South Carolina Department of Health and Environmental Control (DHEC). This document was created based on the latest evidence and information available regarding COVID-19. Protocol will be reviewed and updated as new information and guidance becomes available.

Section I: Priorities for School Reopening

- 1) Health and Safety**
- 2) Instructional Delivery Models**
- 3) Social Emotional Learning, School Climate and Culture**
- 4) Multi-Tiered Systems of Support (MTSS)**
- 5) Professional Development to Support Effective Instruction, Routines and Procedures**

1) Health and Safety - Considerations for School Reopening

Research indicates that COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices such as handwashing, staying at home when sick as well as cleaning and disinfecting are extremely important.

The Center for Disease Control (CDC) acknowledges that the more people a student or staff member interacts with and the longer that interaction, the higher the risk of COVID-19 spread.

While Anderson School District Two administration and staff will do everything possible to mitigate circumstances which will allow for the spread of the virus, it is realized that there is no way to completely eliminate the risk to students and staff in a face to face setting. Anderson School District has developed protocols and procedures for students and staff to help protect and prevent the spread of disease.

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Based on current information from American Academy of Pediatrics, COVID-19 appears to act differently in school aged children. It appears that children and adolescents are less likely to be symptomatic and less likely to have a severe reaction to the disease.

2) Instructional Delivery Models

Reopening plans for Anderson School District Two must provide guidance for resuming face to face instruction as well as virtual learning. Any adjustments in instructional delivery being moved from face to face to remote learning (formally described as eLearning) will be informed by careful evaluation of guidance from the state and health organizations. School district policies for attendance and instructional time may require modifications for the 2020-2021 school year.

Curriculum, Instruction, and Assessments – In planning curriculum, instruction, and assessment for reopening, Anderson School District Two will continue to focus on building staff capacity to deliver highly effective instruction in both face to face and virtual environments. The teachers will be provided support in identifying and addressing any learning gaps that may prevent students from being successful. The state is developing various tools such as Learning Progressions and Essential Readiness Standards which will help guide educators in determining the greatest areas of instructional priority.

School Operations Determination

School district operations will be determined by the community transmission rate of the virus established by the South Carolina Department of Health and Environmental Control (DHEC) and SC Dept. of Education recommendations.

Transmission Rate	Operation
“Low” or “Medium”	Utilize face to face instruction with significant safety protocols in place.
“High”	Utilize remote learning (formally described as eLearning).

- **Face to Face Instructional Model**

Anderson School District Two acknowledges the importance of and strongly advocates for face to face instruction. Time away from in-person learning has been shown to have negative effects such as social isolation which makes it more difficult for staff to identify and address concerns such as learning deficits, abuse and mental health needs. Therefore, our goal is to begin the year with students and staff physically present in the school. Once again, DHEC guidance concerning COVID-19 transmission rates in our area and SC Dept. of Education recommendations will be used as a determining factor as to whether face to face instruction may resume and continue

- **Remote Learning (HIGH Community Spread Conditions)**

If COVID-19 transmission rates are HIGH for Anderson School District Two communities, schools will be required to deliver instruction through a virtual learning environment. This model will be followed as often and as long as necessary throughout the school year. Individual schools and/or the district may be required to move to this model based on identified COVID-19 cases. This determination will be made based on guidance from DHEC. Should schools or the district move to a virtual learning model and internet access is readily available to students, students will follow their same school day schedule virtually from home. Teachers will provide instruction remotely via Google Meets or other video conferencing options while interacting with students who are engaged from home. Should internet access not be available, students will receive instruction remotely through various downloadable video lessons, app-based learning tasks, assignments which can be downloaded to their device and paper/pencil assignments.

As recommended by the SC Department of Education, our district will September 22/23 to practice Virtual Learning. Students will not attend school face to face on this day. All instruction will be delivered virtually with all students remaining at home. This will provide students, teachers and parents an opportunity to practice all aspects of distance learning and make the necessary adjustments should the virus spread necessitate further closures.

- **Virtual Learning Academy (Fully Virtual Instructional Model)**

Anderson School District Two realizes that some families may wish to enroll their child(ren) in a fully virtual instructional model for the 2020-21 school year. Through this model students will be taught by certified Anderson School District Two educators. Parents may register their child(ren) in July for this virtual option through a Declaration of Intent. If parents opt for the

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fully virtual instructional model for their child(ren), this option will be utilized for the entire 2020-21 school year. Students that choose to participate in the Virtual Learning Academy will only be allowed to enroll in face to face school at the end of each 9 weeks and if class size allows for additional students.

Virtual Learning Academy

The Anderson School District Two Virtual Learning Academy will be a fully online public school option for students Kindergarten -12th Grade. Students enrolled in the virtual/online program will receive instruction remotely from a certified Anderson School District Two teacher(s). Curriculum and resources will be aligned to the state standards and Anderson School District Two's scope and sequence of curriculum. Students will turn in assignments daily and the teacher(s) will provide feedback to students. Within a scheduled day, instruction may be delivered live or learning may be delivered through recorded lessons with independent work to support the instruction. Anderson School District Two grading guidelines will be followed. Attendance will be taken daily to fulfil local and state requirements. Students who participate in virtual school will be required to participate in state testing should testing be required by the state. Students will follow a full day schedule as in the samples provided below.

Important Considerations When Making Decisions for Participation in the Virtual Learning Academy:

- Students in kindergarten through fifth grade will need an adult at home to provide support with learning while completing assignments and ensuring that work is completed.
- Students must have access to reliable internet in the home that can support online instruction.
- Students will be required to follow the prescribed schedule developed for his/her class.
- Students will be required to participate in live sessions (synchronous learning approach) at designated times throughout the day.
- If students do not participate in live sessions or complete assignments, they will be marked absent for the day/class.
- Students may use Edgenuity or iReady curriculums under the guidance of an Anderson School District Two teacher.

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- Students that choose to participate in the Virtual Learning Academy will only be allowed to enroll in face to face school at the end of each 9 weeks and if class size allows for additional students.

Sample K- 2 Schedule **ASD2 K-2 Instructional Framework (ELA)** (Resources)

8:30-8:45	Morning Meeting	Teacher shares a lesson/book/thought on Social Emotional Learning; teacher gives directions for the day, etc
8:45- 9:30	ELA Readers' Workshop	<p>Teachers lesson to include:</p> <ul style="list-style-type: none"> • Read Aloud <ul style="list-style-type: none"> • Mini-lesson <ul style="list-style-type: none"> ○ Shared Reading with Virtual Sharetime (could integrate science and social studies) • Small group/Individual Guided Reading (synchronous learning approach) • Independent Reading (Teacher conferences (synchronous learning approach) • Monthly or weekly meetings with parents and child. (Be available)
9:30	Break	
9:45-10:15	Phonics Workshop/Word Study	Units of Study for Phonics
10:15	Break	

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10:30- 11:20	Writers' Workshop	<p>Units of Study for Online Learning; Teacher lesson to include</p> <ul style="list-style-type: none"> ● Mini-lesson ● Independent writing practice (teacher conferences (synchronous learning approach)) ● Share time (Virtual/Live or Recorded)
11:20-12:00	Recess	Independent play
12:00-12:30	Lunch	
12:30-1:30	Guided Math	<p>Teacher lesson to include:</p> <ul style="list-style-type: none"> ● Mini Lesson ● Guided Practice (synchronous learning approach) ● Independent work
1:30-2:00	Science or Social Studies	Teacher led
2:00- 3:30	Teacher Office Hours	Teachers will be available to answer questions about work, additional learning supports for special populations, related arts choices from PE, Art, Music, Computer lab, Library

Sample 3-5 Schedule **ASD2 K-2 Instructional Framework (ELA)** (Resources)

8:30	Morning Meeting	Teacher shares a lesson/book/thought on Social Emotional Learning; teacher gives directions for the day, etc
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8:30-10:00	ELA Readers' Workshop	<p>(English Language Arts Curriculum: Units of Study for Online Learning) Teachers lesson to include:</p> <ul style="list-style-type: none"> ● Read Aloud <ul style="list-style-type: none"> ● Mini-lesson <ul style="list-style-type: none"> ○ Shared Reading with Virtual Sharetime (could integrate science and social studies) ● Small group/Individual Guided Reading (synchronous learning approach) ● Independent Reading (Teacher conferences (synchronous learning approach)) ● Monthly or weekly meetings with parents and child. (Be available)
10:00	Break	
10:10-11:00	Writers' Workshop	<p>Units of Study; Teacher lesson to include</p> <ul style="list-style-type: none"> ● Mini-lesson ● Independent writing practice (teacher conferences (synchronous learning approach)) ● Share time
11:00-11:40	Recess	Independent play

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11:40-12:10	Lunch	
12:10-1:10	Math Workshop/ Guided Math	<p>Teacher lesson to include</p> <ul style="list-style-type: none"> ● Mini-lesson ● Guided practice (synchronous learning approach) <ul style="list-style-type: none"> ○ paper/pencil ○ Whiteboards ○ Technology
1:10-1:20	Break	
1:20-2:00	Science and/or Social Studies	Teacher led
2:00-3:30	Teacher Office Hours	Teachers will be available to answer questions about work, additional learning supports for special populations, related arts choices from PE, Art, Music, Computer lab, Library

Grades 6-12 Sample Schedule

Sample Schedule Grades 6-8	Sample Schedule Grades 9-12 A DAY	Sample Schedule Grades 9-12 B DAY
8:00-9:15 ELA - Live teacher	8:00-9:30 Algebra II Honors - Live teacher/Edgenuity	8:00-9:30 Art History - Edgenuity
9:20-10:35 Science - Live teacher	9:45-11:15 AP Language - Live teacher/Edgenuity	9:45-11:15 Chemistry - Live teacher/Edgenuity
Break	Lunch	Lunch
10:40-11:55 Related Arts -select Computer science for all 7th and 8th graders, Art History - Edgenuity	11:45-1:15 Elective - student choice/Edgenuity or SCVirtual School	11:45-1:15 Spanish I - Live teacher
B r e a k L u	Break	B r e a k L

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12:25-1:40 Math - live teacher		1:30-3:00 US History - Live teacher/Edgenuity	1:30-3:00 Elective - Edgenuity
1:45-3:00 Social Studies - live teacher			

3) Social Emotional Learning, School Climate and Culture

Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Anderson School District Two must consider the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID 19 school closures, and recognize and empower educators’ and staff’s strengths.

Anderson School District Two proactively identifies needs, provides and monitors social emotional support for staff and students. Through social emotional learning opportunities ASD2 promotes self awareness, self management, social awareness, relationship management, and responsible decision-making. As the need for further intervention is identified, ASD2 will use the protocol in place to share accessible mental health services, which may include established partnerships with outside entities and agencies. ASD2 will continually communicate with staff, students and their families about information on how to access both school and community supports.

Anderson School District Two will provide professional development to support educators with

- Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction whether face to face or virtual.
- Understanding and the utilization of trauma-informed practices.
- Protocol for identifying and providing supports for students who may be experiencing social- emotional, behavioral, and mental health challenges.

4) Multi-Tiered Systems of Support (MTSS)

MTSS is a multi-tiered systematic approach to prevention, intervention, and enrichment for academics, behaviors, and social emotional learning which allows districts to identify individuals who need extra support. Anderson District Two will utilize universal screening and school-based teams to make the best possible decisions in meeting the needs of all students. Parents will be notified of all screening results and invited to be a vital part of the intervention decision making process.

5) Professional Development to Support Effective Instruction, Routines and Procedures

Anderson School District Two will prioritize professional learning opportunities to align with topics most necessary to address the unique challenges staff will face with the new school year. Focus will be placed on virtual learning and instruction, implementation of MTSS, and implementation of Learning Progressions and Essential Readiness Standards which have been developed by the State Department of Education. Anderson School District Two will prioritize in-district professional learning over learning that requires travel for cost as well as health reasons and focus heavily on providing professional development support in the areas of ELA and Math.

Anderson School District Two will provide staff with health and safety expectations, routines and training which can help mitigate the spread of COVID 19.

Section II: Reopening In-Depth Protocol

The impact of the COVID 19 pandemic will require Anderson School District Two to reevaluate educational protocols. As the state and district continues to navigate the pandemic, we must ensure that our educational system can mitigate potential future impacts related to COVID 19 and maintain the ability to provide a high-quality education for all students.

Based on these considerations, the following protocols have been established.

Social Distancing

- Communicate with all staff and families concerning physical distancing requirements and recommendations.
- Train staff and students on protocols for physical distancing for indoors and outdoors.
- Post signage regarding physical distancing throughout the school.
- Social distancing markers should be placed on floors in areas where lines may form. (i.e. restrooms, cafeteria, office)
- No outside guests for lunch will be permitted.
- No visitors from outside organizations will be permitted.
- Only two visitors will be allowed in the office area at a time and masks must be worn at all times.
- To the extent possible, parents will be asked to schedule a time to meet with administrators/guidance counselors in order to reduce the number of visitors in waiting areas. Parents will be provided an option to meet virtually with administrators/guidance/teachers through Google Meets at a scheduled time.
- Necessary meetings (IEP, discipline conferences, guidance issues) should use a large room with face masks worn the entire time or hold virtual meetings.
- Parents of primary students will not be permitted to walk their child(ren) into the school. Teachers should consider providing parents/students with a virtual walk through and orientation prior to school beginning.
- No early dismissals (30 minutes prior to dismissal) unless for a doctor's appointment/emergency.
- No food/restaurant deliveries will be permitted.
- Plexiglass barriers in the front office, guidance, cafeteria and other areas deemed necessary will be utilized where social distancing is not practical.
- Large group gatherings/crowds should be minimized in common areas, cafeteria, and auditoriums. Events such as open house, literacy nights, assemblies, pep rallies, spirit nights, etc. should be eliminated or held virtually.
- Encourage parents to submit information electronically to the extent possible.
- Field trips must be approved by the principal and the district office. Trips must be necessary and safe.

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Arrival/Dismissal

- Minimize close contact between students, staff, and families during arrival and departure.
- Designate as many entrances/drop off areas and exits/pick up areas as can be supervised appropriately to decrease the opportunity for crowding.
- Provide adequate supervision to disperse crowds.
- Instruct drivers to remain in their cars during drop off and pick up times.
- Students and staff should wear masks and have their temperatures checked as they enter the building and masks should remain in place in all common areas. Students or staff with any identified COVID 19 symptoms and/or a temperature above 100.4 must be sent home immediately until testing and/or medical evaluation has been conducted. An isolation room will be established for students who need to be picked up from school.
- Students should report to their holding areas immediately upon entering the building.
- Holding areas should be large enough to maintain social distancing.
- Plans should be in place at the school level to minimize social interactions during dismissal. Considerations should be in place regarding how students will be called for cars and how interactions among students who remain after school for athletics can be minimized.
- Safety drills should be performed in conjunction with social distancing to mitigate the spread of disease.
- 12th grade students may be eligible for “late arrival” and/or “early dismissal”. Students will only be required to take courses required for graduation.

	Start Time	Dismissal Time
Primary/Elementary Schools	7:45 - 8:15	Bus - 2:00 - 2:15 Car - 2:15 - 2:30
Secondary Schools	8:00 - 8:30	Bus and Car - 3:15 - 3:30

**Schedule is subject to change based upon the number of students who must be transported by bus.*

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Classroom Settings

- Primary/Elementary Schools
 - Ensure that students and staff remain in a stable classroom cohort by keeping the same students and teachers together throughout the day.
 - Students should not mix with other student groups or cohorts. Minimizing the total number of contacts is the primary mechanism of risk reduction for this group.
 - At the primary level, only one child will be permitted in a center at a time. The center must be cleaned thoroughly before another student may participate in that center.
 - Primary/elementary students will transition to related arts activities after the rooms are thoroughly cleaned between classes. Related arts teachers must wear face masks or shields if in close contact with students. Students and teachers who meet as a specialized group (i.e reading or math intervention, special education pull-out, gifted and talented pull-out) should wear masks/use protective shields as students will be interacting with a mixed group of students and not their normal class cohort.
- Middle/High Schools
 - Reduce disease transmission risk by maximizing the space between student desks.
 - Establish stable classroom cohorts for the entire school day where feasible.
- All schools
 - Distance teacher and student desks to the maximum possible in order to maximize social distancing.
 - Assign consistent seating arrangements for students to ensure that close contacts within classrooms are minimized and more easily identifiable.
 - Class sizes should be as small as possible.
 - Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, electronic devices, etc.) to the extent possible, or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.
 - Keep students' belongings separate so that students do not come in contact with other students' belongings. Materials should be kept in individual containers or cubbies, etc.
 - Reduce the amount of furniture and equipment in the classroom to facilitate distancing and reduce high-touch surfaces.

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- Eliminate items from the room which would be difficult to disinfect and clean appropriately such as (i.e. rugs/carpets, soft seating, cushions, cloth objects, plush toys, center resources such as drama costumes, fabric sofas/futons/chairs).
- Increase ventilation by using high-efficiency air filters and increasing ventilation rates.
- Turn desks to face the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart. If the bi-fold desk shield is used, it is reasonable for students to sit on opposite sides of the table since there is a barrier between them.
- Staff should wear a cloth face covering/mask/face shield when others are present and 6 feet social distancing cannot be maintained. While instructing students, teachers may remove their cloth face covering/mask/face shield if greater than 6 feet away or if talking through the desk protector.
- Cloth face coverings/masks/face shields should be worn by staff when working with students one on one or with small groups of students. Students working in a small group should use desk protectors and/or masks.
- Limit or eliminate use of partner or group activities that require close physical proximity of students without the desk shield. Teachers should instead create virtual collaborative opportunities.
- Allow students and staff to bring water bottles or containers from home and refill them at the no-touch water fountain. Ensure students don't share water bottles.
- Books may not be shared by students. Book bins may be created for individual students for the week. Returned books must be "quarantined" for 72 hours before they can be accessed by another student.

Non-Classroom Settings

- **Restrooms**: Stagger restroom use by groups of students to the extent possible and/or assign certain groups of students to use certain restrooms. Tape on floors will be used to reinforce the expectation for students to remain 6 feet apart. Handwashing and/or hand sanitizing will be reinforced for all students. Signage will be placed in bathrooms to encourage good hygiene practices.
- **Playgrounds and Recess**: Recess activities should be held in separate areas designated by class/cohort and staggered throughout the day. Cohorts should not mix. Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing. Playground equipment should be disinfected at the beginning of each school day and throughout the school day as feasible

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by custodial staff. Students should use hand sanitizer or wash hands for 20 seconds before going to and returning from recess.

- Libraries: Schedule class/cohort use of libraries and provide student access to books through classroom book drops/deliveries.
- Cafeteria: Devise a system so that social distancing can be maintained in the cafeteria. A schedule should be created so that half of the classes eat in the cafeteria while the other half goes to the cafeteria and brings their food back to the classroom. Classes should be rotated weekly. Eliminate self serve. Serve breakfast in the classroom at BHP, BMS, HPMS. Serve breakfast as a Grab and Go at HPE, MPS, BES, WES.
- Physical Education: Conduct physical education classes outdoors whenever possible, maintaining separation of classes and with appropriate physical distancing within groups to the extent possible. Face coverings should not be worn during exercise. Materials should not be shared and should be cleaned appropriately after each individual use.
- Hallways: Minimize crowds in hallways to the extent possible. Reinforce students staying to the right in hallways. Masks should be worn by all students and staff in the hallways and common areas.
- Signage Areas: Do not enter if you are sick signs will be posted at all entrances. Social distancing signs or tape reminders will be posted on the floor at the main office, media center, guidance area, lunchroom and restrooms. Signage for students to stay 6' apart will be posted in the hallways and classrooms. Signage for how to properly wash hands and mitigate the spread of germs will be placed in the classrooms and bathrooms.
- Staff Work Rooms: Work rooms will be limited to 2 people at a time to the extent possible and staff should wear masks in these areas.
- Bus: Parents are encouraged to bring children to school if at all possible. Buses will operate at 50% capacity. Buses will load from the front. Buses will be disinfected using electrostatic spray twice a day and hand sanitizer will be available on each bus. Drivers will wipe down frequently touched surfaces. Drivers must wear masks and masks are recommended for students. Ventilation will be optimized by opening roof vents, windows, and the bus door during frequent stops. Administration should communicate with parents via a variety of methods the importance of social distancing, including not allowing students to congregate at bus stops.
- Nurses and Counselors: Engage school nurses and counselors in planning to meet the physical health and mental health needs of students in virtual and/or in-person school environments. Schools should identify an area that can be used for isolating staff or students if COVID 19 may be suspected. Expectations regarding what constitutes a visit to the nurse should be established in each school and classrooms should address minor health concerns (i.e bandaids). Communicate to parents that nurses will be the designated point of contact to report positive COVID 19 or those exposed or suspected of exposure. Nurses will communicate to CDC and DHEC as required.

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- Allow time between classroom activities for proper cleaning and disinfection of high-touch surfaces. Teachers will be responsible for disinfecting hard surfaces in the classroom between class changes. Custodians will be responsible for disinfecting common areas within the school such as restrooms and cafeterias. Disinfectant products will be district-approved. Staff will be trained in the correct use of equipment and products.
- Water fountains with the exception of no-touch water bottle refillers will be disabled. Students should bring water bottles for use daily.

Hygiene Measures

- Face Covering Requirements
 - Teachers and staff must wear face coverings/masks while in halls or common areas with the exception of while eating or drinking.
 - Students
 - All students are required to wear masks: while arriving and departing from school campus; in any area outside of the classroom (except when eating, drinking, or engaging in physical activity). Students should be encouraged, but are not required, to wear masks inside the classroom unless they are closer than 6' from the teacher through small group or individualized instruction.
 - Students excluded from face mask requirements include anyone who is incapacitated or otherwise unable to remove the covering without assistance.
 - Post signage in high visibility areas to remind students and staff to wear masks.
 - Communicate with all staff and families regarding expectations for use of face masks at school.
 - Educate students, particularly younger elementary school students, on the rationale and proper use of face masks.
 - Families will be required to provide face masks for students and this will be communicated prior to the beginning of school. Paper masks will be available should a student forget his/her mask. A fee may be charged should this become an habitual concern.

- Handwashing and Other Hygiene Measures
 - Teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.
 - Develop routines to ensure students wash their hands or use hand sanitizer upon arrival to campus; after using the restroom; before and after playing outside and returning to the classroom; before and after eating; and after coughing or sneezing.
 - Incorporate frequent handwashing and sanitation breaks into classroom activities.
 - Allow time between activities or transitions for proper cleaning and disinfecting of high-touch areas.
 - Establish a schedule for and perform ongoing and routine cleaning and disinfecting of high-touch areas (e.g., door handles, stair rails, faucet handles, toilet handles, playground equipment, drinking fountains, light switches, desks, tables, chairs, kitchen countertops, cafeteria and service tables, carts, and trays) with an EPA approved disinfectant.
 - Post signage in high visibility areas to remind students and staff of proper techniques for handwashing and covering of coughs and sneezes and other prevention measures.
 - Provide supplies for each classroom such as soap, hand sanitizer, paper towels, tissue, spray oxivir, mat, and first aid supplies such as bandaids.
 - Install paper towel dispensers in all restrooms.
 - Minimize staff's and students' contact with high-touch surfaces (e.g., propping open room doors, particularly at arrival, transition and departure times).
 - Ensure safe and correct use and storage of cleaning and disinfecting products, including securely storing and using products away from children, and allowing for adequate ventilation.
 - Provide a sanitizing station at the front desk in the office.
 - Ensure cleaning of school check-in stations daily.
 - No shared food for classroom parties or birthdays may be allowed.

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Monitoring

Daily temperature screening will be conducted for all people entering the school facility.

Health Screening for Students and Staff

Staff and students should answer these questions daily prior to coming to school.

1. Within the last 14 days have you been diagnosed with COVID 19 or had a test confirming that you have the virus?	
Yes - STAY HOME and seek medical care.	
2. Do you live in the same household with, or have you had close contact with someone who in the past 14 days has been in isolation for COVID 19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.	
Yes - STAY HOME and seek medical care and testing.	
3. Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?	
<ul style="list-style-type: none">● Fever or chills● Cough● Shortness of breath or trouble breathing● Fatigue● Sore throat	<ul style="list-style-type: none">● Muscle/body aches● Loss of taste or smell● Headache● Diarrhea● Congestion or runny nose
Yes - STAY HOME and seek medical care and testing.	

Steps to Take in Response to Confirmed or Suspected COVID 19 Cases and Close Contact

Scenario	Immediate Actions	Communication
Scenario 1: A student or staff member either exhibits COVID-19 symptoms, answers “yes” to a health screening question, or has a temperature of 100.4 or above.	<ul style="list-style-type: none"> ● Student/staff sent home ● Student/staff instructed to get tested 	Notify parents/guardians.
Scenario 2: A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19	<ul style="list-style-type: none"> ● Student/staff sent home ● Student/staff instructed to get tested ● Student/staff instructed to quarantine, even if they test negative, for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) COVID-19 positive household member completes their isolation ● If student/staff test positive, see Scenario 3 below ● School administration notified 	<i>For the Involved Student Family or Staff Member: Template Letter: Household Member or Close Contact With COVID-19 Case</i>
Scenario 3: A student or staff member tests positive for COVID-19.	<ul style="list-style-type: none"> ● Student/staff sent home if not already quarantined ● Isolate until: 1) 10 days have passed since symptoms started and 2) 3 days have passed since last fever without taking medicine to reduce fever and 3) overall improvement in symptoms ● Identify close contacts and instruct them to test 	<i>For Positive Case Student Family/Staff: Template Letter: COVID19 Case For Student Families and Staff Members Identified as Close Contacts: Template Letter: Household Member or Close Contact With COVID-19 Case For All Other Student Families and Staff Members: Template Letter: COVID19 Case in Our Community</i>

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	<p>& quarantine for 14 days</p> <ul style="list-style-type: none"> ○ In stable elementary classroom cohorts: entire cohort ○ In other settings: use seating chart, consult with teacher/staff <ul style="list-style-type: none"> ● School administration notified ● DHEC notified 	
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Steps to Take in Response to Negative Test Results

Scenario	Immediate Actions	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)	Student/staff may return to school 72 hours after resolution of fever and improvement in other symptoms	Student family/staff to bring evidence of negative COVID-19 test or medical note if testing not performed
A student or staff member tests negative after Scenario 2 (close contact)	Student/staff must remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation	No action is needed

Considerations:

- Each school must determine a dedicated space for symptomatic individuals.
- Immediately isolate symptomatic individuals and send them home to isolate.
- Ensure that symptomatic students remain under visual supervision of a staff member who is at least 6 feet away. The supervising adult should wear a protective mask and the student should wear a mask if able.

Other Considerations and Protocols

- Student Teachers - College students participating in practicums/student teaching in our schools will follow the same protocol as staff.
- Teacher Cadets - Teacher Cadets from BHP will be allowed to work in other Anderson School District Two schools following the same protocol as staff.
- Sports will follow the South Carolina High School League guidelines.
- Marching band will follow the guidelines established by ASD2 and derived from band association rules and guidelines.

Protecting Vulnerable Populations

Considerations

- Employees should immediately notify their immediate supervisor and Mr. McCall if they self-identify as high risk and are requesting considerations of reasonable accommodation for condition(s): 65 years or older, chronic lung disease or moderate to severe asthma, serious heart conditions, immunocompromised (cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poor controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications), severe obesity (BMI of 40 or higher), diabetes, chronic kidney disease undergoing analysis, liver disease, employees with compromised family members living with them
- Students who are medically fragile or would be put at-risk by in-person instruction should be considered for virtual learning.
- Students who live in a household with someone who is medically fragile should be considered for virtual learning.

Student Attendance

Attendance will always be a critical part of school success; however, health and safety of all members of the school environment will remain our top priority. We understand that attendance may look different this year in that some learning may be done virtually. Teachers are working very hard to make sure students who are out for any reason will still get the instruction they need to be successful. The attendance policies and procedures outlined in the student handbooks will remain in effect, but the following are additions to note for this school year:

- It is imperative that any student who may have been exposed to the virus or has COVID-19 symptoms should stay home and NOT attend school. In this event, a parent note stating the student has COVID-19 symptoms or has been exposed to someone testing positive for COVID-19, will be counted as an “approved” absence.
- Teachers will work to ensure equal learning opportunities will take place for the student. Students will still be accountable for getting the work completed in a timely manner.
- Students returning to school must comply with the DHEC “Return to School” protocol.
- Parent notes for students with possible exposure to COVID 19 or with COVID 19 symptoms will count as an excused absence.

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