

Butler County School System

Back to School Plan

2020-2021

This document is a fluid and working document. As the Butler County School System receives additional guidance from the Alabama State Department of Education and the Alabama Department of Public Health, changes will be made. Please continue to review the Butler County School System's webpage @ <https://www.butlerco.k12.al.us/> for the most current copy. The latest edit date will be posted in the footer of this document.

BUTLER COUNTY SCHOOL SYSTEM



**BOLDLY
COMMITTED TO
STUDENT
SUCCESS**



We're All in this Together!



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Mr. Joseph Eiland
Superintendent of Schools

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Principal, Greenville Elementary School Jackie Thornton,
Principal, WOP Elementary School Deedra Benson,
Principal, Georgiana School
Miles Brown, Principal, McKenzie School
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Shawaungela Deloach, Special Education Coordinator
Donna Ash, Director of Curriculum and Instruction Linda
Purdue, Child Nutrition Program Director William Love,
Maintenance Director
Slade Piggott, Transportation Director

BCSS ... We are ALL in this together!



**Greenville
High School**



**McKenzie
School**



**Georgiana
School**



**Greenville
Middle
School**



**Greenville
Elementary
School**



**WO Parmer
Elementary
School**

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Disclaimer: The information provided in this document does not, and is not intended to constitute legal or medical advice, instead, all information and content available in this document are for general informational purposes only.

Superintendent's Address

Teachers, Staff, and Community:

First let me express to you how thankful I am for your support and patience since March 13, 2020. Many of us were able to work side-by-side during the spring and summer feeding programs for the county. From that experience alone we learned just how important teamwork, collaboration, and dedication to our students is to our organization and to our community.

As we approach September 8th and the return of our students, I want you to know that I understand the emotions and anxiety that everyone must have as it relates to the pandemic and its impact on our families and our way of life. As I have said on so many occasions, the 20-21 school year will be difficult to say the least; perhaps, the most difficult any of us have ever faced. With that said, the reality is that our children need us more than ever. They need us not only as the source for their academic success, but also as a source of strength, courage, and social-emotional well-being. Please understand that for many of our students, our schools and classrooms are their sanctuary. As I am sure most of you know because you work so closely with our children, many of them live in conditions that are less than ideal and, in some cases, potentially unsafe. There may be some of our children who are living where abuse is present without respite or the support of a teacher or a counselor for over five months now. There may be children who lack access to nutritious meals on a daily basis. There may be some of our children who lack academic enrichment resources in their homes for continued learning. For those children especially, we must remember that we all have a duty to serve and to educate, even under the uncertain times we are facing.

I realize that this year the duties placed upon each of you as a teacher, a support staff, transportation or CNP worker may seem unfair or too burdensome; but I ask you to think about the reasons you chose our profession. When each of us surrendered to the call to educate and serve, we did not accept that call for only the good and perfect times, but “for such a time as this”. A time of adversity. Many use the phrase, “adversity builds character” but we all know that life teaches us that adversity not only builds character, it reveals it. ADVERSITY REVEALS CHARACTER. This thought humbles me deeply and calls me to give my best effort to being my best self. I hope that these troubling and uncertain times inspire you to do the same. I pray that during this time of adversity in our lives that we rise to a renewed dedication to our profession and that we are called to put our students first. Teaching will be very different and challenging this year, but I ask you to accept this challenge knowing that we will emerge from this a stronger and more prepared group of professionals; and because of this, our students will prosper and succeed. Be Boldly Committed to Student Success! And remember, “We are All in this together!

Sincerely,

Mr. Joseph Eiland
Superintendent. Butler County School System

Butler County School System

BACK TO SCHOOL PLAN

Mode of Instruction	Traditional Learning Delivery	Virtual Learning Delivery										
	<ul style="list-style-type: none">Students attend school five days a week with safety, prevention, and hygiene precautions implemented to fidelity and closely monitored and supervised.Students will participate in blended learning opportunities, as well as, traditional instruction and activities.Students will have 2 embedded eLearning days during the school year where students will be required to complete all assignments for the day via Google Classroom or other online platforms.Teachers will use current online textbook resources to assign activities for students to be completed via digital classroom and submitted by the student for grading. This will be done at least ONCE per week to help teachers, students, and parents become more comfortable with this process for eLearning days and in case of another school closure. <table><tr><th>2020-2021 Grading Periods</th><th>Progress Reports</th></tr><tr><td>September 8 – November 5, 2020</td><td>September 22, 2020</td></tr><tr><td>November 6 - January 26, 2020</td><td>December 1, 2020</td></tr><tr><td>January 27 – April 2, 2021</td><td>February 18, 2021</td></tr><tr><td>April 5 - June 2, 2021</td><td>April 28, 2021</td></tr></table> <ul style="list-style-type: none">Teachers will make every effort to maintain social distancing.Small instructional and collaborative student groups will be limited.Teachers will wear masks or shields while delivering small group instruction.Teachers will ensure careful consideration of classroom arrangements to best adhere to social distancing. Possible desk arrangements may include rows or u-shaped spacing with as close to 6 feet distance as possible.Teachers will limit the number of students at tables when possible.Teachers will provide instruction on safety precautions.Teachers will adhere to the Instructional Practices Guide (See Appendix).	2020-2021 Grading Periods	Progress Reports	September 8 – November 5, 2020	September 22, 2020	November 6 - January 26, 2020	December 1, 2020	January 27 – April 2, 2021	February 18, 2021	April 5 - June 2, 2021	April 28, 2021	<ul style="list-style-type: none">Students take all coursework on-line. Parents provide access to the internet.The BCSS Virtual Program consists of SchoolsPLP K-12 curriculum which is manned with in-county mentors and teachers to manage the daily flow of instruction.Parents will have a login that will allow monitoring of all student activity.Upper level classes (3rd – 12th) will be formatted with predominately self-paced courses while lower elementary classes (K-2) will move at the direction of an assigned in-county teacher.A sample pacing document and sample Parent and Teacher Guide from SchoolsPLP can be found on BCSS website on the news feed page.Courses offered through Schools PLP will be recognized by the NCAA, with the exception of credit recovery and credit advancement courses.Students will work daily on assignments as prescribed by the provided curriculum.Progress reports and report cards will be mailed to students/parents at the same scheduled time as traditional students.If a student begins with this method of instruction, he/she will not be able to change to the traditional learning until the end of 1st
2020-2021 Grading Periods	Progress Reports											
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April 5 - June 2, 2021	April 28, 2021											

		<p>Semester, January 15, 2021.</p> <ul style="list-style-type: none"> Virtual Support and Tutoring will be available. Parents and/or students must contact the school or teacher to request additional support and tutoring.
Technology	<ul style="list-style-type: none"> Each student in the 2nd – 12th grade will be assigned a Chromebook. A Chrome Tablet will be assigned to students who are in kindergarten and first grade. All students will be required to have a copy of the following on file: 1) BCSS Student & Parent Equipment Use Agreement 2) BCSS Code of Conduct Acknowledgement Form. Online coursework will be completed via digital classroom and other teacher-approved platforms. Teachers will create assignments to be completed via digital classroom and submitted by the student for grading. This will be done at least ONCE per week to help teachers, students, and parents become more comfortable with this process for eLearning days and in case of another school closure. Teachers will also work with students each week on accessing and viewing their grades via online platforms. Consideration will be given to those students that do not have internet access and will have to work offline and upload content when able to connect with WIFI. 	<ul style="list-style-type: none"> Each student will be assigned a Chromebook or Chrome Tablet according to their grade level. All students will be required to have a copy of the following on file: 1) BCSS Student & Parent Equipment Use Agreement 2) BCSS Code of Conduct Acknowledgement Form.
Transitions	<ul style="list-style-type: none"> Students will not be allowed on campus until 7:30. Students will report immediately to assigned classrooms. Breakfast will be served in the classrooms for all students or in areas designated by the school administrator. Teachers will adhere to all guidelines in the Health Services section to ensure the safety and welfare of all students and staff. Lunch will be eaten in classrooms or in areas designated by the school administrator. All students will be required to walk on the right side of the hallways while trying to maintain a proper social distance of six feet. Dismissals at the end of the school day will be staggered and coordinated at each school according to their master schedule. Break is a privilege for students. All schools will continue having a school break period. Break will be in the classrooms or in an area designated by the school principal; however, safe social distancing will be required and reinforced. 	<ul style="list-style-type: none"> N/A
Safety Precautions	<ul style="list-style-type: none"> Plexi-glass dividers for the front entrance of schools will be installed to ensure protection of students/staff from people providing deliveries or services and for parents that check in or check out a student. In the case that a child has a fever, or any COVID-19 symptoms, he/she will be placed in an isolated room, and will need to be picked up by his/her legal guardian or emergency contact within one hour. 	<ul style="list-style-type: none"> N/A

	<p>Symptomatic students will not be allowed to board a bus at the dismissal of school.</p> <ul style="list-style-type: none"> • Teachers will handle minor health care issues in the classroom according to guidelines provided by the school nurse. • Teachers will be provided with a “minor care” packet for minor issues that may occur such as small superficial scrapes. • Parents will not be permitted beyond the office area until further notice. • According to current health guidelines, masks must be worn in public spaces. The ALSDE will provide each student and staff member with three masks. It will be the responsibility of the student and staff member to care for them. • All individuals will be required to hand sanitize upon entry to buildings and classrooms. • All individuals will be required to wash hands after using the restroom (sanitizer is not a substitute for soap and water). • Six feet social distancing will be strongly encouraged and maintained when possible. • Students need to bring clear water bottles for use during the day. Water bottle fillers will be available to all students and staff. • School nurses will not test for COVID-19. • All employees will ensure that the students who receive regular assistance from the nurse will continue to receive those services in the Nurse’s office. • In the case that a student or staff member exhibits COVID-19 symptoms, the process will be followed that is in the Health Services Plan (See Appendix). • An Isolation Room will be maintained and equipped in each school to keep possible COVID-19/flu cases separate from those students with regular health care plans. • In the case of a student or staff member who tests positive for COVID-19, FERPA and HIPPA laws will be closely followed. • In the case of a student or staff member who tests positive for COVID-19, schools will provide general information as a precaution; however, contact tracing will be the responsibility of the Alabama Department of Public Health. (See Appendix for Template of Notification of Potential Exposure) • Classroom teachers will use the sanitizing system provided by the district to spray and disinfect classrooms, labs, workshops, etc. appropriately two-three times a day and as needed. • Custodians will use the disinfecting machines to clean common areas, hallways, restrooms, gyms, faculty workrooms, and office areas daily. Restrooms will be cleaned and sanitized at the end of each class change. • Teachers will remove non-essential items in the classrooms. Items will be disinfected daily. • Teachers will receive extensive training on how to provide the safest environment for all students. • Students will receive age-appropriate training for how to make wise choices for their personal and other people’s safety. • Posters will be displayed to remind students of proper safety precautions. 	
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CNP Food Services	<ul style="list-style-type: none"> • All CNP staff will be screened each morning according to the Health Services Plan (See Appendix). • All meals will be eaten in the classroom or designated area. • Principals will work with the CNP Director to develop a schedule for students to be able to pick up breakfast and lunch from the cafeteria. This will be done adhering to social distancing and limiting human to human contact. Students will walk through, pick up their meal, and return to the classroom or the designated area to eat. • Classroom teachers will ensure that all procedures are followed regarding cleaning, social distancing, and trash pick-up after each meal. • Plexi-glass barriers will be placed in the cafeteria to separate CNP staff and food from students. All CDC and ADPH Guidelines will be followed. 	<ul style="list-style-type: none"> • Virtual students will be able to pick up meals per district procedures. The procedures will be communicated on the district and schools' websites and via School Cast.
Counseling Services	<ul style="list-style-type: none"> • Counselors and students visiting the counselor's office will make every effort to follow the CDC and ADPH guidelines for safety during a pandemic. • Counselors will wear masks and/or face shields when meeting with students. • Students will be required to wear a mask and/or face shield when meeting with counselors. • Counselors may also use plexi-glass partitions when meeting with students. • Class schedules will be provided to students and parents when they come to pick up their digital device from the school. • If the parent and/or student feels that there is an error on the schedule, they may call or email their counselor to set up a remote conference (phone, Zoom, etc) to address the error. • Counselors will be available to counsel students remotely or face to face; however, students should make an appointment to see the counselor to limit overcrowding in the counselor's office. • The only instance in which a student will be able to see the counselor without an appointment would be if that student is in crisis or in an emergency situation. • Counselors and social workers are trained to help meet the needs of students in crisis or trauma. • A Mental Health Services Coordinator (MHSC) will be available to all Butler County Schools to help coordinate community resources and agencies to help meet the needs of students in crisis and trauma. • The MHSC will also help provide staff and students with social/emotional self-care strategies, such as building resiliency in times of crisis. 	<ul style="list-style-type: none"> • Class schedules will be provided to students and parents when they come to pick up their digital device from the school. • If the parent and/or student feels that there is an error on the schedule, they may call or email their counselor to set up a remote conference (phone, Zoom, etc) to address the error. • Counselors will be available to counsel students remotely or face to face; however, students should make an appointment to see the counselor to limit overcrowding in the counselor's office. • The only instance in which a student will be able to see the counselor without an appointment would be if that student is in crisis or in an emergency situation. • Counselors and social workers are trained to help meet the needs of

		<p>students in crisis or trauma.</p> <ul style="list-style-type: none"> • A Mental Health Services Coordinator (MHSC) will be available to all Butler County Schools to help coordinate community resources and agencies to help meet the needs of students in crisis and trauma.
<p>Special Populations (IDEA, 504, Gifted, and EL)</p>	<ul style="list-style-type: none"> • Teachers will make every effort to maintain social distancing. • Small group and/or individualized instruction will be provided based on the academic and/or social needs of each student with disabilities. Service times will follow individual plans. • Teachers will wear masks and/or shields while delivering small group or individualized instruction. Plexi-glass dividers will also be used during pull-out services. • The Transportation page of the IEP must be followed. Wheelchairs, seat belts, and other restraints utilized on the school bus should be cleaned as recommended. • Revisions of students' IEP, 504, Gifted, or IELP plans in coordination with general and special education teachers to reflect the individual student's evolving needs based on assessment data and parent feedback will continue as planned. • English Language learners will continue to receive English language acquisition support. • IEP teams will amend or design accommodations to match services when the need arises. • General and special education teachers will collaborate to share results from student screeners and diagnostics to inform plan revisions and accommodation design. • The gifted education teacher will continue to offer academic enrichment to students in grades 3-6 who have been identified as gifted. 	<ul style="list-style-type: none"> • Students will continue to receive all services outlined in the individualized plans provided virtually through district personnel, case managers, and/or contracted service providers. • IEP revisions will be considered by the IEP team to address virtual services needed based on individual needs. • IELP revisions will be considered by the IEP team to address virtual services needed based on individual needs. • English Language learners will continue to receive English language acquisition support remotely. • The gifted teachers will provide academic enrichment to students in grades 3-6 who have been identified as gifted through remote online platforms.
<p>Library</p>	<p>The official time required to open school libraries to students and regular circulation is twenty days. We anticipate that our libraries will be ready to open after the first full week of school; however, this process may take up to two weeks after school is opened. This time period will allow our librarians to complete the following:</p> <ul style="list-style-type: none"> • Library inventory to assess the state of the library collections since normal end of the year procedures were interrupted by school closures due to the shelter in place order. 	<ul style="list-style-type: none"> • Students may access books through myOn. • Parents and/or students may email a request to the librarian to check out books for pick up and drop off. • Public Librarians continue to be a valuable resource for our student.

	<ul style="list-style-type: none"> • Organize, clean, and sanitize all school libraries. Some librarians will be conducting a complete rearrangement of the library to accommodate social distancing. • Shelf books that were collected during the summer months but were not shelved due to school closure. • Catalogue, label, and shelve new books purchased with library enhancement funds prior to school closures. Many of these books were delivered during the summer break. • Inventory and distribute textbooks. • Inventory and distribute digital devices. <p>Upon re-opening the libraries, librarians will create a schedule that will allow students access to checking out and returning books. Librarians will also continue to conduct library classes. To ensure safety and health, librarians will:</p> <ul style="list-style-type: none"> • Teach students how to scan their own books for check outs and check ins. • Once a book is checked in, the student will place it on a cart and the librarian will allow the book to remain on a cart for 72 hours prior to re-shelving the book. • Librarians are encouraged to wear gloves when re-shelving books. • Every effort will be made by staff and students to maintain social distancing. • Students will use hand sanitizer upon entering the library • Librarians and staff will wear a mask when students are in the library. • Students will wear a mask and/or face shield when visiting the library. • Library schedules will be created to limit flex-time in order to limit the number of students in the library at any given time. • Assigned seating may be required for students during library time. 	
Band Procedures	<ul style="list-style-type: none"> • Classes will be held outside as much as possible • Teachers will make every effort to adhere to social distancing while planning for physical activity. • Equipment will be sanitized between each group. • Teachers will be provided with hand sanitizer, wipes, and sanitizing spray. • Teachers will re-prioritize curriculum to focus on individual fitness, challenges, and learning targets. Teachers will focus more on individual skills work rather than team/class activities and competition. • All directors and students including adults who want to enter the band room will be screened for signs and symptoms of Covid-19 prior to a rehearsal which will include a temperature check. Responses will 	

	<p>be recorded and kept by the directors and kept confidential according to board policy. Anyone with a temperature of 100 degrees or higher will be allowed to wait 5 minutes and then be checked again. If 100 degrees or higher again then the student will have to go home for the remainder of that day.</p> <ul style="list-style-type: none"> • Masks should be worn by all students and staff prior to entering the band room. Masks should be worn until all students are seated and ready for instruction. There should be no talking in the room without a mask being properly worn. Masks should be replaced during long rests or when talking. • Students will be spaced out in 6' X 6' personal spaces in rehearsal. Students will sit back to front and placed in a straight line rather than the traditional curve. Trombones will be given an extra 3' back to front due to the nature of their instruments. • Students should use nylon bell coverings which will reduce the amount of sprayed particles around the room. • Spit Valves should not be emptied on the floor but on a bundle of paper towels and discarded after rehearsal. • Storage areas should be avoided if possible. Keep your belongings at your seat with you instead of around the wall in the room. When having to enter the storage room you must wipe off surfaces before and after you touch them with a 70% alcohol wipe or a paper towel with cleaner on it. The used wipe or Paper towel should be discarded after leaving the storage area. • Instruments/mouthpieces or equipment including chairs and stands should not be shared without proper cleaning and disinfecting which includes drum sticks and auxiliary equipment. • Students should shower and wash their clothes and mouthpieces upon returning home from rehearsal. • Students should bring all the materials they need for rehearsals each day and not leave anything in the band room. This includes but not limited to sunscreen, bottled water, towel, instrument, music, mask, nylon covering for bell (directors will help with this item), snacks (make them healthy which will in turn help your immune system). • DO not use water fountains at the school or go to any part of the school other than the band room or areas where band directors assign. • When dismissed from rehearsal do not congregate at the door. Gather all belongings and you may either wait to be picked up at your assigned seat or you may leave the band room and wait outside practicing good social distancing. 	
Physical Education	<ul style="list-style-type: none"> • Classes will be held outside as much as possible • Teachers will make every effort to adhere to social distancing while planning for physical activity. • Equipment will be sanitized between each group. • Teachers will be provided with hand sanitizer, wipes, and sanitizing spray. • Teachers will re-prioritize curriculum to focus on individual fitness, challenges, and learning targets. Teachers will focus more on individual skills work rather than team/class activities and competition. 	<ul style="list-style-type: none"> • Instruction and activities will be provided as physical activity during this time is of the utmost importance.

Dual Enrollment	<ul style="list-style-type: none"> Students will continue to attend dual enrollment classes. In some cases the mode of instruction may be dictated by the college rather than the high school Every effort will be made to maintain social distancing on buses and in classrooms Cleaning will be done frequently and according to the Health Services Plan at the high school. Sanitation on college campuses will be according to the colleges' reopening plan. 	<ul style="list-style-type: none"> Online classes will be available for select dual enrollment courses.
Transportation	<ul style="list-style-type: none"> Windows of school buses will remain down, or slightly open in the case of rain or extremely cold weather, while students are being transported on the bus. Bus drivers or their designee will issue hand sanitizer to each student upon boarding the bus. It is best practice for students wear masks on the school bus. Bus drivers will clean their bus daily using the sanitizing system provided by the district. When possible, every effort will be made to maintain socially distancing on the bus. Siblings must sit together. Students will have assigned seats. Shields and masks will be provided for bus drivers. Bus drivers will wear a mask and/or shield while on their routes. 	<ul style="list-style-type: none"> N/A
Athletics	<ul style="list-style-type: none"> A limited amount of tickets may be sold to athletic events. All concession stands will adhere to the Alabama Department of Public Health guidance (i.e. local city/restaurant rules will apply). Indoor facilities will be cleaned prior to and after an athletic event. The Butler County School System is in the initial stages of being able to live-stream some athletic events. 	<ul style="list-style-type: none"> Virtual learning students will be allowed to participate in athletics.
Field Trips	<ul style="list-style-type: none"> No field trips until further notice (excluding athletic events & state-mandated competitions or conferences). No out of state trips until further notice. 	<ul style="list-style-type: none"> N/A
After School Programs	<ul style="list-style-type: none"> All guidelines listed in the Instruction section will be adhered to during extended learning activities. If a school received the 21st CCLC Grant, all guidelines of the grant will be adhered to. 	<ul style="list-style-type: none"> If a school received the 21st CCLC Grant, all guidelines of the grant regarding virtual extended learning will be adhered to.
Attendance	<p>It is the policy of the Butler County Board of Education that regular attendance is important to all students, the school system, and the community. It is further believed that course content and grading procedures should be structured in such a way that regular attendance is necessary to successfully complete the course requirements. Subject to parental guidance, students must be responsible for their attendance. Administrators and teachers shall make every effort to encourage regular attendance by students and solicit assistance from parents to accomplish this objective. The school has a responsibility to students and parents/guardians to help encourage regular school attendance. School officials will attempt to contact parents of students who are reported absent by their homeroom/classroom teachers.</p> <p>When students are enrolled in traditional face to face instruction at the school, the Board Policy on attendance will be in effect.</p>	<p>Recommended guidelines for virtual students:</p> <ul style="list-style-type: none"> Attendance posted <i>daily</i> <p>Students marked "present" if they meet any of the criteria for participation:</p> <ul style="list-style-type: none"> Attending a virtual class Submitting an assignment Participating in virtual learning activities, such as virtual discussion Engaging in self-paced learning tasks (teacher created or vendor generated)

	<p>When students must work from home remotely due to illness, quarantine, or school closures the following protocols will be followed:</p> <ul style="list-style-type: none"> • For scenarios where all or some students must learn from home remotely, the paradigm shifts from “attendance” to “participation”. Students are expected to “participate” in learning. State-required “attendance” records should be satisfied through practices that prioritize student engagement (not <i>necessarily</i> presence in any particular event). • Recommended guidelines for students working from home remotely <ul style="list-style-type: none"> ○ Attendance posted daily or weekly according to district procedure ○ Students marked “present” if they meet any of the criteria for participation <ul style="list-style-type: none"> ▪ Attending a virtual class ▪ Submitting an assignment ▪ Participating in virtual learning activities, such as virtual discussion • Engaging in self-paced learning tasks (teacher created or vendor generated). 	
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Event of School Closure Plan

- ❖ Students will be allowed to take their assigned Chromebook/Tablet and charger home with them provided parents have signed all necessary agreement forms.
- ❖ Students that have reliable internet will complete all assigned coursework in their digital classroom. Students/parents can communicate with teachers via the digital classroom, email, or phone conferences.
- ❖ Students that do not have reliable internet will complete assignments offline and upload completed assignments by visiting district hotspots.
- ❖ Students/parents must remain in regular contact with teachers during school closures.

APPENDIXES:

Health Services Plan

Stay Safe and Healthy in Our Schools!

Human Behavior and Procedures

- All parents and visitors will enter the building at the main entrance.
- Parents will not be permitted beyond the office area until further notice.
- All ALSDE Staff, OSR Staff, and interns will be screened by the front office (temperatures and health screening forms will be completed prior to admission to the building).
- Schools will limit the number of student interns, volunteers, and other visitors in the building.
- Every effort will be made to maintain six feet of separation between students and staff in all areas of the schools. Students and staff will travel on the right side of the hallway while maintaining six feet of separation as students/staff transition throughout the building.
- Teacher will teach proper hand hygiene and respiratory etiquette
- School buses will be cleaned at the end of each day.
- Frequently touched surfaces will be sanitized frequently. Restrooms will be cleaned/sanitized at each period change throughout the day and at the end of the day.
- Students and staff riding buses should use face masks.
- Disinfect between uses of communal spaces
- Where possible, health services work with local agencies to provide or connect employees and students with COVID-19 testing and tracing.

Scheduling Procedures

- Create schedules that allow for frequent hand-washings for staff and students.
- Schedule times for sanitizing and disinfecting classrooms, bathrooms, and common areas.

Physical Organization and Procedures

- Post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face covering](#)).
- Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems. Include messages (for example, [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school [social media accounts](#)).
- Install hand-sanitizing stations throughout the school and in classrooms.
- Where feasible, install physical barriers in reception areas and workspaces where the environment cannot accommodate social distancing.
- Where possible, arrange classrooms in a way that ensures students are appropriately “distanced” For example: desks separated, skipping seats, smaller groupings for centers, desks all facing the same direction, etc.
- Disinfect classrooms and commonly touched surfaces daily and possibly throughout the day.
- Sanitize playground equipment between uses.

Health Room Operational Requirements During COVID-19 Pandemic

Return to School Plan

- All health rooms should maintain compliance with the ALSDE guidelines
- All health rooms should have a school nurse handling issues that may arise with COVID-19 and managing other health issues throughout the school day.
- The school nurse should review and stay knowledgeable through guidance from the local health department, ALSDE, ADPH, and CDC regarding the latest protocol for COVID-19.
- Precautions are necessary to prevent the potential spread of COVID-19 in school settings. In addition, the school nurse is always mindful of confidentiality issues and the stigmatizing of students or staff who may have been exposed to the virus or have symptoms.
- All health rooms should have proximity to a sink to wash hands thoroughly with soap and water for the recommended 20 seconds.
- Health rooms should have access to ABHR (alcohol-based hand rub) with 60-90% alcohol.
- All schools will have a health room and an isolation room.
- Consideration should be given to provide an area for a staff member who may become ill while at school.
- Precautions should be taken when dispensing routine or “as needed” medications to students. Those identified students should be in the designated well area and remain 6’ distance from others in the health room.
- Multiple students presenting at the same time in the health room for medications will be prohibited unless distancing can be maintained.
- Suggestions to consider with routine medication/medical procedures may be:
 - Encourage parents to give morning medications at home.
 - Nurse possibly reporting to a designated private area near the classroom for medical procedure.
 - Heightened consideration needs to be given to those students requiring medications or invasive procedures that are immunocompromised, have special needs, or conditions that deem them more vulnerable than the general population.
- The school nurse must ensure that the trash is removed throughout the day and disposed of safely (double bag all trash cans).
- The school nurse, cleaning staff, and school administrator will discuss designated times for cleaning and disinfecting to be done throughout the school day.
- Health rooms will have informational posters encouraging good hand and respiratory hygiene practices and guidance on preventive measures with COVID-19.
- Information sheets may be printed from the ADPH/CDC website regarding protocol for COVID -19 to provide guidance for parents regarding protocols at home and exclusion from school.
- Schools are **NOT** expected to use test kits to screen students or staff to identify cases of COVID-19. The school nurse will be instrumental in identifying individuals with symptoms of COVID-19, referring to community agencies for testing, and assisting local health officials with surveillance measures. Students or staff presenting with possible COVID-19 will be identified using the COVID-19 Checklist and risk factors and then referred to their healthcare provider for further assessment and evaluation. Once a student or staff member has tested positive for COVID-19, the ADPH will be notified and the school will follow the ADPH guidelines. Once all quarantine recommendations have been met, then he/she can return to school/work with a physician’s note of clearance.
- In order to prevent potential exposure to infectious diseases, promote isolation, and decrease office congestion, please note that students do NOT need to visit the health room for minor situations. (example: paper cut, small abrasion, etc.). Teachers are being provided training and a basic first aid kit for their rooms.

I. Assessment and Triage in the Health Room

- For all potential life-threatening situations (difficulty breathing, severe bleeding, or any other symptoms identified as life threatening), the administrator, school nurse, and 911 should be called immediately to respond to the area where the situation originates.
- Consider COVID-19 Triage Station areas or make efforts to remove “well children” from the health room prior to assessing a student suspected of COVID-19.
- Prioritize triage of students with symptoms of suspected COVID-19.
- COVID-19 symptoms that prompt referral to the health room may include: fever, cough, shortness of breath, rapid breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, a new loss of taste or smell, fatigue, body aches, runny nose, flushed cheeks, extreme fussiness, vomiting, or diarrhea.
- The school nurse will follow hand hygiene protocol before and after all student contact, contact with potentially infected materials, and before putting on and removing PPE, including gloves.

- Hand hygiene includes washing hands with soap and water for 20 seconds. If this is not possible, use ABHR with 60-90% alcohol.
- Initiate standard precaution measures and gather PPE.
- Carefully consider the use of physical barriers, such as a glass or plastic window or partition to limit close contact between triage personnel and potentially infectious students.
- The school nurse will perform hand hygiene, put on a face mask, gloves, and eye protection as indicated. A gown could be considered if extensive contact with a child is anticipated.
- Make a visual inspection of the child for signs of illness as noted above.
- Conduct temperature screening of students.
- Wash hands between each student, use a clean pair of gloves for each child, and clean the thermometer thoroughly between each use.
- Clean thermometers with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each child.
- Assist identified sick students in the health room with putting on a mask, if they are not already wearing one.
- Ask if the student has been exposed to someone with positive or presumed positive COVID-19.
- Proceed with assessment of the student's complaints with emphasis on respiratory issues.
- Children suspected of COVID-19 will be placed in the isolation area.
- Parent/Legal Guardian will be contacted immediately to pick up ill students or those suspected as COVID-19.
- The student must be sent home to follow up with a medical provider and provide a clearance note prior to returning to school.
- Parents/Guardian may contact a medical doctor or ADPH identified contact numbers for guidance on COVID-19 and testing centers/procedures.
- Encourage parents to call ahead to prevent potential community transmissions of infectious disease, if stable and clinically appropriate.
- If a direct case of COVID-19 occurs at a school, the lead nurse, local health officials, ALSDE, and schools will be expected to communicate and collaborate regarding follow up and next steps.
- After each screening, remove and discard PPE and wash hands as noted in above protocol.

II. Infection Control and Personal Protective Equipment (PPE)

Standards in the Health Office

- At a minimum, nurses should wear lab coats/cover, scrubs, and closed toe shoes.
- Masks and gloves should be worn when assessing all students who present with COVID-19 symptoms.
- Students presenting with symptoms should be given a mask to wear and placed in the designated isolation area with supervision while waiting for parent pick up.
- Encourage tele visits with staff and parents to prevent community transmission.
- Health rooms and isolation areas should be cleaned throughout the day with an EPA approved product proven to kill both the Flu and the COVID-19 Virus.
- Custodians should clean and disinfect all high traffic areas while focusing on frequently touched surfaces such as doorknobs, etc. with an EPA product proven to kill the flu and the COVID-19 virus.
- Implement social distancing measures according to current CDC guidelines.
- Nurses will keep abreast of the current recommendations and report to administration as needed. Nurses will advise administration on current CDC recommendations, re: large gatherings and numbers permitted. Small group settings will be recommended and encouraged.
- Temperature and respiratory checks of staff and students will be conducted on an as needed basis. If someone in a particular class is not feeling well, the entire class will be observed and monitored as needed. When feasible, schools may consider regular health checks (e.g., temperature and respiratory symptoms screening) of students, staff, and visitors.
- Conduct Universal Precautions Training for all employees.

III. Surveillance

- Nurses will continue to monitor national, regional, and local data related to pandemic respiratory infections.
- Nurses will monitor absenteeism. During all stages of a pandemic outbreak, it will be essential for the lead nurse to monitor and document the number of students and faculty who are absent and meet the definition of illness. Keeping track of these numbers will help school and health officials determine when and whether to close schools.
- Notify lead nurse, local ADPH, Superintendent, and ALSDE of confirmed positive cases of COVID-19 of employees/students

- Nurses will continue to collaborate with ADPH regarding the tracking and notification of contacts.
- A release from a physician is required before a student/employee diagnosed with COVID-19 returns to work or school.
- The district will follow ADPH and ALSDE recommendations regarding school/district closures due to community outbreaks.

Health Related Questions:

1. What will be the COVID-19 testing protocols for students, staff, visitors, etc.? **Schools will not be responsible for testing for COVID-19. Students and staff suspected of COVID-19 will be referred to their regular doctor/ADPH or local testing center.**
2. If someone in the school community tests positive, what will be the next required steps? Will schools need to be closed for deep cleaning? Who does that cleaning? What will be the requirements for contact tracing and testing? How long will staff or students need to be quarantined, if at all? **Once someone in the school community tests positive for COVID-19, the parents and other contacts will receive a general notification of the occurrence. The Alabama Department of Public Health will be notified for guidance and recommendations depending on the student's grade level and where the student may have been in the school. The areas that the student has been in will be cleaned by the janitorial services using CDC guidelines and the student will be required to quarantine for no less than 14 days and can return to school with a doctor's note. Contact tracing and testing will be the responsibility of the ADPH.**
3. If school has a positive case, how long will a closure be to ensure there's no super-spread to a community? **The Butler County School System will follow the recommendations of the ADPH and the CDC for schools at the time of the occurrence.**
4. What are the specifications for the isolation rooms? **Isolation rooms located inside the schools will be separate from the regular nurse's office. Each isolation room will have separate divided areas for student to stay while waiting on their parent/guardian to pick them up.**
5. Will there be standardized screening protocols for staff and students entering buildings? If so, who will do that? What forms will be used? **There will be no standardized screening protocol for staff and students. We will rely on staff and parents to self-report any signs or symptoms of COVID-19 or risk factors. This may change as the recommendations from the ADPH and CDC change.**
6. Should we require a test for any student or staff exhibiting symptoms? **Yes, if a student or staff member is exhibiting symptoms, they must see a doctor for further evaluation and recommendations and may return to school with a doctor's clearance.**
7. Will we need to limit the number of students in health offices at one time? Will we need separate areas for first aid? If so who will cover that and with what certificate? **Yes, we will limit the number of students in the health office and require them to enter one at a time. This will be done by locking the nursing station door and only allowing entrance when unlocked by the nurse. First Aid situations will be taken care of in the classroom by the teacher if they are minor or by the nurse if the teacher feels that the nurse needs to assess the child.**
8. What do you recommend that break look like? **Break can be held outside when feasible and can proceed as usual while maintaining social distancing.**
9. Will there be standard return to school policies and procedures for students and staff who are presumed positive or diagnosed with Covid-19? **Students and staff must bring a clearance note from their healthcare provider stating that they have met all of their medical requirements and are clear to return to school.**
10. How will we provide for mental health supports that may be needed for both students and staff that have experienced trauma due to the loss of family members, isolation, suicidal ideations, food insecurity, loss of income, loss of housing, etc? **Butler County School System will utilize our school counselors, school nurses and mental health services provided by South Central Alabama Mental Health services for our county.**

Butler County School System
Technology Preparation Plan
2020 - 2021

Preparing to Open

- Obtain quotes for 1:1 devices comparing the date of arrival, cost, ADP insurance, touch screen, etc.
- Purchase necessary equipment including, but not limited to, the following:
 - Chromebooks and Tablets
 - Evaluate costs and availability of WiFi or hotspots for students.
 - Evaluate costs and availability of WiFi on buses.
 - Purchase new laptops for teachers that have not had updated devices in the last 3 to 4 years.
 - Strengthen WiFi in classrooms, hallways, and other common areas
 - Spare devices chargers/ac adapters for take home charging during school closure.
- Develop Opening of School checklists for teachers, students, and parents
- Develop and implement Technology Professional Development offerings for staff to prepare for virtual learning and to strengthen teacher technological skills
- Create a teacher website/resource with all professional development presentations, instructional videos, and resources so that teachers can easily find what they need.
- Hold spring meetings with district leadership team to discuss upcoming plans and get input.
- Hold summer meetings with district leaders to review procedures.
- Create a 1:1 Device Agreement
- Create process for:
 - Assigning student devices
 - Daily procedure for distribution and collection of devices
 - Procedure for technology issues and assignment of loaner Chromebooks/Tablets so students will always have access to a device.
- Create and launch surveys to address the following:
 - Virtual School Program vs. Traditional School Program
 - School Closures:
 - Number of families with access to the internet or who are willing to bring their child to an area with WiFi.
- Develop and implement upcoming needed Technology Professional Development trainings for staff.

Full Time in Schools:

- All students will be assigned a Chromebook/Tablet.
- All students will be required to have a copy of the following on file:
 - Butler County School System's Student/Parent Chromebook Agreement
 - Butler County School System's Code of Conduct Acknowledgement Form
- Online classwork will be completed via digital classroom and other teacher-approved platforms.
- Teachers will create assignments to be completed via digital classroom and submitted by the student for grading. This will be done at least **once** per week to help teachers, students, and parents become more comfortable with this process.
- Teachers will also work with students each week on processes for accessing and saving assignments on the computer.

Full Time in Schools - School Re-Closure After Normal School Opening:

- All students will be assigned a Chromebook/Tablet.
- Students without internet access will have to access the internet at one of the local hotspots to upload assignments.

- All students will be required to have a copy of the following on file:
 - Butler County School System's Student/Parent Chromebook Agreement
 - Butler County School System's Code of Conduct Acknowledgement Form

Please note: Paper packets will no longer be an option as students need to see their teachers actually teaching new concepts. Parents will be responsible for either 1) providing their child with access to the internet, at home or in school parking lots, church parking lots, public libraries, etc. AND 2) Ensuring student work is returned in a timely fashion.

Full Time At Home - Virtual School

- All students enrolled in the Butler County School System, but working within the virtual school program, will be assigned a Chromebook/Tablet.
- All students will be required to have a copy of the following on file:
 - Butler County School System's Student/Parent Chromebook Agreement
 - Butler County School System's Code of Conduct Acknowledgement Form
- Online classwork will be assigned via digital classroom. Students must submit online assignments as specified by their teacher.

Parent Professional Learning

- Butler County Schools will provide parents with the following resources:
 - Directions on how to submit assignments via the internet.
 - Explanation of what is expected via the various platforms and avenues for communication.
 - Informative videos (teacher created or resource links) to help parents when working with their children at home.

BUTLER COUNTY SCHOOL SYSTEM

Instructional Practices Guide

High Expectations for ALL!

Commitment

We are committed to equity, engagement, and excellence for all students. We believe that all of BCSS staff members are capable of helping students master complex content, fostering students' creativity, and getting students to believe they can succeed in school. As our primary role in impacting student achievement, we are committed to work in collaborative teams to create and support a culture of HIGH EXPECTATIONS for each and every student to achieve personal, academic, and career excellence.

Professional Learning Community Expectations

1. The fundamental structure of the school becomes the collaborative team within schools and across the district.
2. The team establishes a guaranteed curriculum with a focus on critical standards.
3. The team utilizes common formative assessments to hold tight to pacing and guaranteed curriculum for all students.
4. The school creates systems of intervention.
5. The team uses evidence of student learning to inform and improve practices.

BCSS Instructional Expectations

1. All BCSS teachers will utilize the Butler County School System's Curriculum Maps and Pacing Guides in all content areas to plan for rigorous instruction.
2. All BCSS teachers will administer STAR Assessments in the areas of ELA and Math (K-8) to determine student attainment of priority skills and standards.
3. All BCSS teachers will participate in a Professional Learning Community to use the data to make adjustments to meet the needs of students.
 - a. Develop standards-based learning targets broken down into manageable chunks of learning for a particular learning cycle
 - b. Discuss specific strategies for instruction
 - c. Analyze data as evidence to guide instruction
 - d. Plan for interventions
4. All BCSS teachers will utilize standards-based learning targets in daily instruction.
 - a. Learning targets should be aligned to the rigor (depth) of the standard
 - b. Tasks should be created to match the rigor (depth) of the standard
 - c. Checks for understanding should be used to check for mastery of the standard that is aligned to the learning target
5. All BCSS teachers will analyze data to support all three tiers of instruction within the RtI framework.
 - a. Tier I: Implement tasks using best practices that are aligned to rigorous grade-level learning targets using agreed upon checks for understanding developed in PLC's (whole and small group instruction)
 - b. Tier II: Intervene, in a timely manner, with students who have not attained grade-level learning targets based on daily checks for understanding or progress monitoring tools (flexible small groups)
 - c. Tier III: Intervene daily based on results from a universal screener (STAR) and other formative and summative assessments to fill specific learning and behavioral gaps of students significantly below average. Intervention is skills specific based on the interferences identified.
6. All BCSS teachers will create opportunities for students to own their own learning.
 - a. Students are Talking, Writing, Investigating, Reading, and Listening (TWIRL)
 - b. Students are actively engaged in ALL lessons
 - c. Students have the information they need to keep track of how well a strategy is working, and they decide when/if to use that strategy again.
7. All BCSS teachers will facilitate blended learning at a minimum of one day a week.
 - a. Students will be accessing digital classrooms
 - b. Students will be submitting assignments online

- c. Students that will not have internet access in the event of a school closure will utilize district provided Wi-Fi “bus” hotspots provided to complete assignment.

Butler County School System
VISITOR SELF-SCREENING FORM

Visitor or Parent Name: _____

Date: _____

Mobile Number: _____

Physical Address: _____

Are you showing any signs of the following symptoms?

- ☐ Temperature 100.4 or higher
- ☐ Shortness of breath, difficulty breathing
- ☐ Cough
- ☐ Running nose
- ☐ Sneezing
- ☐ Muscle Pain
- ☐ Tiredness

Have you been exposed to someone with COVID-19 positive test results?

_____ YES

_____ NO

Is the information you provided on this form true and correct to the best of your knowledge?

_____ YES

_____ NO

NOTES: Visitation is forbidden if there has been any YES responses to the screening checklist. If “yes” is checked, visitors will be directed to leave the premises. Disinfecting the visited area will need to take place immediately.



TRANSPORTATION SANITATION CHECKLIST

Sanitation logs will be turned in to the Transportation Director after completing your last route. All surfaces must be cleaned with a disinfectant solution. Bus drivers should wear masks at all times. The driver's temperature must be checked and documented before the start of each route.

TRANSPORTATION SANITATION CHECKLIST

BUS DRIVER CHECKLIST

SCHOOL: _____ DRIVER: _____

DAILY LOG DATE: _____

	TASK		NOTES	DATE
	YES	NO		
Is there antibacterial gel?				DATE <input type="checkbox"/> AM <input type="checkbox"/> PM
Clean/Sanitize - Aisle				DATE <input type="checkbox"/> AM <input type="checkbox"/> PM
Clean/Sanitize - Stairs				DATE <input type="checkbox"/> AM <input type="checkbox"/> PM
Clean/Sanitize - Upper Rail				DATE <input type="checkbox"/> AM <input type="checkbox"/> PM
Clean/Sanitize - Seats & Armrests				DATE <input type="checkbox"/> AM <input type="checkbox"/> PM

DRIVER RESPONSIBLE

SIGNATURE: _____

BUTLER COUNTY SCHOOL SYSTEM

Dear Parent or Guardian;

Our schools will open again on September 8, 2020. Students may return to school following the directives from the ADPH and ALSDE State Superintendent. Even though school is opening, there are still some people who are sick from the virus. Health officials say that pandemic outbreaks sometimes happen in waves. This means more people could become sick. If more people get sick, schools may need to close again. We will continue to communicate to you updated important information. **If you or any family member is diagnosed with COVID-19 please notify your school and/or school nurse.**

If your child has a serious underlying health condition, please seek the guidance of your MD before returning to school.

Because the virus can still be spread from person-to-person, please keep children who are sick at home. Do not send them to school if your child has one or more combination of the following symptoms:

- Fever of 100 to 100.4 first thing in the morning, especially prior to planning to attend school
- Cough, runny nose, and/or trouble breathing
- Diarrhea or vomiting
- Abdominal pain without other explanation

For more serious symptoms such as the following, contact physician immediately or call ahead and go to local ER:

- Rash all over the body
- Both eyes appearing pink or red
- Swollen hands and feet, which might also be red

Call your child's doctor before you go to their office and follow their instructions. Your child may return to school with a written excuse from the doctor that they are clear to return to school; faxed copies are preferred. School fax numbers are listed below.

<u>School</u>	<u>Fax Number</u>
Georgiana	334-376-2956
Greenville Elementary	334-382-7735
Greenville High	334-382-7202
Greenville Middle	334-382-0686
McKenzie	334-374-8108
W.O. Parmer Elementary	334-382-2425

If the student is displaying symptoms of COVID, they may be isolated from other children on the bus and upon arrival to school. Parents/guardians will be asked to pick up the child within an hour.

Please continue to implement the following measures to protect against the virus:

- Staying home from work or school and limiting contact with others when you are sick.
- Covering your nose and mouth with a tissue when you cough or sneeze and properly discard used tissues. If no tissue is available, cough or sneeze into your upper sleeve, not your hands.
- Frequently washing your hands with soap and water or use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.
- Avoiding touching your eyes, nose and mouth. Germs spread this way.
- Avoid close contact with those who are ill.

Please remain alert for any news media updates and periodically check the school district's website or other school social media for updates or pertinent information. Thank you for all you are doing to keep our children safe and healthy!

Butler County School System

Employee Protocol for Confirmed Covid-19 or Risk of Contact Exposure

“Close Contact” is defined as:

- a) Being within approximately 6 feet of a confirmed COVID-19 case for a total of 15 minutes or longer
- b) Having direct contact with infectious secretions of a COVID-19 case (e.g. being coughed on) by a confirmed COVID-19 case).

Employees with the risk of contact exposure due to being in “close contact” with a confirmed COVID-19 positive will be notified by the school or school district representative.

The employee will be advised to contact their healthcare provider by calling ahead or telemedicine visit with the medical doctor to be assessed and to be given further directives.

According to ADPH (Alabama Department of Public Health) Isolation and Quarantine Timeframes for COVID-19 Revised 06-02-2020:

“If contact to a person with confirmed or suspected COVID-19 test is negative, they should finish out the 14-day quarantine period. The 14 days should be from the date of last exposure. Just because they tested negative during the 14 days, it does not mean they will remain negative and they should finish the full-14-day quarantined period.”

Employee must provide to the Butler County School System in writing one of the following statements from their healthcare provider:

Contact Exposure:

- a) the employee has a negative COVID-19 test and is symptom free at the completion of the 14-day quarantine OR
- b) the employee has been symptom free during the 14-day quarantine.
(**ADPH Isolation and Quarantine Timeframes for COVID-19 Revised 06-02-2020** states, “Household and close contacts without symptoms **No Testing Performed** will still require 14-day quarantine.)

Confirmed COVID-19:

According to **ADPH Timeframe** listed above, the employee that tested positive for COVID-19 may discontinue isolation after the following criteria are met:

- a) the employee that tested positive for COVID-19 may discontinue isolation at least 14 days from onset of symptoms and fever-free without fever-reducing medications for at least 3 days. (Requires release from healthcare provider to return to work).

Butler County School System

Student Protocol for Confirmed Covid-19 or Risk of Contact Exposure

“Close Contact” is defined as:

- a) Being within approximately 6 feet of a confirmed COVID-19 case for a total of 15 minutes or longer
- b) Having direct contact with infectious secretions of a COVID-19 case (e.g. being coughed on) by a confirmed COVID-19 case.

Parents of students with the risk of contact exposure due to being in “close contact” with a student confirmed COVID-19 positive will be notified by the school or school district representative. Parents will be advised to contact their child’s healthcare provider by calling ahead or by telemedicine visit with the medical doctor to be assessed and to be given further directives.

According to ADPH (Alabama Department of Public Health) Isolation and Quarantine Timeframes for COVID-19 Revised 06-02-2020:

“If contact to a person with confirmed or suspected COVID-19 test is negative, the student should finish the 14-day quarantine period. The 14 days should be from the date of last exposure. Just because the person tested negative during the 14 days, it does not mean that they will remain negative and therefore, they should finish the full-14-day quarantined period.”

Parent/guardian must provide to the Butler County School System in writing one of the following statements from their healthcare provider:

Contact Exposure:

- a) the student has a negative COVID-19 test and is symptom free at the completion of the 14-day quarantine OR
- b) the student has been symptom free during the 14-day quarantine.
(ADPH Isolation and Quarantine Timeframes for COVID-19 Revised 06-02-2020 states, “Household and close contacts without symptoms **No Testing Performed** will still require 14-day quarantine.)

Confirmed COVID-19:

According to **ADPH Timeframe** listed above, the student that tested positive for COVID-19 may discontinue isolation after the following criteria are met:

- a) the student that tested positive for COVID-19 may discontinue isolation at least 14 days from onset of symptoms and fever-free without fever-reducing medications for at least 3 days. (Requires release from healthcare provider to return to school).

Butler County School System Technology Plan Framework

1:1

Butler County School System's technology plan is to use instructional technology to support student learning and instructional practices that are engaging, challenging, standards-based, and effective. A key component is the implementation of a 1:1 Chromebook/Tablet model. In a 1:1 model, all students have a Chromebook or Chrome Tablet. This allows for integration of technology into all learning environments.

The 1:1 Model of Instructional Technology

Research shows that there can be many positive benefits associated with providing digital Chromebooks/Tablets to students. These include increased student technology use, improved student performance, more efficient and effective communication with families, more student-centered and project-based instruction, greater student engagement, increased teacher collaboration, and better relationships between students and teachers. The key to achieving these benefits is effective implementation.

Standards

Butler County School System has adopted the Alabama Course of Study in Technology Education, as well as the International Society for Technology in Education Standards.

1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, to produce creative artifacts and to make meaningful learning experiences for themselves and others.
4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Information for Participants

Students are eligible to check out BCSS Chromebooks and Chrome Tablets upon completion of the Student & Parent Equipment Use Agreement.

Each Student Receives

- Chromebook (2nd-12th grade) or Chrome Tablet (K-1st grade)
- Charging cable

Resources

- Web Page: <https://www.butlerco.k12.al.us>

Technology Support Plan

- When a student has a problem with a BCSS Chromebook or Chrome Tablet, he/she must report the issue to his/her teacher, who will troubleshoot and initiate the next steps in submitting a support request.
- The School Technology Team will refer needed repairs to the Technology Department, determine responsibility, assigning fees when needed, issue a loaner if appropriate, send a letter to parents if needed, and refer discipline concerns to school administration.
- For more information, refer to the *Damage and Loss Guidelines* in this document.

Device Distribution for Parents and Students

- Before a student can check out a BCSS Chromebook or Chrome Tablet, a parent must sign the following form (available online on the parent resource page at <https://www.butlerco.k12.al.us> or in the school office):
 - Student & Parent Equipment Use Agreement

Device Check Out and Return Processes

- Schools will schedule Chromebook/Tablet check outs. Checkouts are managed through the local schools' Technology Team, and the process will be similar to checking out a library book.
- At checkout, each student will
 - Have a BCSS Chromebook or Chrome Tablet checked out to him/her.
 - Have his/her name label applied in the appropriate space on the Chromebook/Tablet.
 - Receive a charging cable and have his/her name label applied in the appropriate space on the charging cable.
 - Log into his/her Chromebook/Tablet in order to be sure it works properly and recognizes the student when logging in away from school.
- At various times, staff will recheck BCSS Chromebooks/Tablets, charging cables, etc. Local schools will arrange this process.

- When a student withdraws and will no longer be attending Butler County Schools, the assigned Chromebook or Tablet and charging cable must be checked back in prior to leaving.
- Chromebooks/Tablets must be turned in before or on the last day of the school year.
- Police reports will be filed for school-owned Chromebooks/Tablets if they are not returned.

Charging Chromebooks/Tablets at School and Using Loaner Chromebooks/Tablets

- It is the responsibility of the student to bring the 1:1 Chromebook/Tablet to school fully charged. If the 1:1 Chromebook/Tablet is used most of the day, it may run low on charge. **There will be no loaner chargers available.**
- A small number of Chromebooks/Tablets will be stored at the school to be checked out as loaners. Qualification for a loaner will be determined by the media specialist.
- Students who have forgotten their Chromebook/Tablets may checkout one before first period from the Media Center. It is then the responsibility of the student to check the unit back in during the last 30 minutes of the school day.
- When a student has forgotten his/her Chromebook/Tablet for the third time per semester, he/she will be referred to the office for a disciplinary warning. On the fifth offense, the student will be required to turn in his/her Chromebook/Tablet for the rest of the semester. The student will be required to check out and return a loaner Chromebook/Tablet every school day.

Guidelines for Chromebook/Tablet Use and Care

Responsibility for Chromebooks and Chrome Tablets

- Each Chromebook and Chrome Tablet is property of Butler County School System, and is individually labeled and inventoried (by inventory number and Chromebook/Tablet serial number) to the individual student to whom it has been loaned. **Each student who has checked out a Chromebook/Tablet and his/her parents/guardians are responsible for proper care and use of the Chromebook/Tablet and for following the guidelines described below.**

Responsibility for Internet Use

- Butler County School System maintains a CIPA compliant Internet filter; therefore, to the greatest extent possible, the school network is filtered for content. Although BCSS makes every effort to minimize a student's exposure to inappropriate material through the use of the Internet filter, **it is ultimately the responsibility of parents and guardians of students to establish and communicate standards that their children should follow when using electronic resources such as the Internet.**

Technology Use Policy

The entire Technology Use Policy can be viewed at <https://www.butlerco.k12.al.us>.

Child Internet Protection Act/Neighborhood Child Internet Protection Policy (CIPA):

In accordance with CIPA guidelines, Butler County School System has implemented a “technology protection measure” – generally referred to as an Internet filter – to block access to visual depictions deemed “obscene,” “child pornography,” and/or “harmful to minors.”

Expectations for Chromebook Care

- Keep the Chromebook/Tablet secure and damage-free.
- Do not allow others to use the assigned Chromebook/Tablet, charger or cords.
- Do not use a 1:1 Chromebook/Tablet that is not yours.
- Do not leave the Chromebook/Tablet in a vehicle.
- Do not leave the Chromebook/Tablet unattended at school or away from school.
- Do not eat or drink while using the Chromebook/Tablet or have food or drinks in close proximity to the Chromebook/Tablet.
- Do not allow pets near the Chromebook/Tablet.
- Do not place the Chromebook/Tablet on the floor or on a sitting area such as a chair or couch.
- Do not leave the Chromebook/Tablet near table or desk edges.
- Do not stack objects on top of the Chromebook/Tablet.
- Do not leave the Chromebook/Tablet outside.
- Do not use the Chromebook/Tablet in or near proximity of water, household chemicals, or other liquids that could damage its electronic components.
- Be sure your Chromebook/Tablet is fully charged for school every day.
- Clean your Chromebook/Tablet with a soft, lint-free cloth (microfiber is recommended) only. Do not use water or any type of cleaner.
- Move your Chromebook with two hands with the lid is closed. Never throw, drop, or slide your Chromebook/Tablet. Never lift your Chromebook by the screen.
- Carefully place your Chromebook/Tablet into a protective area in your backpack. It is **STRONGLY** recommended that you purchase a case or sleeve for your Chromebook to prevent scratching and other damages when inside of the backpack. Excessive scratching and other damages may result in a repair cost.
- Keep your Chromebook/Tablet and charger in new condition. Do not mark on, write on, or otherwise alter the Chromebook/Tablet, charger, or district tags. If you alter the Chromebook/Tablet in some way, including marking or placing stickers on it, you will have to pay for a replacement.
- If a cover has been purchased, students may place school-appropriate stickers on the cover only. Stickers may not display antisocial, immoral, or illegal behavior. This includes emblems depicting gangs, satanic images, violence, sex, drugs, alcohol, mutilation, and language that may be considered obscene or vulgar.
- Carefully connect and disconnect cords, cables, etc. Place cords and cables out of walkways. People can be injured by tripping. Chromebooks/Tablets, cables, and cords can be damaged.
- Do not plug in your Chromebook/Tablet during a lightning storm and always use a power

strip with surge protection.

- All files, including music and video, used on 1:1 Chromebooks/Tablets should comply with all BCSS policies including being appropriate for students to use at school.
- Ask a media specialist or teacher if there is a problem with your Chromebook/Tablet. Do not attempt to access the internal electronics of the Chromebook/Tablet. Do not seek assistance with a problem from anyone other than a teacher or the school technology team.
- All use of media-streaming services should follow all legal and policy requirements including copyright. Many peripherals can be connected to the 1:1 Chromebooks/Tablets, including mice, secondary monitors/TV's, USB flash drives, etc. The Technology Department will not provide support for peripherals not distributed with the Chromebooks/Tablets or provided by the Technology Department.
- Abide by the BCSS Technology Use Policy and BCSS Code of Conduct at all times. This includes, but is not limited to, using school-appropriate images and text on personalized screensavers and background pictures; interacting with classmates, staff, and others as you would in a classroom; and maintaining the privacy of your login information.

Damage and Loss Guidelines

When there is a problem with a BCSS 1:1 Chromebook/Tablet, the student must report the issue as soon as possible to his/her homeroom teacher, who will troubleshoot and initiate the next steps in submitting a support request. The School Technology Team will determine next steps. These will include referring needed repairs to the Technology Department, determining responsibility, issuing a loaner if appropriate, sending a letter to parents if needed, and referring discipline concerns to school administration.

Normal Wear and Tear

Normal wear and tear is expected for Chromebooks/Tablets and charging cables. The BCSS Technology Department will determine if normal wear and tear has occurred and will process all repairs.

Damage

When damage to a BCSS 1:1 Chromebook/Chrome Tablet and/or charging cable issued to a student results from lack of care or intentional damage, the full cost of the repair must be paid for by the student's parent/guardian.

The Technology Department will determine if damage is due to lack of care or intentional damage has occurred and will process all repairs. Each student will be held accountable for damage to the Chromebook/Tablet issued to him/her unless there is clear evidence and documentation that the damage was caused by someone else. **If intentional damage is equal to or greater than the cost of the unit, the cost will be the market value of a new unit.** After two device repairs (not counting manufacturer defects) the student will have to check out and return a loaner

Chromebook/Tablet **every school day** from the Media Specialist. If the Chromebook/Tablet is **not** returned daily disciplinary action may be taken. After two device repairs (issued or loaner) the student is responsible for the full cost of any damage and may result in disciplinary action.

Loss or Theft

If a BCSS Chromebook/Tablet issued to a student is lost or stolen, the student must report the stolen device to his/her teacher. The teacher will then inform the School Technology Team of the loss and a report will be filed by the school with the police department. The student's parent/guardian must pay the full cost of replacing the BCSS Chromebook/Tablet. Once one-half of the replacement cost has been paid, a replacement Chromebook/Tablet will be ordered and a (take home) loaner Chromebook/Tablet will be issued to the student. The full cost of any replacement will be determined by market value at the time of replacement.

Current Costs

At this time, the replacement cost of a new Chromebook and Chrome Tablet is \$250. The replacement cost for used Chromebooks and Chrome Tablets will be prorated 25% of the initial cost for each year. **These costs are subject to change depending on current replacement prices.**

Chromebook Replacement Parts	Current Cost
Power Adapter	\$40.00
Screen	\$50.00
Keyboard	\$25.00
Asset Tag/Serial Tag	\$10.00

Chrome Tablet Replacement Parts	Current Cost
Power Adapter	\$40.00
Stylus	\$40.00
Asset Tag/Serial Tag	\$10.00

Chromebook/Tablet Return items:

- Issued BCSS Chromebook or Chrome Tablet with case
- Certified Power Adapter and Cable
- Chromebook/Chrome Tablet must be charged to a minimum of 60% battery life prior to turn-in.
- **Chromebook/Tablet must be turned in by assigned student or legal guardian of the assigned student.**

Student & Parent Equipment Use Agreement

Responsibility for Chromebooks/Tablets

- Each device is property of Butler County School System and is individually labeled and inventoried (by inventory number and Chromebook/Tablet serial number) to the individual student to whom it has been loaned. **Each student who has checked out a Chromebook and his/her parents/guardians are responsible for proper care and use of the Chromebook and for following the BCSS Technology Handbook.**

Responsibility for Internet Use

- Butler County School System maintains a CIPA compliant Internet filter; therefore, to the greatest extent possible, the school network is filtered for content. Although BCSS makes every effort to minimize a student's exposure to inappropriate material through the use of the Internet filter, **it is ultimately the responsibility of parents and guardians of students to establish and communicate standards that their children should follow when using electronic resources such as the Internet.**

Device Liability

- Lost or stolen chargers will result in a fee of \$40.
- Replacement cost for a Chromebook/Tablet is \$250.
- For complete details, please reference the BCSS Technology Handbook for Damage and Loss guidelines.

Parent/Guardian Responsibilities and Permission

I am authorizing the assignment of a mobile device to my child. I understand that the device is to be used as a tool for learning and that my child will comply with the BCSS Technology Handbook. I will help ensure the safe and timely return of the device within the loan period. I also understand that I am financially responsible for any willful, malicious, or accidental damage to the device.

Parent/Guardian Name (printed) _____

Parent/Guardian Signature _____ Date _____

Student Responsibilities and Permission

I agree to take care of the device while it is in my possession. I will not throw, drop, or damage it in any way. I will not give the device to another student for his/her use. I will use the device in the appropriate manner. I agree to return the device in good condition at the conclusion of the loan period.

Student Name (printed) _____

Student Signature _____ Date _____

Device Assignment

<u>Device Type</u>	<u>Device Asset Tag</u>	<u>Device Serial Number</u>	<u>Student Initials</u>	<u>Parent Initials</u>

Notes: _____

BUTLER COUNTY SCHOOL SYSTEM
211 School Highlands Road
Greenville, Alabama 36037-1833
Telephone: 334-382-2665 Fax: 334-382-8607

BUTLER COUNTY
BOARD
OF EDUCATION

SUPERINTENDENT
OF EDUCATION
Joseph Eiland

Date:

Inre: Notification of Potential Exposure

Michael Nimmer
District 1

To Whom It May Concern:

Lois Robinson
District 2

Today we were notified that a person in this building tested positive for COVID-19. Due to privacy laws, we are unable to identify the person, but this person was last in the building on _____. Over the next several days, please monitor your own symptoms and/or your child's symptoms.

Brandon Sellers
District 3

If you are a parent/guardian and you or your child develop potential COVID-19 symptoms, please notify the principal of your child's school and keep your child home from school. If you are an employee and develop potential COVID-19 symptoms, please notify your immediate supervisor and stay home from work. Please contact your healthcare provider to determine if you need to be tested.

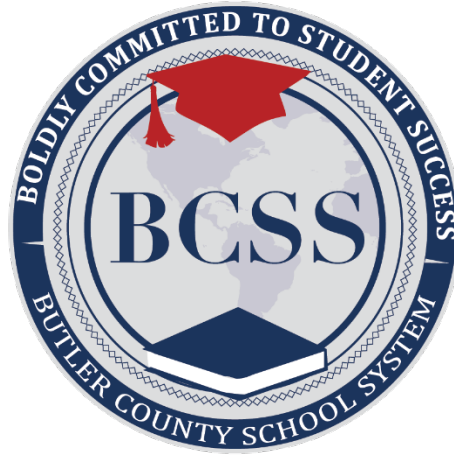
Linda Hamilton
District 4

Sincerely,

Mr. Joseph Eiland
Superintendent of Education

Mickey Jones
District 5

Joseph Eiland
Secretary and
Chief Executive Officer



BUTLER COUNTY SCHOOLS Boldly Committed To Student Success

Virtual Learning

Instructional Plan

August 7, 2020



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INTRODUCTION

The spread of coronavirus throughout the nation has required schools and school districts to think outside of the box to provide solutions that limit the spread of the coronavirus for the welfare of all citizens. Butler County Schools are one of the main interactive areas in the community, and it is necessary that we provide options for safe face-to-face instruction as well as implement a robust virtual learning model of instruction to continue to provide academic learning opportunities that meet the needs of all students.

During the past few years, the district has compiled a comprehensive collection of online content and digital resources as well as implemented the Google Classroom learning management platform throughout the system. The district has also been moving quickly to upgrade outdated hardware and create a technology plan that supports digital learning for students. The district is poised to transition to a virtual learning model for those that select a virtual only option for the fall or in the case of another school shutdown due to COVID-19, but with the rapid pace of change required to transition to a virtual learning model, there should not be an expectation that the delivery model is fully developed.




The *Virtual Learning Instructional Plan* has three major components: Content Delivery, Digital Resources, and Instructional Support.

- *Content Delivery* defines the online resources students will use for core instructional areas and the supplemental resources that may be used to enhance student learning.
- *Digital Resources* provides the steps the district is taking to ensure that all students will have access to hardware devices and the Internet in order to engage with digital instructional materials.
- *Instructional Support* defines the expectations and supports the district will provide for staff to prepare virtual learning resources and how the district will support parents as they assist their children at home.

Our Virtual Learning Plan will be updated routinely as the district transitions to a hybrid learning model during this time of pandemic crisis. To see the most up-to-date plan version, please visit the district website located at <https://www.butlerco.k12.al.us/bcss>.

1. INSTRUCTIONAL PLAN OVERVIEW

The Instructional Plan has three major components: Content Delivery, Digital Resources, and Instructional Support. The following table provides a concise overview of each component.

	<p>CONTENT DELIVERY</p>	<p>Students will have access to digital (online) learning materials and instructional activities to remain engaged in learning during the time that schools are closed.</p> <ul style="list-style-type: none"> • <u>Elementary & Middle School Students</u> will access learning materials through a learning management platform (SchoolsPLP, Schoology, and/or CLEVER) that will provide all of the support required for sustaining a student's academic preparation in essential learning areas. Teacher/parent guides and/or pacing guides will also be provided to families to support students • <u>Secondary students</u> will access learning materials through a learning management platform (SchoolsPLP, Schoology, Google Classroom, ACCESS, College Dual Enrollment Platform, and/or Clever) in subject areas that sustain a student's academic preparation in essential learning areas. Pacing guides and/or class syllabi will be provided.
	<p>DIGITAL RESOURCES</p>	<p>Students will have access to digital learning devices and Internet connectivity in order to engage with instructional learning materials.</p> <ul style="list-style-type: none"> • Each student in the 2nd – 12th grade will be assigned a Chromebook. • Chrome Tablet will be assigned to students who are in kindergarten and first grade. • Wi-Fi Hotspots will be located at all system schools and in designated areas throughout the community via school buses for drive-up usage.
	<p>INSTRUCTIONAL SUPPORT</p>	<p>Teachers will need professional development and strategies for teaching in a digital (online) learning environment.</p> <p>Parents will need encouragement and strategies for assisting their children with learning expectations at home. There is not an expectation that parents are their children's teacher.</p>



CONTENT DELIVERY

Virtual Learning Plan



Students will have access to digital (online) learning materials and instructional activities to remain engaged in learning while working remotely by choice or due to mandated school closure.

GLOSSARY

Adapted Learning –Adapted Learning is providing learning experiences outside of the traditional classroom. Other terms also used include temporary virtual education and eLearning. All of these terms have the same meaning.ⁱ

- **Asynchronous learning**—Asynchronous Learning is when learners participate in an online learning course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule.
- **Synchronous learning**— Synchronous learning is when learners participate in an online learning course at the same time but in different locations, it is known as synchronous learning. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom.

Blended Virtual Learning (Hybrid Learning)—Blended learning is an instructional approach that includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities.ⁱⁱ

Learning Management System—A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs

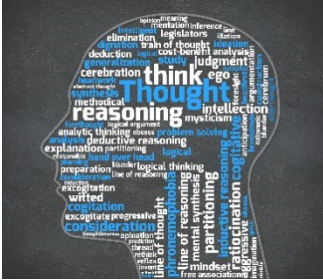
- **Schoology**—Schoology is a social networking service and virtual learning environment for K-12 school and higher education institutions that allows users to create, manage, and share academic content.
- **SchoolsPLP** - SchoolsPLP is an online educational ecosystem where all aspects of eLearning are inter-connected. SchoolsPLP combines effective classroom management with a broad catalog of online curriculum.
- **Google Classroom** - Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.
- **Clever** - Clever brings all K12 applications into one secure portal and provide single sign-on for everyone in the district.

Virtual Learning (Online Learning)—Virtual Learning is a system for learning and teaching using the internet and special software.ⁱⁱⁱ

Google Meet / Zoom Meeting (Video Conferencing)—Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology.



General Program Details



Content Delivery will be done through ‘Blended Virtual Learning’ which can include any of the following:

- ✓ Face-to-face instruction through ZOOM/Google Meet (small group, 1:1). The purpose of what is provided by the district is to ensure that all families have consistent, equal access to the most essential part of school, therefore, all sessions will be recorded and made available to your student in the event they were unable to participate in live time.
- ✓ Group activities through ZOOM/Google Meet, Schoology, Google Classroom, and email
- ✓ Flipped lessons/labs using video lessons and screencasts
- ✓ Short formative assignments through learning management system platforms (Schoology, Google Classroom), email, or the school website
- ✓ Quarterly STAR math and reading assessments, including pre-screenings for all grade-level through Renaissance Learning to meet state literacy and RTI law requirements
- ✓ Progress monitoring in areas required by the Alabama State Literacy Law will be done virtually for Kindergarten through 3rd Grade.
- ✓ Threaded discussions through SchoolsPLP, Schoology, and/or email
- ✓ Virtual labs, scenarios, demonstrations
- ✓ Hands-on activities that can be completed at home
- ✓ Independent reading, writing, research, exercise, and projects

THE DISTRICT IS WORKING TO LIMIT SCREEN TIME AND ENHANCE NON-SCREEN ACTIVITIES



Virtual Learning Plan

Instructional Resources

Elementary/Middle (Grades K – 8)

Elementary students enrolled in virtual school options will access learning materials through a learning management platform (SchoolsPLP) that will provide all of the support required for sustaining a student's academic preparation in essential learning areas; teacher/parent guides and/or pacing guides will also be provided to families for support. Links to additional lesson materials, texts, and videos for Core Programs that are already familiar to students and families for use in face-to-face and virtual settings will be accessed through CLEVER using the FOR STUDENTS tab on the district website.

- ✓ Materials being used are from the CORE programs students have been using all school year:
 - Lexia Core 5 / Power Up
 - DREAMBOX
 - Classworks
 - myON
 - Digital Textbooks and Textbook Resources for all subject areas and grade levels
- ✓ Instructional Time Guidelines Per Day (based on ALSDE Guidance in Roadmap 6/26/20)
 - Kindergarten – 2nd grade is scheduled for approximately 90 minutes a day for CORE instruction(including small group instruction)
 - 3rd – 5th grade is scheduled for approximately 120 minutes a day for core instruction (including small group instruction)
 - 6th - 8th grade - It is recommended that **each subject area** provide 30 minutes of work per day, not to exceed 3 hours in total a week per each subject.
 - Each Special (PE, Art, Music, and Counseling) will be assigned one day a week to provide some alternative activities for students to participate in – movement, creativity, musical, mental health focus.
 - The number of electives offered may vary by school.

Secondary (Grades 6 – 12)

- ✓ Secondary materials will be distributed through one of three platforms—SchoolsPLP or Schoology (Google Classroom may be used for face-to-face/stay at home). At the beginning of each week the teacher will have the week's assignments housed in one of these platforms for students to access. Additional platforms may be used for students participating in Traditional ACCESS Classes or College Dual Enrollment Classes.
- ✓ Secondary materials used will be based on the standards for subject areas being taught.
- ✓ Instructional Time Guidelines Per Day
 - It is recommended that **each subject area** provide 45 minutes of work perday, not to exceed 4.5 hours in total a week per each subject.
- ✓ PE offering may differ by schools with some schools electing for teachers to collaborate on creating exercise videos and/or ZOOM/Google Meet activities to be shared each week and others using the SchoolsPLP platform to provide more health related activities.
 - PE teachers selecting the exercise alternative will provide three, 30-minute activities per week and have students' complete a log entry in a combined discussion board on the Schoology platform for credit purposed.
 - Art and Music teachers will be designing lessons around Art and Music theory.
 - CTE will be utilizing SchoolsPLP or Schoology to teach content as well as the Soft Skills High program for teaching essential workplace soft skills.



Virtual Learning Plan

- ✓ At all levels of instruction, if a student receives special services, the classroom teacher will collaborate with the appropriate service provider to determine what accommodations or scaffolds need to be put in place for the student to access the learning. All teachers will take responsibility for follow-up and check-in with these students. (See additional details in Section 3, “Modified Content Delivery”).
- ✓ Programs for system-wide intervention and enrichment for all virtual and face-to-face students include but are not limited to the following: Bright Thinkers, Lexia Core 5/Power Up, DREAMBOX, and CLASSWORKS.

Assessment

- ✓ Elementary and Middle School assessments will be in the form of both formative and summative.
 - Formative Assessment: Formative assessments will be built into the online platform of SchoolsPLP. Formative assessment data for elementary students will also be collected through parent and care-giver interviews and (where appropriate) student self-reports in which we will gather information about students’ progress on tasks and content presented through the course. The questions posed in these interviews or through probes will be carefully crafted by teachers, special educators, and other service providers as they thoughtfully record, then analyze responses, educators will be able to provide feedback to students and care-givers, as well as to modify and refine instructional plans in order to best structure future experiences for each individual child.
 - Summative Assessment: Summative assessment data will be collected each nine-week period to provide overall grade-level, school, and district trends in order to identify areas in need of systemic support and to monitor overall progress. Summative assessment data will be provided at the conclusion of the virtual learning experience and will be conducted by students’ 2020-2021 teachers. This data will measure students’ acquisition and retention of essential learning targets from throughout the academic year. Reporting on student learning will be based on formative data collected over the course of the virtual learning experience, and will be considered in progress until summative data is collected. Summative data measures include but are not limited to STAR Reading and Math Assessments, Cognia Assessments, Lexia Assessments, DREAMBOX Assessments, 9-weeks tests, SchoolsPLP Assessments.
 - All work will be graded Mastery/Non-Mastery (Pass/Fail).
 - Students will be allowed to make corrections in order to demonstrate proficiency.
- ✓ Secondary assessments will be in the form of both formative and summative.
 - Formative assessments are journal entries, discussion threads, assignments, or projects that are completed through SchoolsPLP or Schoology (Google Classroom may be used in the event of district shutdown). Teachers will offer written and verbal feedback as appropriate to help the students gain understanding and proficiency.
 - Summative assessments will be built into the online platform of SchoolsPLP or



Virtual Learning Plan

- Schoology.
- Students will be allowed to make up work, for the third quarter to improve grades.



Attendance Requirements:

Teachers will take attendance daily, but the meaning of attendance changes—virtual learning attendance is more about ENGAGEMENT than physical presence.

A primary consideration when evaluating adherence to Virtual Learning Plans will be the tracking of student attendance. The following recommendations for monitoring attendance will be used:

- **Active Time Spent in LMS** – This indicates time a student is active in a course that is logged and recorded by a learning management system (LMS) and is used by the district as a method to track participation in the course.
- **Student Submissions in an LMS** – This indicates required coursework submissions by a student in a course that is logged and recorded by a learning management system (LMS) and is used by the district as a method to track participation in the course.
- **Other Indicators in an LMS** – This indicates specific feature(s) that are logged and recorded by a learning management system (LMS) and is used by the district as a method to track participation in the course.
- **Teacher Tracked Work Time** – This indicates time a student is actively working on group projects and/or offline work that is logged and recorded by the course teacher and is used by the district as a method to track participation in the course.
- **Teacher and Student Communication** – This indicates academic-based communication between a student and the course teacher or the teacher and parent/guardian and is logged by the teacher and is used by the district as a method to track participation in the course.
- **Other Indicators Tracked by the Teacher** – This is a description of student participation activities that are logged and recorded by the course teacher and is used by the district as a method to track participation in the course.

Teachers and Parents may use the following as a guide:

- ✓ Elementary teachers – please keep a log of your phone/email/virtual contacts with parents. This log can be done weekly (i.e., “spoke with a certain number of parents the week of 9/7-11/20” or “received email from a specific number of parents regarding assignment on 9/7/20”). If you have not connected with a parent during the week, please make every effort to contact them. The district will use a standardized log form to capture student contact time.

Elementary schools will initially use weekly contact logs for tracking student engagement and academic progress. All students are expected to have contact with their classroom teacher each week, and if that is not possible, the district will develop other means to check on families or students who do not regularly check in with their child’s teacher. The district will consider safe, welfare checks that maintain social distancing to deliver supplies and transfer homework assignments. The district may involve attendance officers and court action if attendance is not documented within 5 school days.



Virtual Learning Plan

- ✓ Middle School / Secondary teachers – please be sure to run a participation query per subject area daily and keep it in a file. Create a log of all enrolled students, by week, and mark those who have participated in the learning opportunities. If you have not seen participation from a student during the week, please reach out and make contact.
- ✓ How attendance participation may look:
 - Attending Zoom sessions
 - Participating in threaded discussions
 - Submitting work
 - Taking an assessment online and/or paper/pencil
 - Uploading a video
 - 1:1 communication via phone/email/SchoolsPLP or Schoology

Middle School / Secondary schools will initially use the learning management system for tracking student engagement and academic progress. All students are expected to have contact with their classroom teacher each week, and if that is not possible, the district will develop other means to check on families or students who do not regularly check in with their child's teacher. The district will consider safe, welfare checks that maintain social distancing to deliver supplies and transfer homework assignments. The district may involve attendance officers and court action if attendance is not documented within 5 school days.

Accountability

- ✓ Elementary, Middle, and Secondary teachers will be expected to continue to meet in their PLC teams and answer the following questions:
 - What is it we need students to know?
 - How will we know when they've learned it?
 - What will we do if they have not learned it?
- ✓ Elementary and Middle School students will be expected to demonstrate proficiency on the critical standards as outlined by the ALSDE in all core subject areas through formative/summative assessment. Diagnostic assessments, state assessments, and alternative program assessments/data approved by the district (such as Lexia) may be used as prove of mastery. 3 sources must be used to prove mastery in the areas of Mathematics and English Language Arts. 1 source may be used for all others.
- ✓ Elementary, Middle, and Secondary teachers will be expected to make weekly contact with their students, monitor progress, and offer assistance as needed.
- ✓ Elementary, Middle, and Secondary students will be expected to log into their Learning Management System and actively participate in the lessons/modules/learning opportunities presented each week.
- ✓ Middle and Secondary students will be expected to demonstrate proficiency based on 70% mastery threshold in SchoolsPLP Platform. Retests will be allowed in the program.



Graduation Requirements

- ✓ Graduation requirements have not changed. The school district expects seniors to meet all graduation requirements as described in the Butler County Schools Handbook and Student Code of Conduct 2019-2020.
-

ⁱ Wyoming Department of Education Website. <https://edu.wyoming.gov/in-the-classroom/technology/distance-ed/adapted-learning/>

ⁱⁱ <http://theelearningcoach.com/resources/online-learning-glossary-of-terms/>

ⁱⁱⁱ https://en.wikipedia.org/wiki/Learning_management_system

^{iv} Alabama State Department of Education Roadmap (Wyoming Reference)

<https://www.alsde.edu/Documents/Roadmap%20for%20Reopening%20Schools%20June%2026%202020.pdf>



2. MODIFIED CONTENT DELIVERY



Students will have access to digital (online) learning materials and instructional activities to remain engaged in learning during the time that schools are closed.

The Federal Department of Education provides the following guidance for school districts:

In emergency school closures, FAPE may change for all students, including those with disabilities. According to OSERS, "School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. In this unique and ever-changing environment, OCR and OSERS recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible. However, school districts must remember that the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically." In light of this guidance, districts should make a reasonable effort to provide FAPE, always include guardians in the discussions, and document their efforts to continue to provide educational opportunities during the crisis.^v

The school district is committed to providing equitable education for all students and provides the following guidelines for students with disabilities or special needs (Special Education, 504 Plans, or At-Risk Students), English Language Learners, or students who are Homeless.

Individualized Learning Providers:

- ✓ Special Education staff members will engage in professional development to learn best practices for specialized instruction in a "distance learning" format.
- ✓ Special Education teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.
- ✓ Special Education teachers will provide instructional opportunities utilizing online &/or web-based programs that were previously being used by individual students.
- ✓ Special Education teachers, paraprofessionals and Related Service providers will make direct contact with students &/or parents on a bi-weekly basis.
- ✓ Special Education Staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.
- ✓ Special Education staff may identify additional learning programs to provide differentiated opportunities to students to access remotely as determined by student progress.



English Language Learners:

- ✓ ELL teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.
- ✓ ELL teachers will provide instructional opportunities utilizing online &/or web-based programs that were previously being used by ELL students.
- ✓ ELL teachers and ELL paraprofessionals will make direct contact with students &/or parents on a bi-weekly basis.
- ✓ ELL Staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.
- ✓ ELL staff may identify additional learning programs to provide differentiated opportunities to ELL students to access remotely as determined by student progress.

Students in Housing Transition (Homeless):

- ✓ District/School Mentor will be in contact bi-weekly or more frequently with students and families to check on basic needs (food, shelter, and other basic needs). If need identified, they work with families to provide resources or connect with community needs.
- ✓ Students experiencing housing transition will be assisted by the District/School Mentor to be prepared for virtual learning with a focus on communication from student and family with their teachers and schools. District/School Mentor with other staff will adapt learning if a digital format is not workable for the student's location.
- ✓ Student progress will be monitored by teachers and School/District Mentor. Monitoring and supports will include academic progress and social-emotional needs.

504 Students:

- ✓ All students who have an active 504 will be provided their specific accommodations by their general education teacher.
- ✓ Teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by the 504 student.
- ✓ Teachers may provide "hard copy" educational activities and/or technology devices (if used prior to school closure) for students to engage in at home either through USPS or by delivery to home address.
- ✓ Teachers may identify additional learning programs to provide differentiated opportunities to 504 students to access remotely as determined by student progress.



Virtual Learning Plan

^v Wyoming Department of Education, <https://edu.wyoming.gov/in-the-classroom/technology/distance-ed/adapted-learning/>
Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools
<file:///C:/Users/dash/Documents/Supple%20Fact%20Sheet%20for%20FAPE%20during%20covid.pdf>



3. DIGITAL RESOURCES



Students will have access to digital learning devices and Internet connectivity in order to engage with instructional learning materials.

Resources for Staff and Student Use

- ✓ All staff will use their home computers and/or their work laptops.
- ✓ Students will use their home computers OR will check out one of the district's Chromebooks to use at home. The district can only ensure secure district devices.
- ✓ The district will send a Remote Learning Readiness Survey to parents via email, and notify all families via phone that a survey is available online. Parents without access to the internet can call the district and notify district personnel that they require digital resources for their children to engage with virtual learning.

Distribution of Digital Resources

- ✓ The district will set up several distribution centers around the community where parents can drive up and receive the computer.
- ✓ See District Technology Plan for specifics on device distribution.

Software Resources

- ✓ All students can access ALL Core Program materials and Specialist materials through CLEVER, which is housed on their school website, as well as the district website.
- ✓ Virtual students can access their classes through SchoolsPLP or Schoology.
- ✓ Secondary students can access additional resources through ACCESS or Dual Enrollment Program Systems.

Internet Access

- ✓ The will purchase Wi-Fi Hotspots to provide access to families that do not have internet access. Hotspots will be located at all system schools and in designated areas throughout the community via school buses for drive-up usage. The district will also seek community partnerships to provide additional access to the internet via mobile hotspots, internet grants, etc.



4. INSTRUCTIONAL SUPPORT



Teachers will need professional development and strategies for teaching in a digital (online) learning environment.

Butler County Schools will provide support and resources for our teachers who are new to the digital learning format as well as support for parents who have to prepare their children for learning in a digital learning environment. This section will provide tips and suggestions as well as a few quality resources for employees and families.

Instructional Support

Instructional Support is a process to maximize individual student success, while at the same time serving as a screening process for students who may be in need of specialized education services. The process consists of a team working together to identify the student's needs, set goals, and develop an intervention plan to achieve those goals. The classroom teacher, administrators, specialists, and parents are all members of the Instructional Support Team.

Key Tips: Practical tips for effectively adapting each approach to the online environment are provided.

1. Student Data Notebooks

- ✓ Offer continuous feedback regarding progress toward accomplishing learning objectives.
- ✓ Provide Student Data Notebook examples on a web page for the student to use.
- ✓ Encourage students to brainstorm ideas for Student Data Notebooks with their online peers as well as negotiate the final Student Data Notebook with the instructor through email or online conferencing.

2. Lectures

- ✓ Lecture notes, with links to related resources and other websites embedded in them, will be on the web page for the learners to review.
- ✓ Online lectures will be shorter and more to the point than lectures in live classrooms which often extend far beyond the attention span of the audience.
- ✓ Break a long presentation into shorter segments if needed.
- ✓ Short lectures will provide enough information to serve as a basis for further reading, research, or other learning activities.



3. Discussion

- ✓ Use discussions to encourage participatory learning, encourage learners to analyze alternative ways of thinking and acting, and to explore their own experiences to become better critical thinkers.
- ✓ Options include asynchronous communication or synchronous (real-time) communication through ZOOM/Google Meet.

4. Self-directed learning

- ✓ The self-directed learner can pursue individualized, self-paced learning activities that allow him/her to search and utilize the vast resources of the Internet by virtually visiting libraries, museums and various institutes worldwide, talking to professionals, accessing recent research, and reading newspapers and peer-reviewed scholarly journals online. Teachers will factor in all these resources as they create self-directed learning activities.
- ✓ Students can write collaboratively with peers and even publish written and multimedia products on web pages.

5. Mentorship

- ✓ Weekly or even daily journals and communications can be sent between mentor and student via e-mail, providing an ongoing 'dialogue' which supports the development of the mentor relationship and offers numerous opportunities for timely feedback on student questions, concerns and issues.

6. Small Group Work

- ✓ This may include discussion groups, guided design, role-playing, or games.

7. Projects

- ✓ Group projects can include simulations, role-playing, case studies, problem-solving exercises, group collaborative work, debates, small group discussion, and brainstorming.
- ✓ Participants should receive peer feedback to expose them to diverse viewpoints.
- ✓ Learners can pursue special interests, write or create for an audience, and publish or present their findings and conclusions via the Internet.
- ✓ Students can also receive feedback from experts or interested peers outside the course by accessing the project online.

8. Collaborative Learning

- ✓ Compose small group participants of differing ability levels and use a variety of learning activities to master material initially developed by the teacher or construct knowledge on substantive issues.
- ✓ Each member of the team is responsible for learning what is taught and for helping teammates learn.

"Instructional Methods for Online Learning." Online Education, www.onlineeducation.com/guide/instructional-methods.



Parents will need encouragement and strategies for assisting their children with learning expectations at home. There is not an expectation that parents are their children's teacher.

PARENT INSTRUCTIONAL SUPPORTS

The following are some guidelines or helpful hints to help parents/guardians support students becoming learners at home. It is important to remember that home is not school, so things will look and feel different for your children as they transition into this model.

- ✓ Explain the need for the changes that are occurring at home and with school. Talk about how school will look for them now and that it is important that they are still learning and participating in an educational experience.
- ✓ Set up a daily schedule for your family. This will be very important not only because schedules provide consistency for young children, but also for families who have multiple children working and learning from home. Post the schedule in a common area so everyone knows the expectations and can reference it when there are questions.
- ✓ Find a space for your child that will be conducive to their learning. This may be at the kitchen table, in the family room or elsewhere. But you will want it to be in a place where you can monitor and provide help when needed.
- ✓ Remember, this isn't going to look like a typical school day. Some students may go quickly through daily learning assignments and some may need extra time to complete them. You know your child best. Don't make this a power struggle, though. Let them work at their pace, set the expectation that they do the work, but in the end, after that set amount of time, know it is okay to be done for the day.
- ✓ If your child is confused about something and you are unable to help them, reach out to their teacher – that is what they are there for! It is okay to ask for help. We know that our children often work better for the teacher than mom or dad. Let the teacher know!
- ✓ Adhere to a daily schedule as a family – bedtimes, wake up times, baths, outside time, game time, and school time. Keeping things consistent and letting children know what to expect and when is helpful in helping them to accept where we are at this time in our world.
- ✓ Finally, use this time to do some experiential learning – math and science in the kitchen helping to bake cookies or prepare dinner, make a homemade board game to play as a family, play a board game like Monopoly or Scrabble, make art or write a letter and mail it... all of these are very important learning experience that will translate into good memories and good learning!



6. STUDENT PRIVACY AND SAFETY

Butler County Schools ensures compliance with state and federal laws regarding student privacy and safety. Digital software platforms that are used by students in Butler County Schools all comply with FERPA standards to protect personally identifiable information. The documents cited below from the Federal Department of Education provide compliance standards and guidance for administrators, teachers, and parents.

[FERPA and the Coronavirus Disease 2019 \(COVID-19\)](#)

The purpose of this guidance is to answer questions that school officials may have had concerning the disclosure of personally identifiable information from students' education records to outside entities when addressing the Coronavirus Disease 2019 (COVID-19).

[Protecting Student Privacy While Using Online Educational Services](#)

This document addresses privacy and security considerations relating to computer software, mobile applications (apps), and web-based tools provided by a third-party to a school or district that students and/or their parents access via the Internet and use as part of a school activity. Examples include online services that students use to access class readings, to view their learning progression, to watch video demonstrations, to comment on class activities, or to complete their homework. This document does not address online services or social media that students may use in their personal capacity outside of school, nor does it apply to online services that a school or district may use to which students and/or their parents do not have access (e.g., an online student information system used exclusively by teachers and staff for administrative purposes). Many different terms are used to describe both the online services discussed in this document (e.g., Ed Tech, educational web services, information and communications technology, etc.) and the companies and other organizations providing these services. This document will use the term "online educational services" to describe this broad category of tools and applications, and the term "provider" to describe the third-party vendors, contractors, and other service providers that make these services available to schools and districts.



7. IMPLEMENTATION TIME LINE

May – June 2020

The primary objective for this month is to introduce all personnel to Zoom and Google Meet Technology in order to establish remote communication. Teachers will be asked to reach out to families and begin designing virtual lessons to support the Virtual Learning Model.

- γ Principals will meet with their staffs through Google Meet to discuss the initial plan for moving to Virtual Learning.
- γ Teachers will participate in Professional Development involving Google Meet / ZOOM Meetings, teachers, video-lessons, etc.
- γ Teachers will participate in Professional Development involving Google Classroom
- γ All instructional staff will be planning lessons, attending PLC meetings with their Instructional Facilitators to map out District Pacing and Assessment for the 2020-2021 School Year.
- γ All instructional staff will attend appropriate Professional Development around online instruction, learning management systems, or video conferencing software.
- γ A technology survey will be distributed to determine technology/access needs of Butler County School System families and staff.

June-July 2020

- γ Review information collected during the 2019-2020 COVID-19 School year.
- γ Analyze survey results.
- γ Develop a School Reopening Plan – including a Technology Plan for new 1-to-1 initiative.
- γ Develop alternative plans for families without technology access and protocols will be developed on how to get work to students. (if all other options are exhausted)
- γ Submit School Reopening Plan to the Alabama State Department of Education
- γ School Board Approval of the School Reopening Plan including Virtual School Option
- γ Share the School Reopening Plan with all stakeholders.
- γ Teachers continue to develop District Pacing and Assessment
- γ Personnel plan developed and shared for all personnel outlined duties and responsibilities as a result of shifting circumstances.



Virtual Learning Plan

July – August 2020

- γ Students will access Virtual Lesson through SchoolsPLP or Schoology
- γ Teachers will continue to develop daily and weekly lessons that will be shared via Google Drive Pacing and Assessment District Folder
- γ Teachers and paraprofessionals will contact and annotate attendance and assignment completion.
- γ Teachers and paraprofessionals will be available to support learners throughout various parts of the day.
- γ Teachers will provide regular feedback and respond routinely to the efforts of learners.
- γ Schools will use engagement strategies to ensure that all students interact with learning materials and maintain contact with teachers.



8. PERSONNEL PLAN

PERSONNEL ROLES

The district is committed to taking care of all employees during this crisis, and a part of that responsibility is ensuring continued employment. Duties and responsibilities have invariably shifted, but district and school building administrators will ensure that all personnel can contribute equitably in the teaching of all students. Assignment and Transfer of Classified Personnel authorize the superintendent and the district to reassign roles and responsibilities as need by the district.

Section 3.1c6 Assignment of Personnel

The Superintendent shall make such assignments, reassignments, and transfers as are in his or her professional judgment necessary to secure the highest efficiency of the entire staff. All assignments and transfers of tenured teachers must be made in accordance with the state laws.

Section 6.4e Assignments

The Superintendent shall make such assignments, reassignments, and transfers as are in his/her professional judgment necessary to secure the highest efficiency of the entire staff. All assignments and transfers of tenured employees shall be made in accordance with Alabama law. Alabama Act 2011-270 (Students First Act)

Section 6.5e. Assignments and Transfers

The Superintendent of Education shall made such assignments, reassignments, and transfers as are in his/her professional judgment necessary to secure the highest efficiency of the entire staff.

Some suggestions for changing roles and responsibilities during times of crises may include some of the following:

Specialists

- ✓ Collaborate with classroom teachers to determine what accommodations and/or modifications can be made to make the lessons more accessible to students with disabilities, language concerns, or second language learners.
- ✓ Provide services through online methods such as: Zoom, video, email, phone conversation, etc.

Related Services Providers

- ✓ Conduct counseling or consulting services with students via Zoom, video, FaceTime, email, or phone.
- ✓ Video guidance lessons that will be available every Thursday. Each grade level will have their own age-appropriate lesson to view.



Virtual Learning Plan

Paraprofessionals

- ✓ Assist in student contact.
- ✓ Prep and prepare paper/pencil copies to be distributed to students.
- ✓ Help classroom teachers with tracking attendance.

Transportation

- ✓ Delivering Grab N' Go meals, Friday Food Bags to families in need.
- ✓ Distributing technology to families as needed.

Maintenance

- ✓ Sanitizing school buildings.
- ✓ Painting and working on some of the summer projects that were slated.
- ✓ Developing a protocol for entry into buildings.

FEDERAL DEPARTMENT OF LABOR GUIDELINES

The Department of Labor has provided some guidance for employers regarding sick leave and FMLA guidance, and this information will be delineated here.



Virtual Learning Plan

SAMPLE VIRTUAL SCHOOL SCHEDULE

Jimmy, first grader

8:00 a.m. Breakfast, chores
9:00 a.m. Reading
10:00 a.m. Science
10:30 a.m. Education Technology or Art
11:00 a.m. Flexible school time, used for projects or learning activities
11:30 a.m. Recess
12:00 p.m. Lunch
12:30 p.m. Free time/play time
2:00 p.m. Math
3:00 p.m. Social Studies
3:30 p.m. Robotics Club (Wednesdays)
4:00 p.m. Free time until dinner

Amanda, sixth grader

8:00 a.m. Breakfast, chores
9:00 a.m. Language Arts
10:00 a.m. Education Technology
10:30 a.m. Math
11:00 a.m. Flexible school time, used for projects or learning activities
11:30 a.m. Recess
12:00 p.m. Lunch
12:30 p.m. Language Arts
1:00 p.m. Science
2:00 p.m. Music
2:30 p.m. Social Studies
3:30 p.m. Debate Club (Thursdays)
4:00 p.m. Free time until dinner

The above schedules are not in line with the guidelines for instructional times contained within this document but are provided to give families an idea of what a day may look like and things to consider when selecting the virtual school option.



APPENDIX

Alabama Department of Education Guidance

Federal Department of Education Guidance

Federal Department of Education Compliance

Prevent the spread of COVID-19 if you are sick

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

If you are sick with COVID-19 or think you might have COVID-19, follow the steps below to care for yourself and to help protect other people in your home and community.

Stay home except to get medical care.

- **Stay home.** Most people with COVID-19 have mild illness and are able to recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas.
- **Take care of yourself.** Get rest and stay hydrated. Take over-the-counter medicines, such as acetaminophen, to help you feel better.
- **Stay in touch with your doctor.** Call before you get medical care. Be sure to get care if you have trouble breathing, or have any other emergency warning signs, or if you think it is an emergency.
- **Avoid public transportation,** ride-sharing, or taxis.



Separate yourself from other people and pets in your home.

- **As much as possible, stay in a specific room** and away from other people and pets in your home. Also, you should use a separate bathroom, if available. If you need to be around other people or animals in or outside of the home, wear a cloth face covering.
- See **COVID-19 and Animals if you have questions about pets:** <https://www.cdc.gov/coronavirus/2019-ncov/faq.html#COVID19animals>
- Additional guidance is available for those **living in close quarters.** (<https://www.cdc.gov/coronavirus/2019-hj-ncov/daily-life-coping/living-in-close-quarters.html>) and **shared housing** (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/shared-housing/index.html>).



Monitor your symptoms.

- **Symptoms of COVID-19 include fever, cough, and shortness of breath but other symptoms may be present as well.**
- **Follow care instructions from your healthcare provider and local health department.** Your local health authorities will give instructions on checking your symptoms and reporting information.



When to Seek Emergency Medical Attention

Look for **emergency warning signs*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately:**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Bluish lips or face
- Inability to wake or stay awake

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

Call 911 or call ahead to your local emergency facility:

Notify the operator that you are seeking care for someone who has or may have COVID-19.

Call ahead before visiting your doctor.

- **Call ahead.** Many medical visits for routine care are being postponed or done by phone or telemedicine.
- **If you have a medical appointment that cannot be postponed, call your doctor's office,** and tell them you have or may have COVID-19.



If you are sick, wear a cloth covering over your nose and mouth.

- **You should wear a cloth face covering over your nose and mouth** if you must be around other people or animals, including pets (even at home).
- You don't need to wear the cloth face covering if you are alone. If you can't put on a cloth face covering (because of trouble breathing for example), cover your coughs and sneezes in some other way. Try to stay at least 6 feet away from other people. This will help protect the people around you.
- Cloth face coverings should not be placed on young children under age 2 years, anyone who has trouble breathing, or anyone who is not able to remove the covering without help.



Note: During the COVID-19 pandemic, medical grade facemasks are reserved for healthcare workers and some first responders. You may need to make a cloth face covering using a scarf or bandana.



Cover your coughs and sneezes.

- **Cover your mouth and nose** with a tissue when you cough or sneeze.
- **Throw used tissues** in a lined trash can.
- **Immediately wash your hands** with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.



Clean your hands often.

- **Wash your hands often** with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- **Use hand sanitizer** if soap and water are not available. Use an alcohol-based hand sanitizer with at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry.
- **Soap and water are the best option**, especially if your hands are visibly dirty.
- **Avoid touching** your eyes, nose, and mouth with unwashed hands.



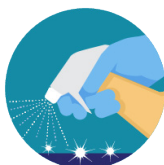
Avoid sharing personal household items.

- **Do not share** dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home.
- **Wash these items thoroughly after using them** with soap and water or put them in the dishwasher.



Clean all “high-touch” surfaces everyday.

- **Clean and disinfect** high-touch surfaces in your “sick room” and bathroom. Let someone else clean and disinfect surfaces in common areas, but not your bedroom and bathroom.
- **If a caregiver or other person needs to clean and disinfect** a sick person's bedroom or bathroom, they should do so on an as-needed basis. The caregiver/other person should wear a cloth face covering and wait as long as possible after the sick person has used the bathroom.

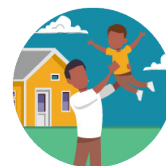


High-touch surfaces include phones, remote controls, counters, tabletops, doorknobs, bathroom fixtures, toilets, keyboards, tablets, and bedside tables.

- **Clean and disinfect areas that may have blood, stool, or body fluids on them.**
- **Use household cleaners and disinfectants.** Clean the area or item with soap and water or another detergent if it is dirty. Then use a household disinfectant.
 - Be sure to follow the instructions on the label to ensure safe and effective use of the product. Many products recommend keeping the surface wet for several minutes to ensure germs are killed. Many also recommend precautions such as wearing gloves and making sure you have good ventilation during use of the product.
 - Most EPA-registered household disinfectants should be effective.

When you can be around others after you had or likely had COVID-19

When you can be around others (end home isolation) depends on different factors for different situations.



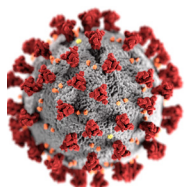
• I think or know I had COVID-19, and I had symptoms

- You can be with others after
 - 3 days with no fever**AND**
 - symptoms improved**AND**
 - 10 days since symptoms first appeared
- Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others when you have no fever, symptoms have improved, and you receive two negative test results in a row, at least 24 hours apart.

• I tested positive for COVID-19 but had no symptoms

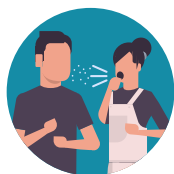
- If you continue to have no symptoms, you can be with others after:
 - 10 days have passed since test
- Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others after you receive two negative test results in a row, at least 24 hours apart.
- If you develop symptoms after testing positive, follow the guidance above for “I think or know I had COVID, and I had symptoms.”

What you should know about COVID-19 to protect yourself and others



Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.



Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.



Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.



Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.



Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.



Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.



What You Can Do If You Are at Increased Risk for Severe Illness from COVID-19

Are You at Increased Risk for Severe Illness?



Based on what we know now, those at increased risk for severe illness from COVID-19 are:

- Older adults
- People of any age with the following :
 - Cancer
 - Chronic kidney disease
 - COPD (chronic obstructive pulmonary disease)
 - Immunocompromised state (weakened immune system) from solid organ transplant
 - Obesity (body mass index [BMI] of 30 or higher)
 - Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
 - Sickle cell disease
 - Type 2 diabetes mellitus

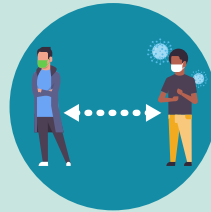
Here Is What You Can Do to Help Protect Yourself



Limit contact with other people as much as possible.



Wash your hands often.



Avoid close contact (6 feet, which is about two arm lengths) with people who are sick.



Clean and disinfect frequently touched surfaces.



Avoid all cruise travel and non-essential air travel.

Call your healthcare professional if you are sick.

For more information on steps you can take to protect yourself, see CDC's [How to Protect Yourself](#).



cdc.gov/coronavirus

Cover Coughs and Sneezes

Stop the spread of germs
that can make you and others sick!



Cover your
mouth and nose
with a **tissue**
when you
sneeze or cough.



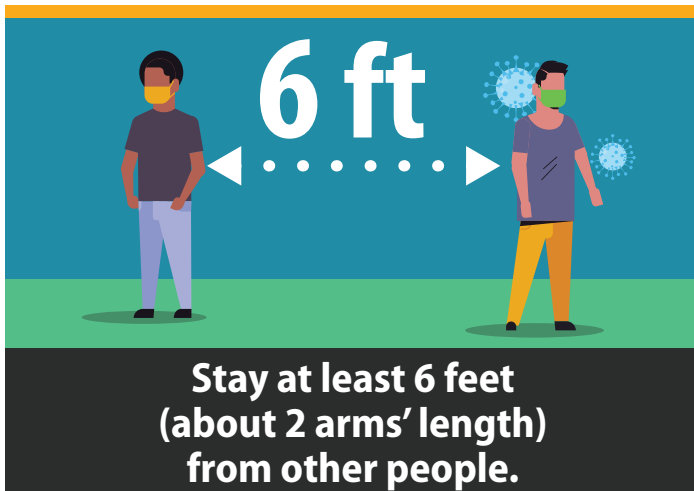
If you don't
have a tissue,
use your
elbow.



Wash hands
often, **especially**
after coughing
or sneezing.

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

Seek medical care immediately if someone has emergency warning signs of COVID-19.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.

Wear a Cloth Face Covering to Protect You and Your Friends

PUT ON



WASH YOUR HANDS



PLACE OVER NOSE AND MOUTH

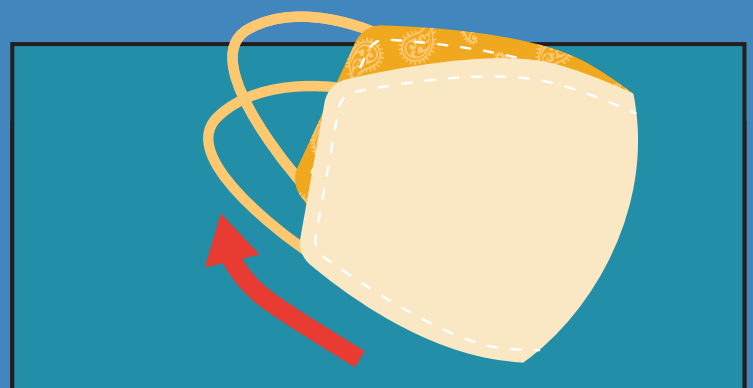


MAKE SURE YOU CAN
BREATHE EASILY

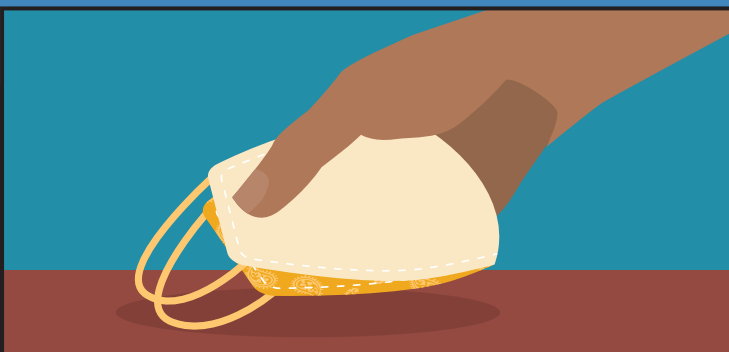
TAKE OFF



TAKE OFF YOUR FACE COVERING



FOLD OUTSIDE CORNERS TOGETHER



PUT ASIDE FOR WASHING



WASH YOUR HANDS

WASH YOUR HANDS OFTEN, WEAR A MASK, AND
STAY 6 FEET FROM OTHERS.



cdc.gov/coronavirus