



# The Exploris School

## Regular

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### Date and Time

Tuesday March 23, 2021 at 4:30 PM EDT

### Location

Board meetings are currently virtual until further notice.

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Topic: Exploris School Board Mtg

Time: Feb 23, 2021 04:30 PM Eastern Time (US and Canada)

Deb Brown is inviting you to a scheduled Zoom meeting.

Topic: Exploris School Board Mtg

Time: Mar 23, 2021 04:30 PM Eastern Time (US and Canada)

Every month on the Fourth Tue, until Aug 24, 2021, 6 occurrence(s)

Mar 23, 2021 04:30 PM

Apr 27, 2021 04:30 PM

May 25, 2021 04:30 PM

Jun 22, 2021 04:30 PM

Jul 27, 2021 04:30 PM

Aug 24, 2021 04:30 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Monthly:

<https://us02web.zoom.us/join/89327964617>

<https://us02web.zoom.us/join/89327964617>

Join Zoom Meeting

<https://us02web.zoom.us/j/89327964617>

Meeting ID: 893 2796 4617

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Meeting ID: 893 2796 4617

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Find your local number: <https://us02web.zoom.us/j/kdWwyuqmCD>

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
<b>A. Record Attendance</b>		Jerry Hwang	1 m
<b>B. Call the Meeting to Order</b>		Theo Kingsberry	
<b>C. Approve February Minutes</b>	Approve Minutes	Jerry Hwang	1 m
Approve minutes for Regular on February 23, 2021			
<b>D. Public Comment</b>			15 m
PUBLIC COMMENT			

Fifteen minutes will be allocated on the agenda for public input at each meeting. Additional time may be added at the discretion of the Chair.

Public comment may be oral, in person, or in written form to be read by the Chair. Public comment is limited to no more than 3 minutes per person.

It is recommended that public comment be written out and provided to the board following the three minutes to ensure the entire message is heard by the board.

Each speaker will clearly state their full name and county of residence.

All public comment should be factual and should not include personally identifiable information of students or personnel in order to maintain confidentiality. Speakers should avoid using names of students or staff and maintain confidentiality and privacy standards.

All public comments will be taken under advisement by the Board, but will not elicit an immediate written or spoken response. The names of persons providing public comment and a brief summary of topics or input will be included in the meeting minutes published.

A response will be provided to the stakeholder within seven (7) days.

Specific issues about a particular student or teacher should be addressed to the elementary or middle school director, rather than the Board of Directors.

<b>II. Interim Leadership Report</b>			<b>4:47 PM</b>
<b>A. Personnel and Operations</b>	Discuss	Deborah Brown and Amanda Northrup	20 m

### 1. Personnel and Operations:

- No new appointments or contract approvals requested
- Board approval is requested for the 2021-2022 proposed school calendar
- Board approval is requested for the updated Beginning Teacher Support Plan (BTSP)

### 2. Interim Leadership Team Report

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• Lottery and Recruitment update</li> <li>• Reopening Updates                             <ul style="list-style-type: none"> <li>◦ Sub incentive</li> <li>◦ Staff spotlight &amp; perspectives on Plan B</li> <li>◦ New Legislation requiring all charters to offer Plan A grades k-5</li> </ul> </li> <li>• Programming updates                             <ul style="list-style-type: none"> <li>◦ Presentation to German graduate students</li> <li>◦ PBL Fellows</li> <li>◦ Health Partnership</li> </ul> </li> <li>• Academic growth: winter MAP testing</li> <li>• Counseling Updates</li> </ul>			

<b>B. Finance</b>	FYI	Koren Morgan	5 m
<b>C. Board Business</b>	Discuss	Theo Kingsberry	10 m

Discussion Items

- Board Profiles

**III. Committee Reports**

1. Facilities
2. Governance
  1. Board commitments or declines of 2nd terms
  2. Policy: Recruiting, Vetting, and Voting on potential new members
3. Educational Excellence
  1. Metrics of Academic Excellence
  2. Inward and Forward facing documents
4. Task Force on Culture & Climate
  1. Updates
  2. Discussion: who would the Board be responsible for governing/evaluating under any new models?

**IV. Closed Session** **5:22 PM**

<b>A. Closed Session</b>	Discuss	Theo Kingsberry	15 m
Legal and other issues			

**V. Closing Items** **5:37 PM**

<b>A. Adjourn Meeting</b>	Vote		
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# Cover Sheet

## Approve February Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	C. Approve February Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular on February 23, 2021

DRAFT



# The Exploris School

## Minutes

### Regular

**Date and Time**

Tuesday February 23, 2021 at 4:30 PM

**Location**

Board meetings are currently virtual until further notice.

Topic: Exploris School Board Mtg

Time: Feb 23, 2021 04:30 PM Eastern Time (US and Canada)

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Mar 23, 2021 04:30 PM

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[icsToken=98tyKuGhrTktE9KRthiARpx5A4joKPPwpildjfpwnQzgMHQHWiLTAONPMZnWodL1](https://us02web.zoom.us/meeting/tZ0ude6hqD8sG9MaseS44XAEVamcAoljENhK/ics?icsToken=98tyKuGhrTktE9KRthiARpx5A4joKPPwpildjfpwnQzgMHQHWiLTAONPMZnWodL1)

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**Directors Present**

A. Rodriguez, D. Kain, G. Burnette, J. Hwang, J. Korreck, K. Byars-Nichols, M. West, S. Darroch, T. Kingsberry, T. Miller

**Directors Absent**

A. Hendrix, K. Hogan

**Guests Present**

A. Northrup, Amanda Habich, C. Greer-Banks, D. Brown, K. Morgan, Leah Perry, M. Parkerson, Shannon Hardy, T. Simmons

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**I. Opening Items**

**A. Record Attendance**

**B. Call the Meeting to Order**

T. Kingsberry called a meeting of the board of directors of The Exploris School to order on Tuesday Feb 23, 2021 at 4:34 PM.

**C. Approve January Minutes**

S. Darroch made a motion to approve the minutes from Regular on 01-26-21.

A. Rodriguez seconded the motion.

The board **VOTED** to approve the motion.

**D. Public Comment**

There were no public comments.

**II. Interim Leadership Report**

**A. Personnel and Operations**

- Deb Brown invited Amanda Habich (an audit partner at Thomas, Judy & Tucker) to provide an update on the school's prior fiscal year audit. Key highlights include:
  - Unmodified opinion (statements fairly presented in accordance with GAAP)
  - TJT performed a state fund audit which also resulted in an unmodified opinion
  - Net income for the year totaled \$89k in school operations and \$15k in after school activities. This represented a consolidated view inclusive of Foundation financials
  - Revenue (state/county funding) increased
  - Decrease in overall expense base
  - Some cash risk since cash balance at bank exceeds FDIC insurance limit
  - Form 990 is still under work and review, but will be submitted as soon as possible
  - Internal controls were tested and there were no concerns with regard to segregation of duties
- Deb Brown and Amanda Northrup provided the following updates:
  - 2021-22 Calendar is currently being finalized and will be shared with the Board at a later date; however, the Board discussed and approved a motion to adopt August 16th as the student first day of school and August 5th as the first teacher workday of the new school year

- Winter MAP testing has concluded and data is being analyzed
- Lottery applications closed on Feb 5 with 1,021 applications received; lottery will be held on March 5
- Reopening task force recommended transition to Plan B
- The ILT has created a new COVID-19 dashboard to provide weekly updates to the Exploris community
- Implementation of Gaggle (mental health screening tool) has allowed counseling team to proactively reach out and address significant emerging situations among student population
- The counseling team has launched a Title I small group on the elementary campus for at-risk students in grades 2 - 4

S. Darroch made a motion to Adopt August 16th as the student first day of school and August 5th as the first teacher workday of the year.

G. Burnette seconded the motion.

The board **VOTED** to approve the motion.

#### **B. Finance**

Koren Morgan provided an update on the most recent Finance Committee meeting.

Key updates:

- January budget reflects revisions from prior Board meeting
- January monthly financials are included in the Board packet

#### **C. Board Business**

Theo Kingsberry led a discussion around Board communication protocols and collaboration.

### **III. Committee Reports**

#### **A. Governance**

The Committee will meet on Thursday to develop protocols around new Board member recruitment.

#### **B. Educational Excellence**

The Committee is preparing materials to share at the next Board meeting.

#### **C. Climate and Culture**

The Committee has engaged the broader Exploris staff relative to the 6 key success criteria. The Committee now intends to engage the Board within the following month. The Committee's goal is to obtain feedback relative to evidence or indicators that would help determine whether or not the school is successfully meeting each key success criteria.

### **IV. Closed Session**

#### **A. Closed Session**

J. Hwang made a motion to go into closed session.

A. Rodriguez seconded the motion.

The board **VOTED** to approve the motion.

J. Hwang made a motion to exit closed session.

S. Darroch seconded the motion.

The board **VOTED** to approve the motion.

### **V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:13 PM.

Respectfully Submitted,  
T. Kingsberry



# Cover Sheet

## Personnel and Operations

**Section:** II. Interim Leadership Report

**Item:** A. Personnel and Operations

**Purpose:** Discuss

**Submitted by:**

**Related Material:**

Strong-Schools-NC-Public-Health-Toolkit\_March 4 Update.pdf

SBE REOPENING PLANS AND SCHEDULING REVISED EXPECTATIONS (1).pdf

Guidance to Charter Schools on SB220 (3).pdf

Exploris BTSP.pdf

Exploris Data Snapshot Winter 2020-2021.pdf

Draft 2021-2022 Calendar (3).pdf

Annual Instructional Hours - 20-21.pdf

\_ Board Mtg March 23 2021 ILT Report (3).pdf

Instructional Days in 2020-2021			
#	Instructional Hours	Total Hours	
Full Days	173	6.25	1081.25
Early Release Days	2	3.25	6.5
<b>TOTAL Anticipated Year-End Hours</b>			1087.75

Missed Time for Weather			
Date	Code (see key)	Instructional Hours Missed	Anticipated Year-End Instructional Hours
Jan 28	FD	6.25	1081.5
2/18	FD	6.25	1075.25

Our Instructional Day	
The elementary school day is 8:30-3:15 (6.75 hours) which includes 30 mins for lunch, so we utilize 6.25 hours as our instruction time. Instructional hours include work in most areas of the state-approved curriculum: math, ELA, science, social studies, art, music, guidance, healthful living, and information technology. We use project-based learning, global education, and responsive classroom as some of our approaches to instruction. This time includes social-emotional learning during recess, which aligns with our charter's mandate to support developmental needs. It also aligns with DPI recommendations of 150 mins/week of physical activity. The middle school day includes 15 additional minutes per day. <b>Based on NC school calendar law, schools are required to have a minimum of 1,025 instructional hours OR 185 student days.</b>	

Key	
DS	Delayed Start for weather
ER	Early Release for weather
FD	Full Day missed



# The Exploris School 2021-2022

<b>Key</b>		<b>JANUARY 2022</b>							3 Teacher Workday
<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span> = Holiday/Vacation		S	M	T	W	Th	F	S	17 MLK Day & National Day of Service
<span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 15px; height: 15px;"></span> = Teacher Workdays								1	18 Flex Day
<span style="color: yellow; font-size: 1.2em;">★</span> = First Day of School		2	W	4	5	6	7	8	S - 19
<span style="color: black;">/</span> = Early Dismissal @ 12:15, no after school care		9	10	11	12	13	14	15	T - 20
		16	H	18	19	20	21	22	
		23	24	25	26	27	28	29	
		31	31						
<b>5 &amp; 6</b> New Staff Orientation		<b>AUGUST 2021</b>							<b>18</b> Teacher Workday for Parent/Student Conferences
<b>9-13</b> Teacher Workdays		S	M	T	W	Th	F	S	<b>21</b> Teacher Workday
<b>12</b> Open House		1	2	3	4	W	W	7	
<b>16</b> 1st Day for Students		8	W	W	W	W	W	14	
S - 12		15	★	17	18	19	20	21	S - 18
T - 17		22	23	24	25	26	27	28	T - 20
		29	30	31					
		<b>SEPTEMBER 2021</b>							<b>9</b> End of Trimester 2
<b>6</b> Labor Day		S	M	T	W	Th	F	S	<b>11&amp;14</b> Teacher Workdays: Achievement Report Writing
<b>7</b> Rosh Hashanah					1	2	3	4	<b>23</b> Flex Day
<b>13</b> Flex Day		5	H	H	8	9	10	11	S - 21
<b>16</b> Yom Kippur		12	13	14	15	H	17	18	T - 23
S - 19		19	20	21	22	23	24	25	
T - 19		26	27	28	29	30			
		<b>MARCH 2022</b>							
		S	M	T	W	Th	F	S	
				1	2	3	4	5	
		6	7	8	9	W	W	12	
		13	14	15	16	17	18	19	
		20	W	22	23	24	25	26	
		27	28						
		<b>APRIL 2022</b>							<b>11-15</b> Spring Break
<b>4-8</b> Fall Break		S	M	T	W	Th	F	S	<b>18</b> Teacher Workday
<b>22</b> Teacher Workday for Parent/Student Conferences							1	2	
S - 15		3	H	H	H	H	H	9	S - 15
T - 16		10	11	12	13	14	15	16	T - 16
		17	18	19	20	21	W	23	
		24	25	26	27	28	29	30	
		<b>MAY 2022</b>							<b>2</b> Flex Day
<b>12</b> Flex Day		S	M	T	W	Th	F	S	<b>3</b> Eid al Fitr
<b>11</b> Veteran's Day		1	2	H	4	5	6	7	<b>20</b> Teacher Workdays for Parent/Student Conferences
<b>19</b> End of Trimester 1		8	9	10	11	12	13	14	<b>30</b> Memorial Day
<b>22 &amp; 23</b> Teacher Workdays: Achievement Report Writing		15	16	17	18	19	W	21	S - 19
<b>24-26</b> Thanksgiving Break		22	23	24	25	26	27	28	T - 20
S - 16		29	H	31					
T - 18		<b>JUNE 2022</b>							<b>10</b> Last Day for Students, Early Dismissal 12:15
<b>17</b> Early Dismissal 12:15		S	M	T	W	Th	F	S	<b>13-14</b> Teacher Workdays
<b>20</b> Teacher Workday					1	2	3	4	
<b>21-31</b> Winter Break		5	6	7	8	9	10	11	S - 7.5
S - 12.5		12	W	W	15	16	17	18	T - 9.5
T - 13.5		19	W	H	H	H	H	25	
		26	H	H	H	H	H		

\* Flex Days are opportunities for additional innovative approaches to learning. These may be in-person or virtual. More details will be shared by August 1, 2021.

# LEA/Charter Beginning Teacher Support Program Plan

## Overview of The Exploris School's Beginning Teacher Support Program

- Orientation in August
- Mentors trained and assigned early
- Mentor and director collaboration on Professional Development Plan
- Observations and feedback
- Professional development and coaching
- This Beginning Teacher Support Program Plan aligns with the five BTSP Standards within State Board Policy TCED-016.

### 1. A documented process for identifying and verifying all beginning teachers (BTs)

The process must include beginning teachers who meet requirements for NCDPI's assignment of initial licensure, identifying which teachers will/will not be included in the program (based on appropriate experience and position held), assignment in the area of licensure, plan for documentation of required licensure tests requirement and the process for license conversion (coursework, exams passed, three years of teaching), and the process for collecting BT data for the State of the Teaching Profession in NC Report.

The school's Associate Directors will identify, verify, and monitor the progress of all teachers with fewer than three years of experience through the three years of induction. Beginning teachers will be assigned in their area of licensure. We will verify that these teachers have met the requirements for all required licensure tests as set out by the NCSBE. Teachers with an Initial License are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved exams have been passed, and three years of teaching have been completed. Student services personnel, administrators, and curriculum-instructional specialists are not required to participate. Once continuing license is earned in one area, additional teaching areas do not require a BTSP experience. We will complete the recent graduate survey by the Beginning Teacher and the employer survey by the associate director during the BT's first year of teaching.

### 2. Plan for implementing a sound BT Induction process

Plans must include three year induction process (120 workdays each year) that includes a formal orientation, required working conditions, the process for mentor selection, training, and assignment, the process for development and monitoring of the BTs' professional development plan, and required or prescribed professional development.

#### a. Orientation

Orientation must be provided, attended, and documented within two weeks of the beginning teacher's first day of work. At a minimum the orientation must include: an overview of the school's/system's goals, policies, and procedures; a description of available services and training opportunities; a copy of the BTSP and the process for achieving a continuing license; develop and distribute optional working conditions guidelines\*; the North Carolina Teacher Evaluation Process (NOTE: A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process); the NC

## LEA/Charter Beginning Teacher Support Program Plan

Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; and the State Board of Education's Mission and Goals.

Orientation is within the first two weeks of the teacher's first day of work, including late hires. Attendance at orientation will be documented. The orientation will include the following topics, among other things:

- Overview of The Exploris School's teaching philosophy, common instructional practices, curriculum, services, programs, goals, and procedures
- Available services and training opportunities
- Review of the Exploris Personnel Handbook and any additional policies and procedures
- Team and culture building
- Introduction to the Exploris Teacher Evaluation and Feedback rubric as well as a calendar of the Exploris evaluation cycle
- Assignment of teacher mentors and plan for BT support. Mentors meet the requirements of GS115C-296(e). Mentor training, based on the NC Mentor Standards, and support will be provided for mentors. Mentors are assigned early and in close proximity.
- Legal and safe practices for seclusion, restraint, and implementation of accommodations for identified students
- BTs have limited preps, limited non-instructional duties, and limited difficult students.
- A copy of the BTSP and the process for achieving a continuing license will be given to BTs
- Optimal working conditions guidelines
- NC Teacher Evaluation Process
- NC Standard Course of Study
- The State Board of Education's Mission and Goals
- Beginning Teachers will have no assigned extracurricular duties unless requested in writing by the BT

Explain the process for ensuring that beginning teachers have: mentor assigned early, and in close proximity; limited preparations; limited non-instructional duties; limited number of exceptional or difficult students; and no extracurricular assignments unless requested in writing by the beginning teacher.

A mentor is assigned early, in the licensure area, and in close proximity. The Associate Directors will work to establish the best matches of mentors to Beginning Teachers. Mentors are determined to be at least proficient on annual evaluations. Retired teachers are eligible to serve as mentors. In some instances, where a trained mentor does not exist in the same licensure area or the teacher is a specialist in the school, a mentor may be assigned from a different area, with priority considerations for teachers who are accomplished or distinguished. If the director determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the director will maintain records of the reasons for that determination. The director will use the most recently available evaluation for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher. Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the "proficient" level may continue to serve as a mentor to a BT, regardless of existing mentor-mentee relationships. A teacher may be a mentor at a different campus from which the mentor is assigned if the directors and the mentor teacher approve the assignment, the mentor is rated at least "accomplished", and the BT's director maintains a record of the reasons for selecting the mentor from a different campus.



## LEA/Charter Beginning Teacher Support Program Plan

### *b. Mentor Selection, Training, and Assignment*

Describe the mentor program including the process for selecting appropriate mentors (based on SBE policy and GS 115C-296(e) requirements concerning mentors' NCEES evaluation and student growth expectations), mentor assignment and guidelines, and training and support provided for mentors.

Mentors are identified based on the three areas identified by the SBE – successful teaching, commitment, and preference. Mentors meet the requirements of GS115C-296(e). Mentors must be deemed proficient by having few areas for growth noted on the Exploris Teacher Reflection and Feedback Rubric. Retired teachers are eligible to serve as mentors. The Associate Directors will determine which mentor teacher best meets the needs of each new teacher and shall assign the appropriate mentor teacher. If the Associate Director determines that a retired teacher is the most appropriate mentor teacher, she shall retain records of the reasons for that determination. Exploris will use the most recent evaluation data. Teachers without 2 or more years of consecutive evaluation data are not eligible to serve as mentors unless they are retired. Teachers who are assigned to be a mentor must meet eligibility requirements in the year of the assignment. A teacher may be a mentor at a different school building if the Associate Directors and the mentor teacher approve the assignment, the mentor is deemed at least accomplished, and the Directors maintain a record of the reasons for selecting the mentor.

Mentor Assignment Guidelines shall follow Beginning Teacher Support Program Standard 2:

Selection criteria include input from a variety of stakeholder groups and are clearly articulated. The mentor application and selection process is transparent and uniformly applied.

Mentors support beginning teacher orientation and provide logistical and emotional support. Mentors focus their primary support on improving instruction and learning. Mentors provide ongoing support and encouragement for the beginning teacher.

Mentor training, based on the NC Mentor Standards, and support will be provided for mentors. Mentors participate in on-site Mentor Training which includes support with procedures, documentation, roles, responsibilities, relationship-building, and expectations. Mentors receive ongoing training to advance their knowledge and skills. Mentors have opportunities to participate in professional learning communities. The Associate Directors will meet with the beginning teacher and mentor at least three times per year to assess the need for further support. Mentors will document their support meetings with their mentee and submit these logs to the director monthly.

### *c. Professional Development Plans*

Describe the process through which the beginning teacher collaborates with his/her principal and mentor to develop a PDP. Include how the PDP requirements are met and monitored in the LEA/Charter School.

## LEA/Charter Beginning Teacher Support Program Plan

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Each beginning teacher collaborates with his/her mentor in the creation of the PDP. The beginning teacher meets with the Associate Director by September 30 to share and discuss the PDP. The PDP is based on NCPTS and must include goals, strategies, and assessment of the BT's progress in improving professional skills. Formative assessment conferences are held at the beginning, middle, and end of each year, including BT, mentor, and associate director, to reflect on progress of BT in meeting goals. Signatures of BT, mentor, and principal are required for each formative assessment conference.

### *d. Professional Development*

Describe the process for determining required and/or prescribed professional development for beginning teachers.

Beginning teachers receive professional development on core instructional practices at The Exploris School such as project based learning and standards based grading. This professional development takes place during orientation. Beginning teachers also participate in schoolwide professional development opportunities based on the needs of the current staff. If additional, individualized support is needed, the director provides beginning teachers with additional professional development in the form of coaching, outside workshops, or small group studies.

### **3. A formal process for conducting observations and summative evaluations on all BTs**

Provide details on the process that ensures each beginning teacher receives the required observations and evaluation as outlined in SBE policy (Teacher Performance Appraisal process), General Statute and HB 1030.

Beginning Teachers receive observations over the course of the year. All teachers, directors, and evaluators receive training on the process. Within the first two weeks of the first day of work of every school year, the teacher receives the a rubric for evaluating teachers, the evaluation policy, and the schedule for completing all components of the evaluation process. The first observation is completed by the mentor with a post-conference. The subsequent evaluations are completed by the director and/or her designee with pre- and post-conferences. There are a total of three administrative observations (observations must last 45 minutes or entire class period, first observation must have a pre- conference and all most have a post-conference within 10 days), one peer observation, one summative evaluation annually. Monitored Growth Plans and Directed Growth Plans must be implemented when necessitated by evaluations. For BT1s and BT2s, at least two observations must be conducted in the first semester of the school year, and if practicable, at least one of those observations shall be within the first grading period. For BT1s and BT2s, at least one of the three annual administrative observations must be conducted by the principal.

## LEA/Charter Beginning Teacher Support Program Plan

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### **4. Plan for participation in BTSP Monitoring**

Describe the plans for compliance with the BTSP Monitoring process (completed on a five-year revolving cycle) and technical assistance provided based on monitoring results to address areas of concern (if necessary).

We participate in and work toward demonstration of proficiency in BTSP Monitoring for compliance with State Board Policy. We participate annually in the BTSP Peer Review Process.

### **5. Plan for participation in the BTSP Peer Review Process**

Include the process in place in the LEA/Charter School for completing the annual Peer Review Self-Assessment and annual Peer Review process.

At least one Associate Director will attend regional meetings to participate in the cohort and Peer Review process. Further communication and collaboration with partner schools will occur in whatever manner is preferred by the Regional Ed Facilitator and works well with peer schools. The Exploris School will participate in the BTSP Monitoring process to demonstrate proficiency and compliance with State Board Policy.

### **6. Statement on how BTs' personnel files (files that include the teacher's PDP and performance evaluation report(s)) are filed and secured.**

The beginning teacher files will be placed in a secure, locked filing cabinet by the Associate Director. If the teacher leaves Exploris during the three years of induction, the file will be forwarded to the new LEA or charter school if applicable. If not, the file will be placed on hold until the teacher returns to Exploris or another school.

### **7. Plan for a timely transfer of BT files to subsequent employing LEAs, Charter Schools, or non-public institutions within the state.**

When the cumulative file is requested by another LEA, charter school, or non-public institution within the state, the Director will handle the file transfer in a timely manner and with the teacher's written authorization.



## LEA/Charter Beginning Teacher Support Program Plan

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BTSP Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by the local School Board (date): \_\_\_\_\_

Submitted to NCDPI (date): \_\_\_\_\_

Approved by NCDPI (date): \_\_\_\_\_

## Data Snapshot - Winter 2020-2021

K-2 Literacy:

Percent of Students At or Above Grade Level using NWEA MAP Fluency

Grade Level	Reading
K	Fall - 91% Winter - 93%
1	Fall - 92% Winter - 96%
2	Fall - 68% Winter - 62%

3-8 Literacy and Math:

Percent of Students At or Above Proficiency at the Beginning of the Year (MAP)

Grade Level	Reading Comprehension	Math Proficiency
2	N/A	Fall - 81% Winter - 61%
3	Fall - 82% Winter - N/A due to BOG	Fall - 81% Winter - 63%
4	Fall - 76% Winter - 69%	Fall - 56% Winter - 50%
5	Fall - 92% Winter - 89%	Fall - 74% Winter - 63%
6	Fall - 77% Winter - 88%	Fall - 75% Winter - 69%
7	Fall - 85% Winter - 75%	Fall - 78% Winter - 81%
8	Fall - 88% Winter - 96%	Fall - 90% Winter - 96%



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

WWW.DPI.NC.GOV

March 16, 2021

Charter Leaders,

I wanted to take a moment to address any confusion or misinformation swirling around concerning schools re-opening as it pertains to the public charter community. Last week was a great moment for many of our children with the passage of "Reopen Our Schools Act" (SB220). Through an agreement with the Governor's office, the General Assembly passed legislation that gave traditional public schools the opportunity to re-open in Plan A, with minimal social distancing, as long as the traditional public schools opted into the ABC Collaborative, a research group that will monitor COVID19 spread and clusters.

My office, along with SBE staff, asked the General Assembly to include public charter schools in this legislation, however, some charter advocates asked the General Assembly to be excluded from SB220 and therefore charter schools were not included in the bill. Unfortunately, as a result of not being included in the bill, charter schools do not have the same flexibility traditional schools now enjoy opening in Plan A for students in grades 6-12, a flexibility which many charter schools wish to have. The charter schools are now seeking to rectify this situation with additional legislation but must follow the current laws until and unless such legislation becomes effective. Neither I nor my staff can support, or give permission, to circumvent the law.

Yesterday, my office, through working with the State Board of Education to revise our guidelines for school attendance, clarified as much as we could legally how schools can now operate. As it currently stands, all schools (traditional and charter) must offer Plan C and A (with minimal social distancing) as an option for K-5 students and families. For grades 6-12, traditional schools may either choose to participate either in Plan A or Plan B. Those that opt for Plan A must participate in the ABC Collaborative study and must offer in-person instruction to students at least four days a week, while still giving families Plan C as an option.

Public Charter schools are still under the guidance of the DHHS Toolkit as prescribed by Session Law 2020-49, Section 2.11(b) (see attached) and must offer at least Plan B for 6-12th grades, while still giving families Plan C as an option. Until there is a legislative fix or DHHS updates their guidelines, public charter schools must continue to operate under the Toolkit which DOES NOT permit Plan A (minimal social distancing) for middle and high school grades.

DPI, OCS and the SBE will continue to work with the public charters to ensure all public schools are legally treated the same. I will, however, never advocate for individuals or groups to break the law, and this situation is no different. Until this is rectified, I ask that you continue to operate as you have been under the most recent Toolkit and State Board Policies. My office is working with your advocates and members of the General Assembly to address this as soon as possible. We will continue to give updates as we have them.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Truitt".

Catherine Truitt

## REOPENING PLANS AND SCHEDULING

Per the NC Department of Health and Human Services (NCDHHS) **StrongSchoolsNC Public Health Toolkit (K-12)** from June 8, 2020, all public schools are directed to have three plans in place to ensure continuity of educational services should the state's COVID-19 metrics change significantly requiring additional restrictions to control the spread of the disease. These Reopening Plans will be the foundation for a successful and agile academic school year. The three required Reopening Plans are:

- **Plan A:** Minimal Social Distancing
- **Plan B:** Moderate Social Distancing
- **Plan C:** Remote Learning Only

**Operationalized for all Public School Units from the most recent version of the NCDHHS StrongSchoolsNC Public Health Toolkit Pg. 3 and NC Session Law 2021-4.**

No later than **April 1, 2021**, the following guidelines shall apply:

- **Kindergarten – 5th Grade Students** **shall return to in-person instruction at least 4 days a week** while following all public health protocols in the StrongSchoolsNC Toolkit with one exception: Schools serving children kindergarten – 5<sup>th</sup> grade do not need to adhere to the Six Feet Social Distancing Requirements detailed on page 6 of this toolkit. (Plan A).
- **6th – 12th Grade Students in Local School Administrative** **shall return to in-person instruction either in Plan A at least 4 days a week (no social distancing) or Plan B to the maximum extent possible (six -feet social distancing)** while following all the other protocols in the StrongSchoolsNC Toolkit.
  - **See NC Session Law 2021-4. The requirements for Six Feet Social Distancing provide an additional layer of protection in middle and high school settings, recognizing that studies indicate that younger children appear to be less likely to spread COVID-19 to others than older teens and adults. Local school administrative units that choose to return under Plan A for 6-12 students must participate in the Duke University Study required by NC Session Law 2021-4, Section 2.(1)b.2.**
  - **Charter schools specifically were not included in Session Law 2021-4; therefore, they are required by Session Law 2020-49 to follow the provisions outlined in the most current version of the DHHS StrongSchools NC Toolkit with regard to educating students in grades 6-12.**
- **Remote Learning Option:** It is expected that all schools will also offer full-time remote instruction for higher-risk students and teachers, and for families opting for remote learning for their children.
- **Local Flexibility and Planning for Different Scenarios:** Schools have flexibility in how they choose to operationally implement the public health requirements in this toolkit. Further, school leaders should continue to maintain plans for three different potential scenarios, depending on what restrictions are necessary at any time in the school year to control the spread of the disease.

- **Minimal Social Distancing (Plan A):** All public health requirements in this toolkit, except the Six Feet Social Distancing Requirements on page 6.
- **Moderate Social Distancing (Plan B):** All public health requirements in this toolkit.
- **Full Remote Learning (Plan C):** This is no longer an option for districtwide or charter school wide daily instruction unless and only if full remote instruction "is needed to ensure the health and safety of students in a particular school or district." See Session Law 2020-4, Part III, Section 2.11.(b)(3). If a school or school district believes it meets the criteria to remain closed or close again, it must submit documentation of that need to the Superintendent of Public Instruction, including any documentation by state or local health authorities that would require such closure. Such documentation should articulate the unique circumstances that demonstrate the inability of the school or district to provide safe in-person instruction. The Superintendent is hereby authorized to review submissions and determine whether the school may remain closed or close again.
- Exercising the Right to In-Person Instruction. Any student opting to return to in-person instruction shall be permitted to do so no later than April 1, 2021.



#StayStrongNC

# StrongSchoolsNC

## Public Health Toolkit (K-12)

INTERIM GUIDANCE

Published June 30, 2020 • Updated March 4, 2021



NC DEPARTMENT OF  
**HEALTH AND  
HUMAN SERVICES**



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**Available Online:**

- [Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 \(K-12\)](#)
- [Infection Control and PPE Guidance \(K-12\)](#)
- [K-12 COVID-19 Antigen Testing Interim Guidance](#)
- [Contact Tracing Procedures for K-12 Schools](#)



Have questions about this guidance?  
 Find your answer in our [StrongSchoolsNC FAQ!](#)  
 ([English](#) | [Spanish](#))

# Current Public Health Guidance

In order to secure the safety and protection of children and their families across the state, Governor Cooper, in collaboration with the NC State Board of Education (NCSBE) and the NC Department of Public Instruction (NCDPI), closed public school buildings for in-person instruction through [Executive Order No. 117](#) on March 14. The school closures were extended through the rest of the 2019-2020 school year via Executive Orders Nos [120](#) and [138](#). In the same Executive Orders, Governor Cooper also established an Education and Nutrition Working Group to develop a plan to ensure that children and families were supported while schools were closed. Since then, the NC Department of Health and Human Services (NCDHHS) has worked closely with NCDPI and NCSBE to meet the nutritional, educational, and child care needs of students during school closure, and to plan for safely reopening schools for the 2020-2021 school year.

On February 2, 2021, Governor Cooper, joined by NCSBE Chairman Eric Davis, NCDPI Superintendent Catherine Truitt, and NCDHHS Secretary Mandy Cohen, [called on schools across the state](#) to reopen to in-person instruction to all students. This call to action recognized ongoing research, including a study released in North Carolina in January, that has shown that school settings have low rates of transmission, even with high rates of community transmission, when strong preventive measures are in place. Since this announcement, the state has seen continued improvement in COVID-19 metrics and trends that indicated a decline in rates of new cases in many communities. On February 12th, the Centers for Disease Control released an [operational strategy for K – 12 schools](#), noting, *“It is critical for schools to open as safely and as soon as possible, and remain open, to achieve the benefits of in-person learning and key support services.”* The CDC’s updated operational guidance for schools aligns strongly with the health and safety requirements North Carolina has emphasized throughout the pandemic: *“This operational strategy presents a pathway to reopen schools and help them remain open through consistent use of mitigation strategies, especially universal and correct use of masks and physical distancing.”*

Recognizing the growing harms to children who are out of school and relying solely on remote instruction, including negative impacts on academic and mental health and food insecurity, the StrongSchools Toolkit, the NCDHHS-required COVID-19 guidance for all NC public schools, was updated on March 3, 2021 to clarify the following expectations:

**Kindergarten – 5<sup>th</sup> Grade Students:** Schools should return to in-person instruction to the fullest extent possible up to five days per week while following all public health protocols in the StrongSchoolsNC Toolkit. School must provide in-person learning to students in grades K-5 under the social distancing requirements for either Plan A (Minimal Social Distancing) or Plan B (Six Feet Social Distancing).

**6<sup>th</sup> – 12<sup>th</sup> Grade Students:** Schools should return to in-person instruction to the fullest extent possible up to five days per week while following all protocols in the StrongSchoolsNC Toolkit, including the Six Feet Social Distancing Requirements detailed on page 8 (Plan B). The requirements for Six Feet Social Distancing provide an additional layer of protection in middle and high school settings, recognizing that studies indicate that younger children appear to be less likely to spread COVID-19 to others than older teens and adults.

**Remote Learning Option:** Schools must create a process for students and/or their families, teachers, and staff to self-identify as high-risk from COVID-19 and have a plan in place to address requests for alternative learning arrangements or work re-assignments. Schools must implement remote or other learning options for students whose families decide the student needs to remain at home because the student and/or their family member(s) are at high-risk from COVID-19. All other students must be offered in-person instruction as outlined above (Plan A or B for K – 5<sup>th</sup> grade students and Plan B for 6<sup>th</sup> – 12<sup>th</sup> grade students.)

**Operational Flexibility and Planning for Different Scenarios:** Schools have flexibility in how they choose to operationally implement the public health requirements in this toolkit. Further, school leaders should continue to maintain



plans for three different potential scenarios, depending on what restrictions are deemed necessary by state public health leaders at any time in the school year to control the spread of the disease.

**Minimal Social Distancing (Plan A):** All public health requirements in this toolkit, except the Six Feet Social Distancing Requirements on page 8.

**Six Feet Social Distancing (Plan B):** All public health requirements in this toolkit.

**Full Remote Learning (Plan C):** Required by Session Law 2020-3. Most of the requirements in this guidance would not apply, as students and staff would not be gathering together in groups on school grounds.

## How Should this Toolkit be Used?

**Families and students** should use this guidance to understand what health practices will be in place when students return to school. All public schools will be required to follow certain health practices noted as “required.” Many schools may also choose to implement some or all of the recommended practices.

**Local education leaders** are required to use this guidance to understand what health practices they must meet, and to develop detailed district and school plans for how to implement all required health practices described in this toolkit. The Public Health Toolkit should be used in combination with [operational guidance provided by NCDPI](#), which includes strategies to implement the health guidance in schools and to address other non-health areas for reopening planning, including scheduling supports, how to approach instructional practice, and providing staff training.

# What Do We Know About COVID-19?

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. The virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. That's why personal prevention practices (such as handwashing and staying home when sick) and environmental cleaning and disinfection are important practices covered in this Health Guidance.

Any scenario in which many people gather together poses a risk for COVID-19 transmission. While children generally experience mild symptoms with COVID-19, and, to date, have not been found to contribute substantially to the spread of the virus, transmission from even those with mild or no apparent symptoms remains a risk. We are learning more every day about COVID-19 in children, teens and in school settings and are using that data and research to make our school guidance and approach better.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- New cough
- Shortness of breath or difficulty breathing
- New loss of taste or smell
- Fatigue
- Muscle or body aches
- Sore throat
- Congestion or runny nose
- Headache

This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea. Fever is determined by measuring a temperature of 100.4 °F or greater, or feeling warm to the touch, or giving a history of feeling feverish.

While [symptoms in children](#) are similar to adults, [children may have milder symptoms](#). Reported symptoms in children include cold-like symptoms, such as fever, runny nose, cough, and new onset of severe headache especially with fever. Children with COVID-19 may not initially present with fever and cough as often as adult patients.

**Fortunately, there are many actions that school and district administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities. With infection prevention measures in place, increasing evidence suggests low rates of COVID-19 transmission in primary and secondary school settings, even among those with high rates of community transmission.**

- **There is little evidence that schools have contributed to increased rates** of community transmission; countries that have reopened their schools did not see large rises in infection at a population level.
- Overall, studies in the US and internationally have **demonstrated limited disease transmission** from child-to-child and very limited to no transmission from child-to-adult in the in-person school setting.
- [North Carolina's ABC Science Collaborative](#) found **rates of secondary transmission during in-person school instruction significantly less** than the surrounding communities and no cases of student to staff transmission.

## COVID-19 Vaccines and Schools

On February 10<sup>th</sup>, 2021, Governor Cooper [announced](#) that K-12 and child care teachers and staff would be prioritized for eligibility as the state moved into vaccinations for Group 3 Essential Workers.

Immunization against COVID-19 is one of the best measures available to prevent transmission. School administrators can encourage staff to be immunized and take action to support efforts through the use of [StrongSchoolsNC Vaccine Operational Guidance for Schools](#). Even when more staff are vaccinated, schools must continue prevention measures, especially as children remain ineligible for vaccines.

Local communities should determine how best to address school staff with COVID-like symptoms or exposure during the immunization period. Due to individual responses to COVID-19 vaccines and timing of possible exposures, it may be difficult to

determine when someone who is in process of vaccination is exhibiting symptoms of COVID-19 infection versus vaccine side effects. In these situations, quarantine procedures should be based in consultation with the school nurse, local health department and/or health care provider

More information may be found at [Frequently Asked Questions about COVID-19 Vaccinations](#) and NCDHHS Interim Guidance for Individuals [Who Have Been Vaccinated Against COVID-19](#).

Click to learn more about the latest research on COVID-19, children, and schools. ([English](#) | [Spanish](#))



# What's the Plan?

## Comparison of Requirements for Plans A and B

Requirements	Plan A Currently Grades K-5	Plan B Currently Grades 6-12
<b>In-Person Instruction Available in Both Plan A and B</b> Provided 5-days/week to the fullest extent possible while still meeting StrongSchoolsNC public health protocols		
<b><u>Social Distancing Protocols to Minimize Exposure</u></b> – Keeping physical space between and among children and adults	✓	✓
<b><u>Six Feet Social Distancing Protocols</u></b> – Maintaining six feet of physical distance between people especially when stationary or congregating for increased layer of protection	✗	✓
<b><u>Cloth Face Coverings</u></b> – Consistent use of face coverings for all students, staff and visitors	✓	✓
<b><u>Protecting Vulnerable Populations</u></b> – People with certain conditions are at higher-risk than others to become severely ill if exposed to COVID-19	✓	✓
<b><u>Coping and Resilience</u></b> – Schools can play an important role in helping students and staff cope with fear and anxiety cause by the effects of the pandemic	✓	✓
<b><u>Cleaning and Hygiene</u></b> – Washing hands with soap for 20 seconds or using hand sanitizer reduces the spread of disease	✓	✓
<b><u>Monitoring for Symptoms</u></b> – Conducting regular screening and ongoing self-monitoring for symptoms such as fever, cough or shortness of breath can help reduce exposure	✓	✓
<b><u>Handling Suspected, Presumptive or Confirmed Cases of COVID-19</u></b> – Taking appropriate steps to address suspected, presumptive or confirmed cases of COVID-19 is critical to containing spread of COVID-19 both in and outside of school	✓	✓
<b><u>Communication and Combatting Misinformation</u></b> – Staff, students and families need ongoing, reliable information to promote behaviors that prevent the spread of COVID-19	✓	✓
<b><u>Water and Ventilation Systems</u></b> – Take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after a prolonged facility shutdown	✓	✓
<b><u>Transportation</u></b> – School buses/vehicles must take similar key steps to protect against the spread of COVID-19 including adhering to consistent use of face coverings, addressing physical distancing and following cleaning and hygiene protocols	✓	✓
<b>Remote Learning Option Available</b> Schools must create a process for students and/or their families, teachers, and staff to self-identify as high-risk from COVID-19 and have a plan in place to address requests for alternative learning arrangements or work re-assignments.		

# Requirements and Recommendations

Practices that are **required** must be implemented by all North Carolina public school units. These practices are essential baseline actions in order to minimize risk of exposure to COVID-19 for students, staff, and families across North Carolina. They are intended to be a minimum. Practices that are **recommended** are additional strategies that schools may choose to use to minimize spread of COVID-19. All recommended practices will not be possible in all settings and should be tailored to each school/LEA as appropriate.



## Social Distancing and Minimizing Exposure

[Social distancing](#) is a key tool to decrease the spread of COVID-19. Social distancing (“physical distancing”) means keeping space between yourself and other people outside of your home.

### All schools in Plan A and Plan B are **required** to:

- Provide social distancing floor/seating markings in waiting and reception areas.
- Mark 6 feet of spacing to remind students to stay 6 feet apart in lines and at other times when they may congregate.
- Mark 6 feet of spacing to remind teachers and staff to stay 6 feet apart at times when they may congregate, such as during staff meetings, planning periods, lunch, recess, in teacher lounges, and break rooms.
- Provide marks on the floors of restrooms and locker rooms to indicate proper social distancing.
- Limit nonessential visitors and activities involving external groups or organizations.
- Have teachers and staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Discontinue the use of any self-service food or beverage distribution in the cafeteria (e.g., meals and/or snacks served at school should be individually packaged and served directly to students; milk or juice may be available separately and should also be served directly to students). As always, ensure the safety of children with food allergies.
- Mark 6 feet of spacing to remind school nutrition staff to stay 6 feet apart throughout food distribution.
- Choose physical education activities that limit the use of shared equipment, and any close contact between students during those activities is limited and brief.
- Discontinue in-person activities that involve bringing together large groups of people or activities that do not allow for social distancing (assemblies, performances, field trips, etc.)

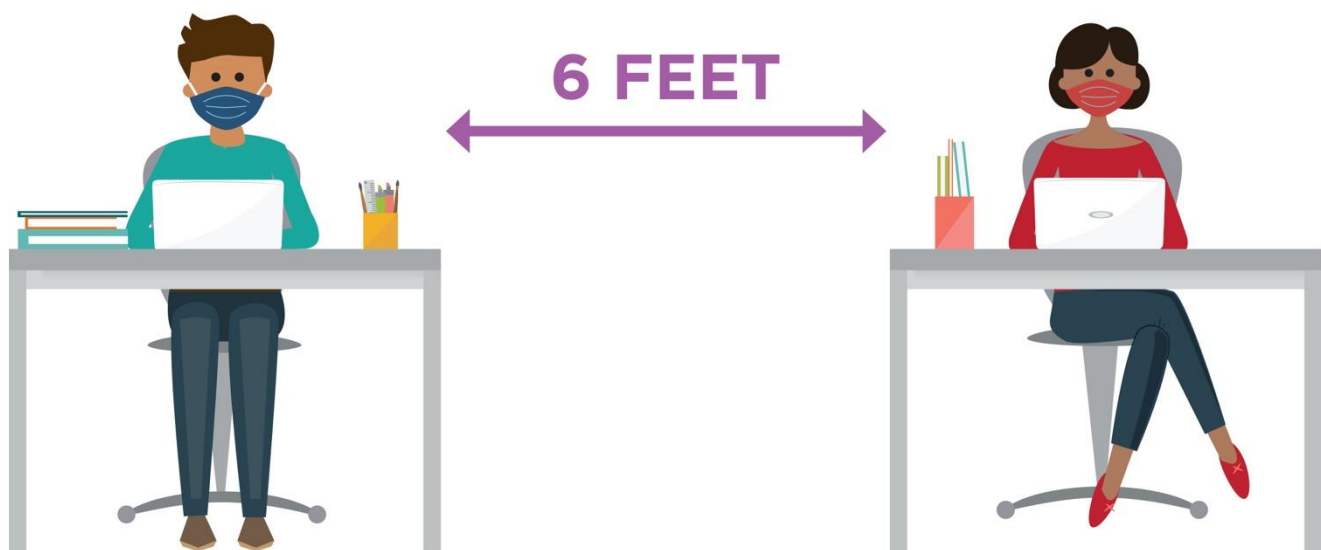
### Six Feet Social Distancing Requirements (Plan B only): Schools are required to adhere to all requirements already outlined, AND:

- Ensure that 6 feet distance can be maintained when people will be stationary (e.g., when seated in classrooms, waiting in lines, in restrooms and locker rooms, in cafeterias, other indoor school settings where people congregate. For some schools, this may mean limiting the total number of students, teachers, staff, and visitors within a school building at any one time to ensure that six feet distance can be maintained.
- Ensure at least 6 feet between teachers and staff when they congregate, such as during staff meetings, planning periods, lunch, recess, in teacher lounges, and break rooms.
- Ensure at least 6 feet social distancing in any outdoor setting when students, teachers, staff, and visitors are stationary (e.g., waiting in line for transportation, sitting in a group.)

- Arrange furniture or block off seats, such as desks, chairs, or other seating in classrooms, break rooms, reception areas, and cafeterias, so that students, teachers, staff, and visitors are separated from one another by at least 6 feet.
- Provide frequent reminders for students, teachers, staff, and visitors to stay at least 6 feet apart from one another.
- Follow the additional social distancing requirements in the Transportation section.

### It is recommended that all schools in Plan A and Plan B:

- Minimize opportunities for sustained exposure (15 minutes or more within 6 feet distance) between students, teachers, staff, and visitors in areas they may congregate, such as in waiting and reception areas, when in line, during transitions, or while waiting for transportation.
- Minimize opportunities for sustained exposure (15 minutes or more within 6 feet distance) between teachers and staff during staff meetings, planning periods, lunch, recess, in teacher lounges, and break rooms and other areas teachers and staff may congregate.
- Provide frequent reminders for students, teachers, and staff to stay at least 6 feet apart from one another when feasible.
- Place physical barriers such as plexiglass for protection at reception desks and similar areas.
- Arrange furniture, such as desks or seating in classrooms, break rooms, and reception areas, so that students, teachers, staff and visitors are separated from one another by at least 6 feet when feasible. If it is not possible to arrange seating 6 feet apart, consider having all students, teachers, staff and visitors sit facing the same direction (i.e., all sitting on the same side of a table), or using barriers between people.
- Designate hallways as one-way, posting directional reminders on the walls and/or floor.
- Designate entrance and exit doors for classrooms and restrooms to reduce the chance that people meet face to face.
- Keep students and teachers in small cohort groups that stay together as much as possible during the day, and from day to day. Limit mixing between cohort groups as much as possible (e.g., during recess, lunch in the cafeteria, arrival and dismissal). This is especially important for elementary schools that choose to operate under Plan A.
- Follow the recommendations outlined in [Interim Guidance for Administrators and Participants of Youth, College & Amateur Sports Programs](#).
- If social distancing is not possible in the cafeteria, have meals delivered to the classroom or have students bring food from the cafeteria back to their classrooms to eat.
- Follow the recommendations outlined in "[Requirements and Recommendations for Recess, Specials, and General Activities](#)."





# Cloth Face Coverings

Wearing face coverings can help reduce the spread of COVID-19, especially for those who are sick but may not know it. Cloth face coverings are not procedure masks, respirators (“N-95”), or other medical personal protective equipment. Recent studies on types of face coverings suggest that multi-layered, well fitted, cotton face coverings provide good coverage to keep droplets from spreading when we speak, sneeze, or cough. Individuals should be reminded frequently not to touch their face covering and to wash their hands.

Check out more information on cloth face coverings, including how to order them, in the [StrongSchoolsNC Infection Control and PPE Guidance \(K-12\)](#)

## All schools in Plan A and Plan B are required to:

- As stated in [Executive Order No. 180](#) on November 23, 2020, ensure that face coverings are worn by all workers, teachers, guests, other adults and children age five (5) or older. In all public and nonpublic schools, all workers, teachers, guests, other adults and children five (5) years or older must wear face coverings when indoors, at all times, unless an exception applies, and when outdoors and within six (6) feet of another person, unless an exception applies.
  - Examples of where and when masks are required include: Students over age 5 and a teacher are together inside a classroom whether or not they are 6 feet apart; Students over age 5 are in P.E. class indoors whether or not they are 6 feet apart; A student is 5 years-old and enrolled in preschool; Students over age 5 are playing basketball in the gym as a part of an after-school program; Student track athletes are waiting at the starting line to begin a race and are not 6 feet apart. These examples are not an exhaustive list.
  - Examples of where and when masks are not required include: Students are outside for recess consistently maintaining 6 feet of social distancing at all times; A teacher holds class outdoors with all individuals consistently maintaining 6 feet of social distancing at all times; Students are participating in an outdoor PE class with all individuals consistently maintaining 6 feet of social distancing at all times; A student is 4 years-old and enrolled in preschool; Student track athletes are running in a race and are consistently maintaining 6 feet of social distancing at all times; A teacher is alone in their classroom with the door closed. These examples are not an exhaustive list.
- As outlined in [Executive Order No. 163](#), face coverings are not required to be worn by an individual who:
  - Should not wear a face covering due to any medical or behavioral condition or disability (including, but not limited to, any person who has trouble breathing, or is unconscious or incapacitated, or is otherwise unable to put on or remove the face covering without assistance);
  - Is under five (5) years of age;
  - Is actively eating or drinking;
  - Is seeking to communicate with someone who is hearing-impaired in a way that requires the mouth to be visible;
  - Is giving a speech for a broadcast or to an audience;
  - Is working at home or is in a personal vehicle;
  - Is temporarily removing his or her face covering to secure government or medical services or for identification purposes;
  - Would be at risk from wearing a face covering at work, as determined by local, state, or federal regulations or workplace safety guidelines;
  - Has found that his or her face covering is impeding visibility to operate equipment or a vehicle; or
  - Is a child whose parent, guardian, or responsible person has been unable to place the Face Covering safely on the child’s face.



- Share guidance and information with teachers, staff, students, and families on the proper use, wearing, removal, and cleaning of cloth face coverings, such as [CDC's guidance on wearing and removing cloth face masks](#) and [CDC's use of cloth face coverings](#). Visit [NCDHHS' COVID-19 response site](#) for more information about face coverings, and to access [sign templates](#) that are available in English and Spanish.

### It is recommended that all schools in Plan A and Plan B:

- Provide cloth face coverings for staff, other adults, and students. Ask them (and families, if applicable) to properly launder cloth face coverings using hot water and a high heat dryer between uses.
- Provide disposable face coverings for staff, visitors, or students who do not have a cloth face covering when they arrive at school.
- Schools may choose to build in time for brief moments when individuals can take short breaks from wearing cloth face coverings at times and in settings where risk for transmission is lower (eg., outside, when air circulation is increased by opening windows, and when people are consistently 6 feet apart).
- Consider the particular needs of younger children for whom it may be difficult to wear a face covering properly for an extended period of time, such as children ages 2, 3 and 4, (for whom cloth face coverings are recommended, but not required). School staff can prioritize having children wear face coverings at times when it is difficult for children to maintain a distance of 6 feet from others (eg., during pick-up or drop-off, when standing in line).
- Staff should provide positive reminders and support why it is important to wear cloth face coverings, and how to properly wear them.



## Coping and Resilience



The COVID-19 outbreak is incredibly stressful. Fear and anxiety about the disease can be overwhelming and cause strong emotions in adults and children. Schools can play an important role in helping students and staff cope and build resilience to support the well-being of the school community.

### All schools in Plan A, Plan B and Plan C are required to:

- Provide teachers, staff, families, and students (if age-appropriate) with information on how to access resources for mental health and wellness (eg., 211 and Hope4NC Helpline 1-855-587-3463)

### It is recommended that all schools Plan A, Plan B and Plan C:

- Increase capacity to deliver social support services by increasing number of on-site social workers.
- Encourage teachers, staff, students, and families to talk with people they trust about their concerns about COVID-19 and how they are feeling.
- Promote teachers, staff, students, and families eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage teachers, staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media, if they are feeling overwhelmed or distressed.





# Protecting Vulnerable Populations

Everyone is at risk for getting COVID-19 if they are exposed to the virus, but some people are more likely than others to become severely ill. Read more information from the [CDC](#). People at increased risk include anyone who:

- Is 65 years of age or older
- Lives in a nursing home or long-term care facility
- Is pregnant
- Is a smoker (current or former, defined as having smoked at least 100 cigarettes in their lifetime)
- Has one or more of the following conditions:
  - Asthma (moderate to severe)
  - Cancer
  - Cerebrovascular disease or history of stroke
  - Chronic kidney disease
  - Chronic Obstructive Pulmonary Disease (COPD)
  - Cystic fibrosis
  - Dementia or other neurologic condition
  - Diabetes type 1 or 2
  - Down Syndrome
  - A heart condition such as heart failure, coronary artery disease, cardiomyopathy
  - Hypertension or high blood pressure
  - Liver disease, including hepatitis
  - Pulmonary fibrosis
  - Immunocompromised state (weakened immune system) from: immune deficiencies, HIV, taking chronic steroids or other immune weakening medicines, history of solid organ blood or bone marrow transplant
  - Overweight or obesity
  - Sickle cell disease (not including sickle cell trait) or thalassemia

## All schools in Plan A and Plan B are required to:

- Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students and/or their families, teachers, and staff to self-identify as high-risk from COVID-19 and have a plan in place to address requests for alternative learning arrangements or work re-assignments.
- Implement remote or other learning options for the subset of students whose families decide the student needs to remain at home because the student and/or their family member(s) are at high-risk from COVID-19.

## It is recommended that all schools in Plan A and Plan B:

- Enable teachers and staff who self-identify as high-risk from COVID-19 to minimize face-to-face contact and to allow them to maintain a distance of 6 feet from others, modify job responsibilities that minimize exposure risk, or to telework if possible.
- Teachers and staff who have close contact with students who cannot wear a face covering due to a medical or behavioral condition or disability may consider wearing a face shield in addition to their cloth face covering. In these situations, the use of a face shield and a cloth face covering together may provide further protection.



# Cleaning and Hygiene

Washing hands with soap and water for 20 seconds or using hand sanitizer reduces the spread of disease.

## All schools in Plan A and Plan B are required to:

- Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older children, paper towels, and tissues). Refer to the [StrongSchoolsNC Infection Control and PPE Guidance \(K-12\)](#) for recommended quantities of infection control supplies and ordering information.
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older children.
- Increase monitoring to ensure adherence among students and staff.
  - Supervise use of hand sanitizer by students.
  - Ensure that children with skin reactions and contraindications to hand sanitizer use soap and water.
  - Reinforce handwashing during key times such as: Before, during, and after preparing food; Before eating food; After using the toilet; After blowing your nose, coughing, or sneezing; After touching objects with bare hands which have been handled by other individuals.
- Provide hand sanitizer (with at least 60% alcohol) at every building entrance and exit, in the cafeteria, and in every classroom, for safe use by staff and older students.
- Systematically and frequently check and refill hand sanitizers.
- Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Incorporate frequent handwashing and sanitation breaks into classroom activity.
- Allow time between activities for proper cleaning and disinfection of high-touch surfaces.
- Establish a schedule for and perform ongoing and routine environmental [cleaning and disinfection](#) of high-touch areas (e.g., door handles, stair rails, faucet handles, toilet handles, playground equipment, drinking fountains, light switches, desks, tables, chairs, kitchen countertops, cafeteria and service tables, carts, and trays) with an [EPA approved disinfectant for SARS-CoV-2](#) (the virus that causes COVID-19), and increase frequency of disinfection during high-density times and disinfect all shared objects (e.g., gym or physical education equipment, art supplies, toys, games) between use.
  - Paper-based materials, such as books and loose-leaf paper, are not considered high-risk for COVID-19 transmission, and do not need additional cleaning or disinfection procedures.
- Ensure [safe and correct](#) use and storage of cleaning and disinfection products, including securely storing and using products away from children, and allowing for adequate ventilation when staff use such products.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers or lockers.
- Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- Ensure that all non-disposable food service items are minimally handled and washed with hot water and soap or in a dishwasher, or use disposable food service items such as plates and utensils.

## It is recommended that all schools in Plan A and Plan B:

- Avoid shared use of soft or other items that cannot be easily cleaned and disinfected, (eg., stuffed toys, clay).



# Monitoring for Symptoms

Conducting regular screening for symptoms and ongoing self-monitoring throughout the school day can help reduce exposure. Teachers, staff, and students should be encouraged to self-monitor for symptoms such as fever, cough, or shortness of breath. If a student develops symptoms throughout the day, they must notify an adult immediately. More information on [how to monitor for symptoms](#) is available from the CDC.

## All schools in Plan A and Plan B are required to:

- Enforce that [staff and students stay home](#) if:
  - They have tested positive for or are showing COVID-19 symptoms, until they meet criteria for return.
  - They have recently had [close contact](#) with a person with COVID-19, until they meet criteria for return.
- Conduct daily [symptom screening of any person entering the building](#), including students, teachers, staff, and other visitors. Symptom screening may be provided at the school entrance, prior to arrival at school, or upon boarding school transportation. Example screening tools are provided in this toolkit.
  - Note: There is a more narrow set of COVID-19 symptoms (fever, chills, shortness of breath or difficulty breathing, new cough, new loss of taste or smell) listed on this document on the screening checklists. The symptoms on the broader list in the “What Do We Know About COVID-19?” section include more common issues that may impact children with a routine illness, and may not be affiliated with COVID-19. Excluding students for symptoms on the broader list, therefore, could lead to a large number of children being excluded from school unnecessarily.
- As a required component of daily symptom screenings, conduct daily [temperature screenings](#) for all people entering the school facility or boarding school transportation (see note on optional [daily parent/guardian attestation](#)).
  - Fever is determined by a measured temperature of 100.4 °F or greater.
  - Individuals waiting to be screened must stand six feet apart from each other. Use tape or other markers on the floor for spacing.
  - The staff person taking temperatures must wear a cloth face covering, and must stay six feet apart unless taking temperature.
  - Use a touchless thermometer if one is available.
  - If not available, use a tympanic (ear), digital axillary (under the arm), or temporal (forehead/temple) thermometer. Use disposable thermometer covers that are changed between individuals.
  - Do not take temperatures orally (under the tongue) because of the risk of spreading COVID-19 from respiratory droplets from the mouth.
  - Staff person must wash hands or use hand sanitizer before touching the thermometer.
  - Staff are not required to wear gloves for screenings. However, if staff person wears gloves, they must change them between direct contact with individuals, and must wash hands or use hand sanitizer after removing gloves.
  - Staff person must clean and sanitize the thermometer using manufacturer’s instructions between each use.

Schools may choose to utilize a daily **parent/guardian attestation** of a symptom screening (Examples: [English](#) | [Spanish](#)) for their child in lieu of in-person screening for students who are boarding school transportation. However, a student whose parent/guardian submitted an attestation must also be screened for symptoms and have temperature checked upon arrival at the school building.



# Handling Suspected, Presumptive, or Confirmed Positive Cases of COVID-19

For step-by-step instructions for school personnel, review the [Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 \(K-12\)](#).

For K-12 COVID testing guidance for K-12 students and staff, and information for public schools to order free COVID tests for their communities, review the [K-12 COVID-19 Antigen Testing Interim Guidance](#).

### All schools are **required** to:

- Post signage at the main entrance requesting that people who have been symptomatic with fever and/or cough not enter. Examples of signage such as [Know Your Ws/Stop if You Have Symptoms](#) flyers (English: [Color, Black & White](#); Spanish: [Color, Black & White](#)).
- Educate students, families, teachers, and staff about the signs and symptoms of COVID-19, when they should stay home, and when they can return to school.
- Establish a dedicated space for symptomatic individuals that will not be used for other purposes.
- Immediately isolate symptomatic individuals to the designated area at the school, and send them home to continue isolating.
- Ensure symptomatic student remains under visual supervision of a staff member who is at least 6 feet away. The supervising adult should wear a cloth face covering or a procedure mask.
- Require the symptomatic person to wear a cloth face covering or a procedure mask while waiting to leave the facility.
  - Cloth face coverings should not be placed on:
    - Anyone who has trouble breathing or is unconscious.
    - Anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
    - Anyone who cannot tolerate a cloth face covering due to developmental, medical or behavioral health needs.
- Require school nurses or delegated school staff who provide direct patient care to wear appropriate Personal Protective Equipment (PPE) and perform hand hygiene after removing PPE. Refer to the [StrongSchoolsNC Infection Control and PPE Guidance \(K-12\)](#) for more information.
- Implement cleaning and disinfecting procedures following [CDC guidelines](#).
- Have a plan for how to transport an ill student or staff member home or to medical care.
- Adhere to the following process for allowing a student or staff member to return to school.
  - If a person has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.
  - If a person is diagnosed with COVID-19 by a medical professional based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until they (or a family member if younger child) can answer YES to the following three questions:
    1. Has it been at least 10 days since the individual first had symptoms?
    2. Has it been at least 24 hours since the individual had a fever (without using fever reducing medicine)?
    3. Has there been symptom improvement, including cough and shortness of breath?
  - A person who was excluded from school due to COVID-19 symptom(s) can return to school, following normal school policies, once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours, if they receive an alternate diagnosis from a health care provider, and the health care provider has determined COVID-19 testing is not needed. The health care provider is not required to detail the specifics of the alternate diagnosis that would explain the symptoms of fever, chills, shortness of breath or difficulty breathing, new cough or new loss of taste or smell.
- Report to local health authorities any suspected or confirmed COVID-19 cases among children and staff (as required by [NCGS § 130A-136](#)).
- Implement the approved school [Contact Tracing Plan](#), OR, If directed by Local Health Department, school administrators coordinate with [health officials](#) to provide contact information for or notify close contacts of a suspected or confirmed COVID-19 case among staff, students, and families while maintaining confidentiality in accordance with

FERPA, [NCGS § 130A-143](#), and all other state and federal laws.

- If a student/employee has been diagnosed with COVID-19 but does not have symptoms, they must remain out of school to isolate until 10 days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms since their positive test.
- If a student/employee who has been diagnosed by a medical professional due to symptoms, they are not required to have documentation of a negative test in order to return to school.
- Utilize [NCDHHS and the CDC quarantine guidance](#).
  - Quarantine refers to an individual who has been a close contact (within 6 feet for at least 15 minutes cumulatively over a 24-hour period) of someone who is positive with COVID-19.
  - CDC continues to recommend quarantine for 14 days after last exposure. However, as of December 2, 2020, the CDC has offered options to reduce the duration of quarantine in either of the following two scenarios:
    - 10 days of quarantine have been completed and no symptoms have been reported during daily monitoring;
    - 7 days of quarantine have been completed, no symptoms have been reported during daily monitoring, and the individual has received results of a negative antigen or PCR/molecular test on a test taken no earlier than day 5 of quarantine.
  - **If quarantine is discontinued before day 14, the individual must continue to monitor symptoms and strictly adhere to all non- pharmaceutical interventions** (e.g. wear a mask, practice social distancing) through 14 days after the date of last exposure.
  - Follow the recommendations of your local public health department if someone at your schools must quarantine. Local public health authorities make the final decisions about how long quarantine should last in the communities they serve, based on local conditions and needs.
- Provide remote learning options for students unable to be at school due to illness or exposure.
- Household members (e.g. siblings) of a symptomatic individual may return to school after completing 14 days of quarantine, 10 days of quarantine if no symptoms are present in daily symptom monitoring , or 7 days of quarantine if no symptoms are present in daily symptom monitoring and a negative antigen or PCR/molecular test no earlier than day 5 of quarantine is reported. The household member's quarantine begins at the end of a 10-day isolation of the person with symptoms of COVID-19. However, if the symptomatic person receives an alternate diagnosis, the household member(s) can return to school.

#### It is **recommended** that all schools in Plan A and Plan B:

- Consult with the Local Health Department on next steps for management and considerations on cleaning following a positive screening for exposure, or a positive screening for symptoms.
- Establish and enforce sick policies to prevent the spread of disease, including:
  - Enforcing staff staying home if sick.
  - Encouraging liberal use of sick leave policy.
- Establish and encourage liberal use of sick days for students and discontinue attendance- dependent awards and ratings.
- Develop plans for backfilling positions of employees on sick leave and consider cross- training to allow for changes of staff duties.



## Communication and Combating Misinformation

Help ensure that the information staff, students, and their families are getting is coming directly from reliable resources. Use resources from a trusted source like the [CDC](#) and [NCDHHS](#) to promote behaviors that prevent the spread of COVID-19.

**All schools in Plan A, Plan B, and Plan C are required to:**

- Disseminate COVID-19 information and combat misinformation through multiple channels to students, families, teachers, and staff. Ensure that families are able to access communication channels to appropriate staff at the school with questions and concerns.
  - Some reliable sources include: [NCDHHS COVID-19 Webpage](#); [Know Your Ws: Wear, Wait, Wash](#); [NCDHHS COVID-19 Latest Updates](#); [NCDHHS COVID-19 Materials & Resources](#), and the [additional resources](#) included in this public health toolkit.
- Put up signs, posters, and flyers, such as those found on the [Social Media Toolkit for COVID-19](#) , at main entrances and in key areas throughout school buildings and facilities to remind students and staff to use face coverings, wash hands, and stay six feet apart whenever possible (Wear, Wait, Wash).
  - [Know Your W's](#) signs are available in English and Spanish.
  - Teach students who cannot yet read what the signs' language and symbols mean.

**It is recommended that all schools in Plan A, Plan B, and Plan C:**

- Make reliable, [age-appropriate](#), and culturally responsive information available to students, families, teachers, and staff about COVID-19 prevention and mitigation strategies, using methods such as sharing resources through social media, newsletters that include videos, hosting online webinars, or distributing printed materials like FAQs.
- Share regular announcements on reducing the spread of COVID-19 on PA systems.
- Include messages and updates about stopping the spread of COVID-19 in routine communications with students, families, teachers, and staff, such as in newsletters, emails, and online.
- Involve students' families in outreach by utilizing the PTA or other local groups/organizations to support disseminating important information on COVID-19.





# Water and Ventilation Systems

When reopening a building after it has been closed for a long period of time, it is important to keep in mind that reduced use of water and ventilation systems can pose their own health hazards. There is an increased risk for Legionella and other bacteria that come from stagnant or standing water.

## It is **recommended** that all schools in Plan A, Plan B, and Plan C:

- Take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after a prolonged facility shutdown by following the [CDC's Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation](#) and the [CDC's Ventilation in Schools and Childcare Programs](#) to minimize the risk of diseases associated with water.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk to people using the facility.
- Consider ventilation system upgrades or improvements and other steps to increase the delivery of clean air and dilute potential contaminants in the school. Obtain consultation from experienced Heating, Ventilation and Air Conditioning (HVAC) professionals when considering changes to HVAC systems and equipment. Some of the recommendations below are based on the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) [Guidance for Building Operations During the COVID-19 Pandemic](#). Review additional ASHRAE guidelines for schools and universities for further information on ventilation recommendations for different types of buildings and building readiness for occupancy. Not all steps are applicable for all scenarios.
- Improvement steps may include some or all of the following activities:
  - Increase outdoor air ventilation, using caution in highly polluted areas.
  - When weather conditions allow, increase fresh outdoor air by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
  - Use fans to increase the effectiveness of open windows. Position fans securely and carefully in or near windows so as not to induce potentially contaminated airflow directly from one person over another (strategic window fan placement in exhaust mode can help draw fresh air into room via other open windows and doors without generating strong room air currents).
  - Decrease occupancy in areas where outdoor ventilation cannot be increased.
  - Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.
  - Increase total airflow supply to occupied spaces, when possible.
  - Disable demand-controlled ventilation (DCV) controls that reduce air supply based on occupancy or temperature during occupied hours.
  - Further open minimum outdoor air dampers to reduce or eliminate HVAC air recirculation. In mild weather, this will not affect thermal comfort or humidity. However, this may be difficult to do in cold, hot, or humid weather.
- Improve central air filtration:
  - Increase air filtration to as high as possible without significantly diminishing design airflow.
  - Inspect filter housing and racks to ensure appropriate filter fit and check for ways to minimize filter bypass
  - Check filters to ensure they are within service life and appropriately installed.
  - Consider running the HVAC system at maximum outside airflow for 2 hours before and after the school is occupied.
  - Ensure restroom exhaust fans are functional and operating at full capacity when the school is occupied.

- Inspect and maintain local exhaust ventilation in areas such as restrooms, kitchens, cooking areas, etc.
  - Use portable high-efficiency particulate air (HEPA) fan/filtration systems to help enhance air cleaning (especially in higher risk areas such as nurse's office and special education classrooms).
  - Generate clean-to-less-clean air movement by re-evaluating the positioning of supply and exhaust air diffusers and/or dampers (especially in higher risk areas such as the nurse's office).
  - Consider using ultraviolet germicidal irradiation (UVGI) as a supplement to help inactivate SARS-CoV-2, especially if options for increasing room ventilation are limited.
  - Ventilation considerations are also important on school buses.
- Discontinue use of drinking directly from water fountains. Post signs requesting waterfountains be used for bottle filling stations only.
  - Provide cups or alternative procedures to minimize use of water fountains.

\*Note: The ventilation intervention considerations listed above come with a range of initial costs and operating costs which, along with risk assessment parameters such as community incidence rates, face mask compliance expectations and classroom density, may affect considerations for which interventions are implemented. Acquisition cost estimates (per room) for the listed ventilation interventions range from \$0.00 (opening a window; inspecting and maintain local exhaust ventilation; disabling DCV controls; or repositioning outdoor air dampers) to <\$100 (using fans to increase effectiveness of open windows; or repositioning supply/ exhaust diffusers to create directional airflow) to approx. \$500 (adding portable HEPA fan/filter systems) to approx. \$1500 (adding upper room UVGI).



## Transportation



Local education leaders and schools should follow the guidelines below for their transportation vehicles (e.g., buses, vans). It is strongly recommended that a school operating under Plan A for K-5<sup>th</sup> grade students should utilize a more restrictive Plan B approach for school transportation.

### All schools in Plan A and B are required to:

- Ensure that all students ages 5 years and older, and all teachers, staff, and adult visitors wear face coverings when they are on a bus or other transportation vehicle, unless the person (or family member, for a student) states that an exception applies.
- Clean and disinfect transportation vehicles regularly. Children must not be present when a vehicle is being cleaned.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children and adequate ventilation when staff use such products.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- Follow the symptom screening protocol outlined in the "Monitoring for Symptoms" section for any person entering a school transportation vehicle, which could be using the option of a daily parent/guardian attestation. Individuals must stay home and not board transportation if they are experiencing symptoms of COVID-19 or have been exposed to someone positive for COVID-19.
  - Note: Upon arrival at school, students do not need to be rescreened if screening was followed prior to entry



into the vehicle. However, as noted above, if a parent/ guardian provided an attestation only, students do need to be screened upon arrival at school.

- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- Enforce that if an individual becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above.
- If a driver becomes sick during the day, they must follow protocols outlined above and must not return to drive students.
- Provide hand sanitizer (with at least 60% alcohol) to support healthy hygiene behaviors on all school transportation vehicles for safe use by staff and older children.
  - Hand sanitizer should only remain on school transportation while the vehicles are in use.
  - Systematically and frequently check and refill hand sanitizers.

### **Under Plan B only, schools are required to adhere to all requirements already outlined, AND:**

- No more than one passenger may be seated per school bus bench seat, with the exception that members of the same household may share a seat.
- No more than two students may be seated in a non-bus vehicle unless all students in the vehicle are members of the same household.

### **It is recommended that all schools in Plan A and Plan B and Local Education Agencies:**

- Identify at least one adult to accompany the driver to assist with screening and/or supervision of students during screening of on-boarding passengers, and to monitor children during transport.
- Allow for 6 feet of social distancing between students, and between students and the driver, while seated on vehicles if feasible (eg., by utilizing larger vehicles with more seats, by increasing frequency of routes to reduce occupancy, one rider per seat in every other row).
- Consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.
- If feasible, park vehicles in a safe location away from the flow of traffic so that the screening can be conducted safely.



## Additional Considerations

### **It is recommended that all schools Plan A, Plan B, and Plan C:**

- Designate a single staff member to be the COVID-19 point of contact for the school in collaboration with district school nurses. Ensure that staff, students, and families know how to contact that individual. If students are old enough, consider a student counterpart for this role to be a source of information for students, thereby supporting student ownership and responsibility for creating a safe and healthy campus.
- Increase capacity to deliver health services by increasing the number of on-site school nurses.
- Conduct ongoing regular training among all staff on updated health and safety protocols.
- Partner with other institutions in the community to promote communication and cooperation in responding to COVID-19.



# Resources

- NCDHHS: [North Carolina COVID-19](#)
- NCDHHS: [StrongSchoolsNC Infection Control and PPE Guidance \(K-12\)](#)
- NCDHHS: [StrongSchoolsNC Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 \(K-12\)](#)
- NCDHHS: StrongSchoolsNC Public Health Toolkit (K-12) Frequently Asked Questions ([English](#) | [Spanish](#))
- NCDHHS: [K-12 COVID Antigen Testing Interim Guidance](#)
- NCDHHS: [Quarantine Guidance for the General Community](#)
- CDC: [Considerations for Schools](#)
- CDC: [Cleaning and Disinfecting Your Facility](#)
- CDC: [Reopening Guidance](#)
- CDC: [Coping with Stress](#)
- EPA: [Disinfectants for Use Against SARS-CoV-2](#)
- FDA: [Food Safety and the Coronavirus Disease 2019 \(COVID-19\)](#)

## Still have questions?

### For Families

- For questions specific to your child's school, such as scheduling, operations, remote learning options, and specifics about screening procedures, reach out to your local school leaders, such as your school's principal.
- For questions about your child's school's adherence to public health guidance, contact your local school board, your school district leadership (superintendent), or the NC State Board of Education.

### For Local Education Leaders and Local Health Departments

- For questions about NCDHHS statewide guidance related to reopening NC's public schools not covered in this FAQ document, email [StrongSchoolsNC@dhhs.nc.gov](mailto:StrongSchoolsNC@dhhs.nc.gov).
- The NCDHHS Division of Public Health Epidemiologist is on call and available to assist 24/7 (919-733-3419).

## DAILY SYMPTOM SCREENING CHECKLIST

# For any individual who cannot accurately respond for themselves

(SUGGESTED FOR ELEMENTARY SCHOOL STUDENTS)

Upon entry to school, the screener must direct the questions below to the accompanying individual who can respond accurately on behalf of the person. If the answer is “yes” to any of the questions below, that individual must be excluded from school.

For more detailed steps on how to respond to a “yes” on any of the questions below, screeners and school leaders should refer to the [Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19](#).

**1. Ask: Has the individual you are dropping off been diagnosed with COVID-19 since they were last at school?**

- Yes  
 No

- *If No, move on to Question 2.*
- *If Yes, say and ask: They cannot go to school. Does anyone else who lives with them also go to or work at this school?  Yes  No*
  - *If Yes, say: Those individuals cannot go to school.*

**2. Ask: Has the individual you are dropping off had any of the following symptoms since they were last at school?**

- Fever  
 Chills  
 Shortness of breath or difficulty breathing  
 New cough  
 New loss of taste or smell

- *If No, move on to Question 3.*
- *If Yes to at least one symptom on this list, say and ask: They cannot go to school. Does anyone else who lives with them also go to or work at this school?  Yes  No*
  - *If Yes, say: Those individuals cannot go to school.*

**3. Ask: Has the individual you are dropping off had close contact (been within 6 feet of someone diagnosed with COVID-19 for a cumulative total of 15 minutes over a 24-hour period) in the last 14 days?**

- Yes  
 No

- *If No, move on to Question 4.*
- *If Yes, say: They cannot go to school.*

**4. Ask: Has any health department staff or a health care provider been in contact with the person you are dropping off and advised them to quarantine?**

- Yes  
 No

- *If No, say: The person may go to school.*
- *If Yes, say: They cannot go to school.*

LISTA DE VERIFICACIÓN DIARIA PARA EVALUACIÓN DE SÍNTOMAS

# Para cualquier persona que no pueda responder con precisión por sí mismo

(SUGERIDO PARA ALUMNOS DE ESCUELA PRIMARIA)

**Al ingresar a la escuela, debe preguntar a la persona acompañante que pueda responder con precisión en nombre de la persona. Si la respuesta es “sí” a cualquiera de las preguntas siguientes, esa persona debe ser excluida de la escuela.**

Para ver pasos más detalles sobre cómo responder a un “sí” en cualquiera de las preguntas siguientes, los examinadores y los líderes escolares deben consultar la [Guía de Referencia para Casos Sospechosos, Presuntivos o Confirmados de COVID-19 \(inglés\)](#).

**1. Pregunte: ¿La persona a la que está dejando ha sido diagnosticada COVID-19 desde la última vez que fue en la escuela?**

- Sí  
 No

- *Si no, pase a la pregunta 2.*
- *En caso afirmativo, diga y pregunte: No pueden ir a la escuela. ¿Alguien más que vive con ellos también va o trabaja en esta escuela?*  Sí  No
  - *En caso afirmativo, diga: Esas personas no pueden ir a la escuela.*

**2. Pregunte: ¿La persona a la que está dejando ha tenido alguno de los siguientes síntomas desde la última vez que fueron en la escuela?**

- Fiebre  
 Escalofríos  
 Falta de aliento o dificultad para respirar  
 Nueva Tos  
 Nueva pérdida del sentido del olfato o del gusto

- *Si no, pase a la pregunta 3.*
- *En caso afirmativo a al menos un síntoma en esta lista, diga y pregunte: No pueden ir a la escuela. ¿Alguien más que vive con ellos también va o trabaja en esta escuela?*  Sí  No
  - *En caso afirmativo, diga: Esas personas no pueden ir a la escuela.*

**3. Pregunte: ¿La persona a la que está dejando tuvo contacto cercano (a menos de 6 pies de alguien diagnosticado con el COVID-19, durante un total acumulado de 15 minutos durante un período de 24 horas) en los últimos 14 días?**

- Sí  
 No

- *Si no, pase a la pregunta 4.*
- *En caso afirmativo, diga: No pueden ir a la escuela.*

**4. Pregunte: ¿Algún personal del departamento de salud o un proveedor de atención médica ha estado en contacto con la persona a la que está dejando y le ha aconsejado que se ponga a su niño en cuarentena?**

- Sí  
 No

- *Si No, la persona puede ir a la escuela.*
- *En caso afirmativo, diga: No pueden ir a la escuela.*

## DAILY SYMPTOM SCREENING CHECKLIST

# For any individual who can accurately respond for themselves

(SUGGESTED FOR MIDDLE OR HIGH SCHOOL STUDENTS, AND ADULTS)

Upon entry to school, the screener must ask the questions below directly to the individual. If an individual answers “yes” to any of the questions below, that individual must be excluded from school.

For more detailed steps on how to respond to a “yes” on any of the questions below, screeners and school leaders should refer to the [Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19](#).

### 1. Ask: Have you been diagnosed with COVID-19 since you were last at school?

- Yes
- No

- If No, move on to Question 2.
- If Yes, say and ask: You cannot go to school. Does anyone else who lives with you also go to or work at this school?
  - Yes     No
  - If Yes, say: Those individuals cannot go to school.

### 2. Ask: Have you had any of the following symptoms since you were last at school?

- Fever
- Chills
- Shortness of breath or difficulty breathing
- New cough
- New loss of taste or smell

- If No, move on to Question 3.
- If Yes to at least one symptom on this list, say and ask: You cannot go to school. Does anyone else who lives with you also go to or work at this school?  Yes     No
  - If Yes, say: Those individuals cannot go to school.

### 3. Ask: Have you had close contact (been within 6 feet of someone diagnosed with COVID-19 for a cumulative total of 15 minutes over a 24-hour period) in the last 14 days?

- Yes
- No

- If No, move on to Question 4.
- If Yes, say: You cannot go to school.

### 4. Ask: Has any health department staff or a health care provider been in contact with you and advised you to quarantine?

- Yes
- No

- If No, say: You may go to school.
- If Yes, say: You cannot go to school.

## LISTA DE VERIFICACIÓN DIARIA PARA EVALUACIÓN DE SÍNTOMAS

# Para cualquier persona que pueda responder con precisión por sí mismo

(SUGERIDO PARA ALUMNOS DE SECUNDARIA O PREPARATORIA, Y ADULTOS)

Al ingresar a la escuela, el evaluador debe hacer las siguientes preguntas directamente a la persona. Si la respuesta es “sí” por cualquiera de las preguntas siguientes, esa persona debe ser excluida de la escuela.

Para ver pasos más detalles sobre cómo responder a un “sí” en cualquiera de las preguntas siguientes, los examinadores y los líderes escolares deben consultar la [Guía de Referencia para Casos Sospechosos, Presuntivos o Confirmados de COVID-19 \(inglés\)](#).

### 1. Pregunta: ¿Le han diagnosticado COVID-19 desde la última vez que fue en la escuela?

- Sí
- No

- Si no, pase a la pregunta 2.
- En caso afirmativo, diga y pregunte: No puede ir a la escuela. ¿Alguien más que vive contigo también va o trabaja en esta escuela?  Sí  No
  - En caso afirmativo, diga: Esas personas No ir a la escuela.

### 2. Pregunta: ¿Ha tenido alguno de los siguientes síntomas desde la última vez que fue en la escuela?

- Fiebre
- Escalofríos
- Falta de aliento o dificultad para respirar
- Nueva Tos
- Nueva pérdida del sentido del olfato o del gusto

- Si no, pase a la pregunta 3.
- En caso afirmativo a al menos un síntoma en esta lista, diga y pregunte: No puede ir a la escuela. ¿Alguien más que vive contigo también va o trabaja en esta escuela?  Sí  No
  - En caso afirmativo, diga: Esas personas no pueden ir a la escuela.

### 3. Pregunta: ¿Ha tenido contacto cercano (a menos de 6 pies de alguien diagnosticado con el COVID-19 durante un total acumulado de 15 minutos durante un período de 24 horas) en los últimos 14 días?

- Sí
- No

- Si no, pase a la pregunta 4.
- En caso afirmativo, diga: No puede ir a la escuela.

### 4. Pregunta: ¿Algún personal del departamento de salud o un proveedor de atención médica ha estado en contacto con usted y le aconsejó que se ponga en cuarentena?

- Sí
- No

- Si No, diga: Puede ir a la escuela.
- En caso afirmativo, diga: No puede ir a la escuela.

K-12 SCHOOLS SYMPTOM SCREENING:

# EXAMPLE Parent/Guardian Attestation

Child's First Name: \_\_\_\_\_

Child's Last Name: \_\_\_\_\_

Parent/Guardian First Name: \_\_\_\_\_

Parent/Guardian Last Name: \_\_\_\_\_

**1. Has your child had close contact (within 6 feet for at least 15 minutes) in the last 14 days with someone diagnosed with COVID-19, or has any health department or health care provider been in contact with you and advised you to quarantine?**

- Yes > The child should not be at school. The child can return 14 days after the last time he or she had close contact with someone with COVID-19, or as listed below.
- No > The child can be at school if the child is not experiencing symptoms.

**2. Does your child have any of these symptoms?**

- Fever
- Chills
- Shortness of breath or difficulty breathing
- New cough
- New loss of taste or smell

If a person has any of these symptoms, they should go home, stay away from other people, and call their health care provider. Household members (e.g., siblings) should also quarantine for 14 days from last exposure, unless the symptomatic person is cleared as a result of a negative test for COVID-19 or receives an alternate diagnosis from a health care provider.

**3. Since they were last at school, has your child been diagnosed with COVID-19?**

- Yes
  - No
- If a child is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until they meet the criteria below.

A child can return to school when a family member can ensure that they can answer YES to ALL three questions:

- Has it been at least 10 days since the child first had symptoms?
- Has it been at least 24 hours since the child had a fever (without using fever reducing medicine)?
- Has there been symptom improvement, including cough and shortness of breath?

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

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

If a child has been determined to have been in close contact with someone diagnosed with COVID-19, they should remain out of school for 14 days since the last known contact, unless they test positive. In which case, criteria above would apply. They must complete the full 14 days of quarantine even if they test negative.

**I attest that the following information is true to the best of my knowledge as of:**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_, \_\_\_\_:\_\_\_\_ AM PM  
MONTH DAY YEAR TIME CIRCLE ONE

**Signature:** \_\_\_\_\_



# EJEMPLO Testimonio del padre, madre o tutor legal

Nombre del menor: \_\_\_\_\_

Apellido del menor: \_\_\_\_\_

Nombre del padre,  
madre o tutor legal: \_\_\_\_\_

Apellido del padre,  
madre o tutor legal: \_\_\_\_\_

**1. ¿En los últimos 14 días, ¿su niño ha tenido contacto cercano (a 6 pies de distancia y por lo menos 15 minutos) con alguien diagnosticado con el COVID-19, o algún departamento de salud o algún proveedor de atención médica ha estado en contacto con usted y le ha aconsejado que se ponga en cuarentena?**

- Sí > El niño no debe estar en la escuela. El niño puede regresar 14 días después desde la última vez que tuvo contacto cercano ante alguien con COVID-19, o según se lista a continuación.
- No > El niño puede estar en la escuela si no presenta síntomas.

**2. ¿Su niño presenta alguno de los siguientes síntomas?**

- Fiebre
- Escalofríos
- Falta de aliento o dificultad para respirar
- Nueva tos
- Nueva pérdida del sentido del olfato o del gusto

Si una persona tiene alguno de estos síntomas, debe irse a casa, mantenerse alejado de otras personas y llamar a su proveedor de atención médica. Los miembros del hogar (p. ej., hermanos) también deben ponerse en cuarentena durante 14 días desde la última exposición, a menos que la persona sintomática haya sido aprobada con resultado de prueba negativa para COVID-19.

**3. ¿Desde la última vez que el niño estuvo en la escuela, ¿le han diagnosticado COVID-19 al niño?**

- Sí
- No | Si un niño es diagnosticado con el COVID-19 en base a resultados de una prueba, o a los síntomas que muestra, o bien, no recibe una prueba de COVID-19, pero ha presentado síntomas, no debe estar en la escuela y debe quedarse en casa hasta cumplir con los siguientes criterios.

Un niño puede regresar a la escuela cuando un familiar pueda asegurarse de que puede responder SÍ a TODAS las siguientes tres preguntas:

- ¿Han pasado por lo menos 10 días desde que el niño presentó los primeros síntomas?
- ¿Han pasado por lo menos 24 horas desde que el niño tuvo fiebre (sin usar medicamentos para reducir la fiebre)?
- ¿Han mejorado los síntomas de los síntomas, incluyendo la tos y la falta de aliento?

Si un niño ha dado resultado negativo a la prueba de COVID-19, puede regresar a la escuela una vez que no tenga fiebre -sin hacer uso de medicamentos para bajar la fiebre,- y que se haya sentido bien durante 24 horas.

Si un niño ha sido diagnosticado con COVID-19, pero no tiene síntomas, debe permanecer fuera de la escuela hasta que hayan pasado 10 días desde la fecha de la primera muestra de prueba de diagnóstico de COVID-19 con resultado positivo, suponiendo que posteriormente no haya desarrollado síntomas desde su resultado positivo a la prueba.

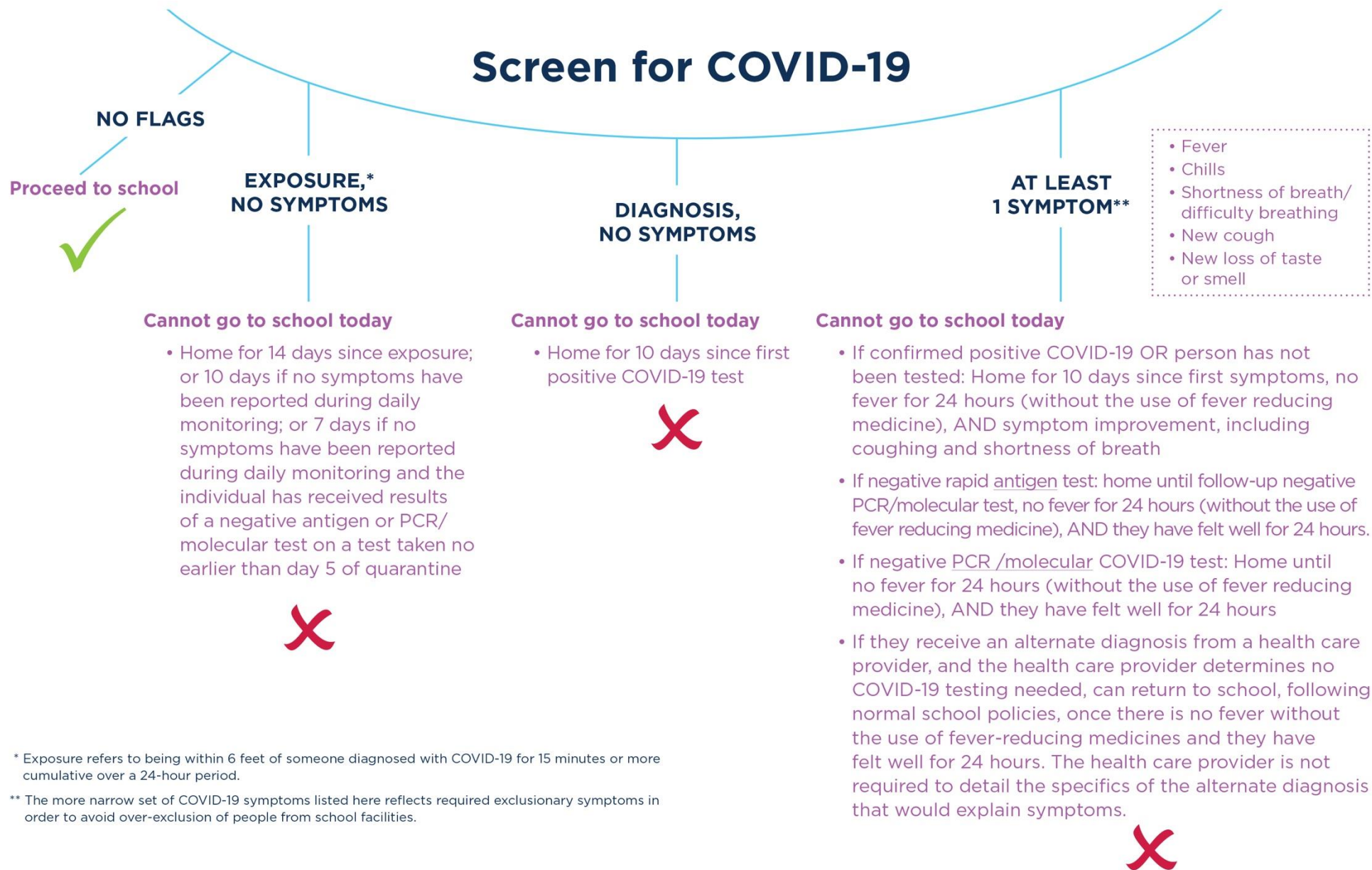
Si se determina que un niño ha estado en contacto cercano con alguien diagnosticado con el COVID-19, debe permanecer fuera de la escuela durante 14 días a menos desde el último contacto conocido, a menos que la prueba resulte positiva; en cuyo caso, se aplicarían los criterios anteriores. Deben completar los 14 días completos de cuarentena, incluso si dan negativo.

**Doy fe de que la siguiente información es verdadera, a mi mejor saber y entender, a la fecha del:**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ , \_\_\_\_ : \_\_\_\_ AM PM  
MES DÍA AÑO HORA MARQUE UNO

Firma: \_\_\_\_\_

# Symptom Screening Flow Chart



\* Exposure refers to being within 6 feet of someone diagnosed with COVID-19 for 15 minutes or more cumulative over a 24-hour period.

\*\* The more narrow set of COVID-19 symptoms listed here reflects required exclusionary symptoms in order to avoid over-exclusion of people from school facilities.

# Glossary

**Antigen Test:** Rapid antigen tests, which detect protein on the surface of the virus, are less sensitive and less specific than a PCR/molecular test. This means they miss some infections that would be detected by a PCR/molecular test, and they may be positive in someone who does not actually have the infection. However, they can be performed without having to send the sample to a laboratory and results come back quickly (eg., approximately 15 minutes). For this test, a sample may be collected through a nasal swab, and the test can be conducted inside a doctor's office, or even at a school that meets the right set of requirements.

**Asymptomatic:** Not showing any symptoms (signs of disease or illness). Some people without any symptoms still have and can spread the coronavirus. They're asymptomatic, but contagious.

**Close Contact:** Someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before symptoms began (or, for asymptomatic individuals, 2 days prior to test specimen collection date) until the time the individual is isolated.

**Cluster:** Five or more positive COVID-19 cases in a setting within 14 days of one another, that have an epidemiological linkage between them (e.g., presumed COVID-19 transmission within a school classroom.)

Note: An "outbreak" is a specific term used for a congregate living setting, such as a nursing home, when there are two or more cases connected to each other. A cluster and an outbreak are not the same thing.

**Cohort:** A group of non-overlapping children, teachers and staff who are designated to follow identical schedules. Keeping clear and distinct schedules helps with contact tracing, should it be necessary.

**Communicable:** Similar in meaning as "contagious." Used to describe diseases that can be spread or transmitted from one person to another.

**Community Spread:** The spread of an illness within a location, like a neighborhood or town. During community spread, there's no clear source of contact or infection.

**Confirmed Case:** Someone tested and confirmed to have COVID-19.

**Coronavirus:** A family of related viruses. Many of them cause respiratory illnesses. Coronaviruses cause COVID-19, SARS, MERS, and some strains of

influenza, or flu. The coronavirus that causes COVID-19 is officially called SARS-CoV-2, which stands for severe acute respiratory syndrome coronavirus 2.

**COVID-19:** The name of the illness caused by the coronavirus SARS-CoV-2. COVID-19 stands for "coronavirus disease 2019."

**Exclusion:** An individual is not allowed to attend school in person in order to isolate because they are, or are presumed to be, COVID-positive, or to quarantine to ensure they do not expose others if they may become COVID-positive.

**Exposure:** Being within 6 feet of someone diagnosed with COVID-19 for a cumulative total of 15 minutes or more, over a 24-hour period.

**Incubation Period:** The time it takes for someone with an infection to start showing symptoms. For COVID-19, symptoms appear 2-14 days after infection.

**Isolation:** When someone tests positive for COVID-19 or is presumed to be positive, they separate (isolate) themselves from others for 10 days to make sure they do not spread the virus. This is not the same thing as quarantining, which is for someone who is NOT positive with COVID.

**Local Health Department:** An administrative or service unit of local or state government concerned with health and carrying out some responsibility for the health of a jurisdiction smaller than the state.

**PCR Testing:** Polymerase chain reaction (PCR)/molecular tests detect the virus's genetic material. This test is the "gold standard" for detecting the virus that causes COVID-19 and typically requires a sample being sent to a laboratory. For this test, it is most common that samples are collected through a nasal or throat swab.

**Pandemic:** When a new disease spreads to many countries around the world.

**PPE:** PPE Stands for personal protective equipment. This includes masks, face shields, gloves, gowns and other coverings that help prevent the spread of infection.

**Presumptive Positive Case:** A person who has COVID-19 symptoms but has not been confirmed positive by a health care provider or through a PCR/molecular test.

**Positive COVID-19 Test:** An individual has taken a PCR/molecular COVID-19 test and it has been confirmed positive through their local health department.

**Quarantine:** Quarantine refers to the time spent away from other people by an individual who has been in close contact (within 6 feet for at least 15 minutes cumulatively over a 24-hour period) with someone who is positive with COVID-19. A person exposed to COVID-19 may quarantine for up to 14 days - the incubation period of the virus. This is not the same thing as isolation, which is for someone who is positive with COVID-19.

**Symptom Screening:** A series of basic questions about a person's health condition and recent potential exposure to someone who has had COVID-19. This is not the same thing as a COVID-19 test.

**Social Distancing:** Also called physical distancing. It means consistently putting space between yourself and other people. The goal is to slow down how fast an infection spreads. The CDC recommends keeping at least six feet between you and others around you in

public. Social distancing also includes avoiding crowds and groups in public.

**Symptomatic:** When a person shows signs of illness. For COVID-19, that includes new cough, fever, shortness of breath, or new loss of taste or smell.

**Testing:** Testing is used to track cases of COVID-19 in the population. Anyone with COVID-19 symptoms, those who have been around others with symptoms or others who have tested positively, and high-risk members of the population should consider testing for COVID-19. The most common tests are the molecular PCR test and the antigen test, both of which seek to determine whether or not a person currently is infected with COVID-19. The NCDHHS hosts testing sites regularly throughout the state.

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# Interim Leadership Team Report

— The Exploris School —  
Board Meeting March 23, 2021

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# Personnel and Operations: 4 points

1. No new contracts or appointments
2. Calendar
3. BTSP
4. Sub Pay Incentive



# Calendar

## Board approval is requested to adopt the 2021-2022 Calendar.

- All staff has had opportunity to provide feedback
- Major holidays for Christian, Jewish, and Islamic faith traditions are holidays, reflecting a commitment to creating an inclusive calendar
- Flex days are placeholders for digital learning or alternative setting learning activities. This is a new initiative to reflect the new pedagogies honed during the past year
- The NCGA has not yet given any guidance on additional remote learning days to be added; we can adjust for that if needed
- **Note:** April workdays will be on the 11th and 14th, not 10th & 11th; we will update the graphic asap and before it is published.

# Beginning Teacher Support Plan

Board approval is requested to adopt the new BTSP.

- Updates were required per DPI policy
- DPI has approved
- Policy is in the packet for review

# Sub Incentive Pay

Due to the shortage of substitute teachers in the whole area, and in order to both recognize the value our experienced subs and stay competitive with WCPSS's new incentive plan, we have adopted a substitute teacher incentive plan as follows:

**Incentive pay for subs that work with us between March 8, 2021-June 11, 2021: Subs will be eligible for up to \$800.00 incentive pay.** The amounts will be determined by the following schedule.

- **After 10 days** of service a sub will be eligible to receive an additional \$200.00 during the next pay period.
- **After 20 days** of service a sub will be eligible to receive an additional \$250.00 during the next pay period.
- **After 30 days** of service a sub will be eligible to receive an additional \$350.00 during the next pay period.

We can offer this because we have not used budgeted sub money during virtual learning. The amounts were determined and projected to stay within this already established budget line item.



# Programming & Curriculum Updates: 4 points

- Updates
  - NCSU Grad students presentation
  - PBL fellowships
  - Health Partnerships
- Lottery/Enrollment
- Plan B reports
- New policy from State Board of Education that impacts charter schools
- Winter MAP testing results

# Updates

- Partnership with NCSU-- connection through M. Parkerson
  - Presentation to German graduate students
  - Annual visit, done virtually this year with MP, AN, and DB
- PBL Fellows
  - Through Kenan fellows and our connections with SM
  - Grades k and 6 will have an intensive PD program
- Health Partnership
  - Actively pursuing some alliances that would support our students
  - Could also include access to school nurse, Covid testing, etc



# Lottery & Enrollment

The Lottery was held on Friday, March 5. It was virtual with Charter Success Partners serving again as our outside partner. We are pleased to say that it went smoothly and quickly. There are 83 seats to be filled for the 21-22 school year. As of Friday at noon, we had:

- 68 completed registrations
- 15 seats are in process
- 961 students on the waiting lists
- We held an information session for newly accepted families on Tue. March 9th. The recording of this session will be published on our website for any families offered a spot from the waitlist.





# Reopening Updates: Plan B

- Plan B rotations began 2 weeks ago
- Things went VERY smoothly
- Big thank you to everyone who helped plan and manage all the moving parts and details
- Teams took time each day and each week to debrief, used a plus/delta form, and made small adjustments
- Staff spotlight: Alyssa (ES) and Sharon (MS)



# New SBE Requirements for Charters

- The State Board of Education met on 3/16
- Changed the policy set by the NCGA to include charter schools in the required K-5 return to Plan A
- We have moved quickly to:
  - Survey families on intent to return to Plan A or remain virtual
  - Assess and reconfigure staffing to support K-5 Plan A
  - Rearrange every elementary space from Plan B to Plan A
- 4 days per week; Fridays remain virtual for building deep clean and air outs. No before or after care at this time (no staffing)
- This is emerging, surprising and sudden. Stay tuned for more details.



# Current Calendar Modification

Because of the sudden need to shift K-5 to Plan A, Board approval is requested to modify the 2020-2021 School calendar to change:

- Friday March 26th and Monday April 5th from a remote learning day to a teacher workday for ES only. No change for Middle School
- Tuesday, March 6th from a Plan B rotation day to a teacher workday for elementary only. No change for Middle School
- These extra workdays will be used to rearrange furniture, prepare campus, and rewrite lessons plans
- The annual number of required instructional hours are still protected; see the tracking chart in the packet



# Academic Updates--Winter MAP

- The data snapshot is included in the packet
- Mixed results; some grades show good progress and others show some potential issues in a few places.
- We are using the data to target interventions and adjust core instruction as needed



# COVID-19 Reported Cases & Quarantines

## This Week

	Cases	Clusters	People in Quarantine
Elementary Campus	0	0	0
Middle Campus	0	0	1

Includes both staff and students

Last update: March 17, 2021

All cases are reported to local health authorities

To report a case or quarantine in your household [fill out this form](#) or email your child's crew teacher



**The Exploris<sup>™</sup> School**  
*Empowering Learners To Improve Our World*

# COVID-19 Reported Cases & Quarantines

## Totals 2020-2021

	Cases	Clusters	People in Quarantine
Elementary Campus	9	0	12
Middle Campus	3	0	6

Includes both staff and students

Last update: March 17, 2021

All cases are reported to local health authorities.

To report a case or quarantine in your household [fill out this form](#) or email your child's crew teacher



**The Exploris™ School**  
Empowering Learners To Improve Our World



# Counseling Updates

## School Mental Health Plan:

- New for the 20-21 SY
- Will include mental health training for staff and a school-wide plan to address the needs of students
- Our SEL screener will be part of this plan and according to crew teachers, it has been valuable to see results from the screener.

# Counseling Updates, continued

## Grants

- Next week will be our very first Title I compliance review
- We are looking forward to going through the process to see what our strengths and weaknesses are.
- We are in the process of applying for several other state/federal grants related to COVID-19 and learning loss.
- Funds from these grants will be strategically used to support intervention, counseling, mental and physical health, summer programs, and other supports for students.



# Finance

- The finance committee met on Thursday, March 18 to review the February financial reports.
- We also worked on planning and base assumptions for developing the budget for the 21-22 Fiscal Year.
- February monthly financial reports are included in the board packet.

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# Respectfully submitted,

Deborah Brown & Amanda Northrup,  
*on behalf of the*  
*Exploris Interim Leadership Team*

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# Cover Sheet

## Finance

<b>Section:</b>	II. Interim Leadership Report
<b>Item:</b>	B. Finance
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	06. Balance Sheet - 2021.02.pdf 03. Board Report 2021.02.pdf 05. Income Statement - 2021.02.pdf 2-28-21 Bank Account Balances.pdf



# The Exploris School

## Budget Analysis Report

Fiscal Year: 2021 | 2/01/2021 - 2/28/2021

66.7% of Year Complete

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
<b>Revenues</b>						
STATE REVENUE	2,966,450.00	297,703.34	2,225,168.32	741,281.68	75.01	2,966,448.05
LOCAL REVENUE	1,609,662.94	114,310.94	902,827.83	706,835.11	56.09	1,609,799.70
. NCACCESS GRANT REVENUE	175,000.00	0.00	40,586.41	134,413.59	23.19	175,000.00
FEDERAL REVENUE	125,886.00	7,157.39	77,260.29	48,625.71	61.37	125,886.00
FOUNDATION REVENUE	12,637.00	0.00	0.00	12,637.00	0.00	12,637.00
FIELD TRIP REVENUE	3,549.00	13,652.00	15,695.00	(12,146.00)	442.24	0.00
<b>Revenues</b>	<b>4,893,184.94</b>	<b>432,823.67</b>	<b>3,261,537.85</b>	<b>1,631,647.09</b>	<b>66.65</b>	<b>4,889,770.75</b>
<b>Expenses</b>						
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection
SALARIES AND BONUSES	2,615,820.00	214,249.88	1,717,825.48	897,994.52	65.67	2,599,825.00
BENEFITS	643,889.00	51,820.53	384,190.90	259,698.10	59.67	643,889.00
BOOKS AND SUPPLIES	215,592.64	1,550.24	63,515.02	152,077.62	29.46	215,945.62
TECHNOLOGY	87,899.30	3,508.95	48,708.70	39,190.60	55.41	87,899.30
NON-CAP EQUIPMENT & LEASES	19,050.00	284.49	6,173.48	12,876.52	32.41	19,050.00
CONTRACTED STUDENT SERVICES	80,000.00	9,339.00	42,773.50	37,226.50	53.47	80,000.00
FIELD TRIPS	11,899.00	(12,950.00)	8,750.00	3,149.00	73.54	4,800.00
STAFF DEVELOPMENT	9,000.00	225.00	1,489.83	7,510.17	16.55	9,000.00
ADMIN SERVICES	211,937.00	16,784.42	121,770.75	90,166.25	57.46	212,090.00
INSURANCES	38,780.00	9,204.00	31,982.00	6,798.00	82.47	38,780.00
FACILITIES	474,407.00	29,286.80	282,791.21	191,615.79	59.61	474,407.00
CORONAVIRUS RELIEF FUND EXPENSES	94,434.00	952.84	56,379.84	38,054.16	59.70	95,038.79
VARIOUS GRANTS - NCACCESS	175,000.00	2,782.50	53,381.75	121,618.25	30.50	182,238.36
<b>Expenses</b>	<b>4,677,707.94</b>	<b>327,038.65</b>	<b>2,819,732.46</b>	<b>1,857,975.48</b>	<b>60.28</b>	<b>4,662,963.07</b>
<b>SURPLUS/(DEFICIT)</b>	<b>215,477.00</b>	<b>105,785.02</b>	<b>441,805.39</b>			<b>226,807.68</b>

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**THE EXPLORIS SCHOOL****Income Statement****Fiscal Year: 2021 Month: February****Include Fund(s): 1, 2, 3, 5**

<b>Fund</b>	<b>Beg. Balance</b>	<b>MTD Actual</b>	<b>YTD Actual</b>
<b>Fund 1</b>			
<b>Revenue Total:</b>	<b>1,927,464.98</b>	<b>297,703.34</b>	<b>2,225,168.32</b>
<b>Expense Total:</b>	<b>1,927,466.93</b>	<b>296,920.69</b>	<b>2,224,387.62</b>
<b>Change in Fund 1 Balance:</b>	<b>(1.95)</b>	<b>782.65</b>	<b>780.70</b>
<b>Fund 2</b>			
<b>Revenue Total:</b>	<b>790,559.89</b>	<b>127,962.94</b>	<b>918,522.83</b>
<b>Expense Total:</b>	<b>448,757.57</b>	<b>20,380.69</b>	<b>469,138.26</b>
<b>Change in Fund 2 Balance:</b>	<b>341,802.32</b>	<b>107,582.25</b>	<b>449,384.57</b>
<b>Fund 3</b>			
<b>Revenue Total:</b>	<b>110,689.31</b>	<b>7,157.39</b>	<b>117,846.70</b>
<b>Expense Total:</b>	<b>112,989.31</b>	<b>13,217.27</b>	<b>126,206.58</b>
<b>Change in Fund 3 Balance:</b>	<b>(2,300.00)</b>	<b>(6,059.88)</b>	<b>(8,359.88)</b>
<b>Fund 5</b>			
<b>Expense Total:</b>	<b>3,480.00</b>	<b>(3,480.00)</b>	<b>0.00</b>
<b>Change in Fund 5 Balance:</b>	<b>(3,480.00)</b>	<b>3,480.00</b>	<b>0.00</b>



**THE EXPLORIS SCHOOL**

**Balance Sheet**

**Fiscal Year: 2021 | Fiscal Month: February**  
**Include Funds: All**

**Assets**

1.1010.000.000.000.000.00	Cash OP FCIT 6528	4,983.10
2.1010.000.000.000.000.00	Cash OP FCIT 6528	1,016,256.20
2.1011.000.000.000.000.00	Cash - Reserve	541,564.87
2.1180.000.000.000.000.00	Accounts Receivable - Employee	697.68
2.1611.000.000.000.000.00	Security Deposit	15,658.00
3.1010.000.000.000.000.00	Cash OP FCIT 6528	(8,227.45)
5.1010.000.000.000.000.00	Cash OP FCIT 6528	352,200.40

**TOTAL Assets:** 1,923,132.80

**Liabilities**

1.2010.000.000.000.000.00	Accounts Payable	1,197.61
1.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	2,295.19
1.2278.000.000.000.000.00	EEs' Other Ins. Deductions	745.96
1.2282.000.000.000.000.00	EEs' Flex Spending Deductions	(36.36)
2.2010.000.000.000.000.00	Accounts Payable	(15.00)
2.2010.000.000.500.000.00	Prior Year Expenses	188.94
2.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	4.08
3.2274.000.000.000.000.00	EEs' Dental Ins. Deductions	44.68
3.2278.000.000.000.000.00	EEs' Other Ins. Deductions	87.75

**TOTAL Liabilities:** 4,512.85

**Reserves and Equity**

2.2960.000.000.000.000.00	Fund Equity	1,124,614.16
5.2960.000.000.000.000.00	Fund Equity	352,200.40

**TOTAL Reserves and Equity:** 1,476,814.56

**NET GAIN (LOSS):** **441,805.39**

**TOTAL LIABILITIES / RESERVES / INCOME:** 1,923,132.80

2/28/2021 Account Balances	
Bank Account	Balance
The Exploris School Checking	\$1,420,838.27
The Exploris School Reserves	\$541,564.87
The Exploris School Foundation	\$646,645.96