



**DARE COUNTY**  
SCHOOLS

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# **Special Called Meeting**

**Dare County Board of Education**

January 12th, 2021

3:00 pm

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# Overview

- DCS reopened schools on October 26 (Programs: PreK-5 traditional, 6 -12 hybrid, K-12 virtual)
- COVID-19 impacts in staffing began in week 2
- DCS returned to Remote Learning on 11/13
- Students in the extended content standards classrooms (About 60 students) have been served face to face since 11/13
- Athletic programs have remained open; we have had several student athletes and coaches who have been identified as close contacts and been quarantined since mid-November

# Quarantine Guideline Changes

On December 3, 2020, the NCDHHS announced changes in quarantine guidelines based on data indicating that about 98% of persons will develop illness within 10 days of being exposed.

The following three options have been communicated to identified “close contacts” since December 4, 2020:

- 14 days of quarantine (with or without symptoms-- still recommended)
- 10 days of quarantine can be completed with NO symptoms (no testing), OR
- 7 days of quarantine with NO symptoms reported AND a negative test result (after 5 days)

# Staff and Student COVID-19 Cases and Quarantines

Since December 11, 2020 (2 weeks after Thanksgiving break) the following increases have been reported:

- 24 additional STAFF testing positive (Total of 45 to date)
- 49 additional STUDENTS testing positive (Total of 79 to date)
- 91 additional STAFF have been quarantined (total of 207 to date)
- 303 additional STUDENT quarantines (total of 917 to date)
- 394 additional TOTAL QUARANTINES (1126 staff and student quarantines to date)

First Flight High, First Flight Elementary, Manteo High and Manteo Elementary have seen the highest rate of increases during this time.



# Substitute Teacher Information

*Traditionally: 250 Substitutes*

As of January 8, 2021

- 174 substitutes employed by DCS
- 71 substitutes available
- 19 additional substitutes available depending on COVID cases/vaccine

# COVID Vaccine Survey Data

*875 staff surveyed (certified, classified and subs) on January 4, 2021*

*620 responses to date (71%)*

*87% = YES*

*13% = NO*

# COVID Vaccine Survey Data: Breakdown

## Elementary

***311 responses (about 89% of staff)***

**85% = YES**

**15% = NO**

## Secondary

***281 responses (about 67% of staff)***

**90% = YES**

**10% = NO**

# State Requirements and Recommendations



## **StrongSchoolsNC** Public Health Toolkit (K-12)

@NCDHHS

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# Local Health Director Authority

- ❖ Each county is served by a local health department whose administrative head is the local health director. Pursuant to N.C. Gen. Stat. § 130A-145, local health directors (along with the State Health Director) are "empowered to exercise quarantine and isolation authority" under circumstances in which the public health is endangered (such as the COVID-19 pandemic).
- ❖ This carries greater authority than the various guidance documents from NCDHHS, SBE, DPI etc. Further, isolation and quarantine orders issued by the State or local health director carry significantly more weight than instructions from a health care provider or public health official or employee.
- ❖ Any applicable board policies, including, but not limited to Dare County Board of Education Policy 4230 - Communicable Diseases, are subject to the North Carolina public health code and school officials may not supersede the authority of the State and local health officials.

# COVID-19 Update and Vaccine Information

Dr. Sheila Davies

Health and Human Services Director

Public Health Director

Dare County



# DCS Reopening Goal

To provide effective and safe learning environments for all students, teachers and staff in an instructional program that **is sustainable**, given the COVID-19 pandemic challenges.

# Reopening Options

- These options were created after analyzing what worked and didn't during F2F Instruction from Oct. 26 - Nov. 13.
- District leadership also met with districts that remained open in some F2F capacity during the fall to discuss lessons learned.
- Each option goes through March 18th (end of Quarter 3).
- The options are in order from least to most contact, classroom capacity, and our ability to sustainably staff.
- Options 1, 2, and 3 are what Dare County Schools can currently staff, meeting safety guidelines.



# Option 1: PreK-12 Remote

*Considerations for Students with Disabilities in OPTION 1: Services are defined by remote learning contingency plans and IEPs. Students on the Extended Content Standards in separate setting classrooms have the opportunity to participate F2F in the current 5 days a week schedule.*



# Dare County Schools Contact Level Protocol

**To focus on mitigating COVID-19 spread, DCS will implement F2F Contact Levels if Options 2-5 are chosen.** These requirements will be in place for all staff in buildings. The goal of these contact levels is to ensure all DCS staff know what is appropriate/expected in the workplace environment.

*All school staff and students (ages 5 and up) wear masks while on school grounds under each Contact Level unless they have an exemption on file.*

# Contact Level 1 (CL1) - High Contact

- F2F meetings of school staff are permitted following the CDC guidelines.
- Specialists (ESL, EC, AIG) can meet with students in person.
- School staff congregation and movement is unrestricted.
- Students move between classrooms and common spaces.
- Student lunch can take place in the cafeteria.
- School staff can provide coverage for any classroom.

# Contact Level 2 (CL2) - Mid Contact

- **F2F meetings of less than 10 people with social distancing.**
  - PLCs can be F2F with social distancing, staff meetings remain virtual.
- Parent Conferences could be F2F with social distancing, but virtual will be encouraged.
- Elementary students remain in home base classrooms.
- Departmentalized classes and specials/related arts teachers can deliver instruction F2F in home base classrooms (Elementary)
- Specialists (ESL, AIG, Interventionists) meet with students virtually, even if in the same building. Students remain in their home base classroom with a device and headphones to receive services.
- EC services will follow IEPs and/or contingency plans, and conduct services virtually as appropriate.
- Students eat lunch socially distanced in the cafeteria on a rotating basis or in their home base classroom.
- Limited staff can provide coverage for any classroom.
- Staff will be assigned spaces within the building for planning/eating.



# Contact Level 3 (CL3) - Low Contact

*Implemented under Options 2-5*

- **No F2F meetings of School Staff.**
  - PLCs and Staff Meetings are held virtually. No congregation of adults in buildings/outside.
- Parent Conferences could be F2F with social distancing, but virtual will be encouraged.
- Elementary students remain in their home base classroom.
- Departmentalized and specials/related arts classes are taught virtually (Elementary)
  - **Departmentalized:** Teachers deliver instruction virtually or homebase teachers deliver all subjects.
  - **Specials/Related Arts:** Teachers deliver instruction virtually, except PE classes can go outside (weather permitting).
- Specialists (ESL, AIG, Interventionists) meet with students virtually, even if in the same building. Students remain in their home base classroom with a device and headphones to receive services.
- EC services will follow IEPs and/or contingency plans, and conduct services virtually as appropriate.
- Students eat lunch socially distanced in the cafeteria on a rotating basis or in their home base classroom.
- An assigned, designated staff member will provide coverage for individual classrooms.



# Option 2: PreK-5 2-Day F2F Hybrid, 6-12 Remote

## PreK-5 2 Days a Week F2F Hybrid

- Cohort A (half the alphabet) attends Monday/Tuesday and is remote Thursday/Friday
- Wednesday is an asynchronous learning day for all (*planning, deep cleanse of buildings*)
- Cohort B (the other half of the alphabet) attends Thursday/Friday and is remote Monday/Tuesday

*\*Immediate family members will be in the same cohort*

*\*Asynchronous Wednesday is helpful with potential quarantine timelines and mitigating exposure.*

**DCS K-5 Virtual Learning stays in place for PreK-5 students currently assigned to that option.**

*\*Any status changes from Virtual to F2F must be requested at the school level by Friday, 1/15 at 5pm.*

## Grades 6-12 continues with Remote Learning

**Considerations for Students with Disabilities in OPTION 2:** Services are defined by remote learning contingency plans and IEPs. Contingency plans apply on remote learning days, and IEPs apply on face-to-face days. Students on the Extended Content Standards in separate setting classrooms have the opportunity to participate 4 days a week, Wednesday being asynchronous off-site.



# Option 3: PreK-5 4-Day F2F Hybrid, 6-12 Remote

## PreK-5 4 Days a Week F2F Hybrid

- PreK-5 students attend F2F instruction Tuesday - Friday each week.
- Monday is an asynchronous learning day for all (*planning, deep cleanse of buildings*).

**DCS K-5 Virtual Learning stays in place for PreK-5 students currently assigned to that option.**

*\*Any status changes from Virtual to F2F must be requested at the school level by Friday, 1/15 at 5pm..*

## Grades 6-12 continues with Remote Learning

**Considerations for Students with Disabilities in OPTION 2:** Services are defined by remote learning contingency plans and IEPs. Contingency plans apply on remote learning days, and IEPs apply on face-to-face days. Students on the Extended Content Standards in separate setting classrooms have the opportunity to participate 4 days a week, Monday being asynchronous off-site.



# Option 4: PreK-12 2-Day F2F Hybrid

## PreK-12 2 Days a Week Hybrid

- Cohort A (half the alphabet) attends Monday/Tuesday and is remote Thursday/Friday
  - Wednesday is an asynchronous learning day for all (*planning, deep cleanse of buildings*)
  - Cohort B (the other half of the alphabet) attends Thursday/Friday and is remote Monday/Tuesday
- \*Immediate family members will be in the same cohort*  
*\*Asynchronous Wednesday is helpful with potential quarantine timelines and mitigating exposure.*

## Virtual Learning:

- DCS K-5 Virtual Learning stays in place for PreK-5 students currently assigned to that option.
  - 6-12 students remaining fully virtual will be assigned to their current teachers and participate in asynchronous/synchronous Instruction.
- \*Any status changes from Virtual to F2F must be requested at the school level by Friday, 1/15 at 5pm..*

**Considerations for Students with Disabilities in OPTION 4:** Services are defined by remote learning contingency plans and IEPs. Contingency plans apply on remote learning days, and IEPs apply on face-to-face days. Students on the Extended Content Standards in separate setting classrooms have the opportunity to participate 4 days a week, Wednesday being asynchronous off-site.



# Option 5: PreK-5 4-Day F2F Hybrid, 6-12 2-Day F2F Hybrid

## PreK-5 4 Days a Week Hybrid

- Students attend F2F Monday, Tuesday, Thursday, and Friday each week.
- Wednesday is an asynchronous learning day for all (*planning, deep cleanse of buildings*).

## 6-12 2 Days a Week Hybrid

- Cohort A (half the alphabet) attends Monday/Tuesday and is remote Thursday/Friday
- Wednesday is an asynchronous learning day for all (*planning, deep cleanse of buildings*)
- Cohort B (the other half of the alphabet) attends Thursday/Friday and is remote Monday/Tuesday

*\*Immediate family members will be in the same cohort*

*\*Asynchronous Wednesday is helpful with potential quarantine timelines and mitigating exposure.*

## Virtual Learning:

- DCS K-5 Virtual Learning stays in place for PreK-5 students currently assigned to that option.
  - 6-12 students remaining fully virtual will remain assigned to their current teachers and participate in synchronous/asynchronous Instruction.
- \*Any status changes from Virtual to F2F must be requested at the school level by Friday, 1/15 at 5pm.*

**Considerations for Students with Disabilities in OPTION 5:** Services are defined by remote learning contingency plans and IEPs. Contingency plans apply on remote learning days, and IEPs apply on face-to-face days. Students on the Extended Content Standards in separate setting classrooms have the opportunity to participate 4 days a week, Wednesday being asynchronous off-site.

# Opportunities, Challenges, & Needs





## Option 1: PreK-12 Remote

Opportunities	Challenges	Needs
<ul style="list-style-type: none"><li>• The safest method for protecting the health of all stakeholders particularly for staff/students with underlying health conditions</li><li>• Teachers and students are in a routine with Remote Learning</li><li>• Continuity for teachers and students</li></ul>	<ul style="list-style-type: none"><li>• Continuing to monitor internet/device access</li><li>• Maintaining student engagement</li><li>• Social and emotional concerns</li><li>• Childcare hardship for parents/guardians</li><li>• Remote learning is not as effective for students in primary grades or special populations</li><li>• Economic impact on families</li></ul>	<ul style="list-style-type: none"><li>• Continued funding for device repair costs</li></ul>



## Option 2: PreK-5 2-Day F2F Hybrid, 6-12 Remote

Opportunities	Challenges	Needs
<ul style="list-style-type: none"><li>• F2F delivery 2 days a week for PreK-5<ul style="list-style-type: none"><li>◦ Special populations (EC, ESL) and Spanish Immersion students are able to receive F2F instruction.</li></ul></li><li>• Continuity of instruction for 6-12 learners</li><li>• Reduces F2F student density by 50% (PreK-5)</li><li>• Asynchronous day provides teacher planning</li><li>• Ability to run ASEP in elementary schools<ul style="list-style-type: none"><li>◦ ASEP students can attend on the days they are assigned F2F instruction (2 days a week)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• No F2F option for 6-12</li><li>• Adjusted workload on PreK-5 instructional staff<ul style="list-style-type: none"><li>◦ Face-to-Face and Remote instructional planning</li><li>◦ Potential staff morale implications</li></ul></li><li>• Lack of devices in classrooms for PreK-5</li><li>• Mitigating exposure risk in PreK-5 settings</li><li>• Childcare hardship for parents/guardians</li><li>• Scheduling and staffing challenges</li><li>• Substitute and coverage needs</li><li>• Social and emotional concerns for 6-12</li><li>• Scheduling challenges with ensuring families are in the same cohort group</li></ul>	<ul style="list-style-type: none"><li>• Implementing DCS Contact Levels (CL 3)</li><li>• January 19th Workday used to prepare for F2F instruction</li></ul>





## Option 3: PreK-5 4-Day F2F Hybrid, 6-12 Remote

Opportunities	Challenges	Needs
<ul style="list-style-type: none"><li>• F2F delivery 4 days a week for PreK-5<ul style="list-style-type: none"><li>◦ Special populations (EC, ESL) and Spanish Immersion students are able to receive F2F instruction.</li></ul></li><li>• Continuity of instruction for PreK-5 students</li><li>• Continuity of instruction for 6-12 learners</li><li>• Asynchronous day provides teacher planning</li><li>• Ability to run ASEP in elementary schools<ul style="list-style-type: none"><li>◦ ASEP students can attend on the days they are assigned F2F instruction (4 days a week)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• No F2F option for 6-12</li><li>• Mitigating exposure risk in PreK-5 settings due to classrooms being at full capacity</li><li>• Possible lack of devices in classrooms for PreK-5</li><li>• Scheduling and staffing challenges</li><li>• Substitute and coverage needs due to quarantines and positive cases</li><li>• Social and emotional concerns for 6-12</li></ul>	<ul style="list-style-type: none"><li>• Implementing DCS Contact Levels (CL 3)</li><li>• January 19th Workday used to prepare for F2F instruction</li></ul>



## Option 4: PreK-12 2-Day F2F Hybrid

Opportunities	Challenges	Needs
<ul style="list-style-type: none"><li>• All students receive a form of F2F delivery</li><li>• Reduces F2F student density by 50% PreK-12</li><li>• Asynchronous day provides teacher planning</li><li>• Ability to run ASEP in elementary schools<ul style="list-style-type: none"><li>◦ ASEP students can attend on the days they are assigned F2F instruction (2 days a week)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Heightened risk of scheduling and staffing issues</li><li>• Substitute and coverage needs due to quarantines and positive cases<ul style="list-style-type: none"><li>◦ Current substitute numbers making this option unsustainable at this time.</li></ul></li><li>• Adjusted workload on PreK-12 instructional staff<ul style="list-style-type: none"><li>◦ Face-to-Face and Remote instructional planning</li><li>◦ 6-12 asynchronous/synchronous instruction requirements (Virtual)</li></ul></li><li>• Lack of devices in classrooms for PreK-5</li><li>• Childcare hardship for parents/guardians</li><li>• Scheduling challenges with ensuring families are in the same cohort group</li></ul>	<ul style="list-style-type: none"><li>• Implementing DCS Contact Levels (CL 3)</li><li>• January 19th Workday used to prepare for F2F instruction</li></ul>



## Option 5: PreK-5 4-Day F2F Hybrid, 6-12 2-Day F2F Hybrid

Opportunities	Challenges	Needs
<ul style="list-style-type: none"><li>• All students receive a form of F2F delivery</li><li>• Reduces F2F student density by 50% in 6-12.</li><li>• Asynchronous day provides teacher planning</li><li>• Ability to run ASEP in elementary schools<ul style="list-style-type: none"><li>◦ ASEP students can attend on the days they are assigned F2F instruction (4 days a week)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Heightened risk of scheduling and staffing issues</li><li>• Substitute and coverage needs due to quarantines and positive cases<ul style="list-style-type: none"><li>◦ Current substitute numbers making this option unsustainable at this time.</li></ul></li><li>• Adjusted workload on PreK-12 instructional staff<ul style="list-style-type: none"><li>◦ Face-to-Face and Remote instructional planning</li><li>◦ 6-12 asynchronous/synchronous instruction requirements (Virtual)</li></ul></li><li>• Lack of devices in classrooms for PreK-5</li><li>• Mitigating exposure risk in PreK-5 settings due to classrooms being at full capacity</li><li>• Scheduling challenges with ensuring families are in the same cohort group</li></ul>	<ul style="list-style-type: none"><li>• Implementing DCS Contact Levels (CL 3)</li><li>• January 19th Workday used to prepare for F2F instruction</li></ul>

# Questions and Discussion

