



How Will *Plan B+ Remote* Look at Carmel Middle School?

- *Safety Measures Implemented When Staff & Students are In-Person*
- *Remote Learning Expectations* (page 11)



NCDHHS Requirements and Recommendations		What this looks like at Carmel
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Symptoms Screenings

All individuals entering the building (staff, students, visitors) will need to go through a symptoms screening that could include:

- Temperature check
- Answering wellness questions

Limiting all non-essential visitors to school. Staff and students will wear face coverings.

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 home until they (or a family member) 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 3 days since the individual has had a fever (without fever-reducing medicines)?
3. Has it been at least 3 days since the individual's symptoms have improved, including cough and shortness of breath?

[Pgs 18, 24-27, 44: *Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools*](#)

Implications/Considerations

School teams will conduct screenings at the beginning of the day for students/staff.

Limit the number of visitors entering the building.

Parents will not be able to walk students to the classroom.

Reduced number of chairs in the front office waiting area to ensure social distancing is maintained.

Student checks---approximately 30 seconds
Adult checks---approximately 15 seconds



Signing a student out

What this looks like at Carmel

Deliveries (*below*) of any kind will be left on a designated table outside of the main lobby under the awning. These should be limited

We will limit access to the building for visitors. For late arrivals, parents should sign their child in at the designated table under the awning, and the child will be screened once they enter the main lobby. Parents should not enter unless it is absolutely necessary. Anyone who enters the building must go through a symptom screening

For students checking out, parents will show ID (*left*) to a staff member through the front lobby glass, sign-out at the designated table under the awning, and wait outside for their child



Deliveries

Staff Arrival--Symptom Screenings

All staff must go through a symptoms check before entering the building (including mobile units)

Communicating a building opening time, so staff don't enter the building earlier.

Staff uses one entry point.

Implications/Considerations

Communicate clear expectations for arrival time and ensure there is someone available to conduct symptoms checks.

Schools may have to adjust staff arrival time to campus to ensure they can all get through checks prior to students arriving.

Staff will enter the building through the front lobby doors only. They will be screened by an Administrator or designee (*below*). The staff screening window is 7:45-8:30am

Staff will wear a mask all day



Student Arrival--Carpool

Symptom Screenings:

- Have screeners at the carpool line conducting the assessment before students get out of the car.
- Students with fever above 100.4°F must go home with parent. They cannot ride the bus home if they show symptoms at school
- Additional staff needed to monitor students to ensure students remain 6ft apart getting to cafeteria/pick up

Implications/Considerations

Schools need to let parents know the time student drop off begins because of the required symptoms checks.

Carpool duty roster

- Screeners - 5 screeners
- Monitors to keep distance and move to cafeteria/classes
- Monitors in cafeteria
- Monitors in hallways
- Develop plan for students arriving late

Student drop-off begins at 8:45am this year. All students must remain in their car until they are screened (*below*). There will be no waiting area for students outside of the building prior to the bell ringing

As students arrive in the carpool line, a staff member will conduct a brief screening before that student is to exit the vehicle. After they exit their parent/guardian's vehicle, they will walk up the sidewalk, maintaining 6 feet of distance from peers. They will then go directly to the cafe for breakfast using the side door near the media center or homeroom through the front doors.

location for breakfast.

Students arriving late

- Symptoms screening will need to be completed
- Possible procedure for signing students in without parent having to enter the building (iPad/laptop with Lobby Guard, staff member could enter information for parent to lessen the need for sanitizing)

- Parents need to stay until symptom screening is complete
- Staff will conduct symptoms screening for students arriving late.

Staff will be visible to be proactive in giving verbal reminders of social distancing requirements

For late arrivals, parents should sign their child in at the designated table under the awning, and the child will be screened once they enter the main lobby. Parents should not enter. Parents should stay outside until screening in the front lobby is complete

For students checking out, parents will show ID to a staff member through the front lobby glass, sign-out at the designated table under the awning, and wait outside for their child

If a student does not pass symptom screening (below a 100.4 degree temperature) they will remain in the vehicle and not be permitted to attend school that day



Student Arrival--Buses

Symptom Screenings:

- Line up students coming off the buses to conduct screenings. Will need staff to monitor lines of students. One member of each screening team is available to walk students to a “holding area” if they don’t pass the screening.
- Staff will be needed to social distance students going to the cafeteria/ for breakfast.
- Holding area for those with fever: gym or multipurpose room already set up with a staff monitor.

Implications/Considerations

Duty roster with proper coverage to maintain social distancing guidelines with students.

7 screeners

As students exit the bus (*below*) they will be screened for symptoms and proceed inside, stopping at breakfast if needed or reporting to homeroom. Breakfast and lunch will be “grab and go”

Staff will be visible to be proactive in giving verbal reminders of social distancing requirements

If a student does not pass a symptom screening (*below* a 100.4 degree temperature) they will report to one of three designated “holding areas” for parent/guardian pick-up



Handling Suspected, Presumptive, or Positive Covid-19 Cases

Post signage “Know Your Ws” at the entrance to school (district-provided)

Designate point person for tracking individuals with suspected, presumptive or

Implications/Considerations

- Communication plans for parents to educate on symptoms and school procedures for isolating students/staff

What this looks like at Carmel

If a student does not pass a symptom screening (*below* a 100.4 degree temperature) they will report to one of three designated “holding areas” for parent/guardian pick-up

positive Covid-19 cases to ensure they are out of school for the appropriate length of time.

Educate staff and students about the signs/symptoms of Covid-19 and when to stay home.

Educate staff on school-level procedures for handling students with symptoms to ensure students' dignity is maintained.

Designate a room for isolating students/staff and ensure required signage is on door. Do not allow the room to be used for anything else and limit people who can be in the room.

Ensure proper sanitization of isolation room.

Pgs 25-27: [Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools](#)

with symptoms

- Staff will assist with monitoring students/staff with symptoms in case the school nurse is not available.
- Schools will designate a room that is large enough to hold several people with appropriate 6ft distance
- Schools will develop a plan for transporting students with symptoms who can't ride the bus at the end of the day.

Students in designated Holding Areas (below) should continue their academic work and will be monitored by a staff member as they await parent/guardian pick-up

If a parent/guardian is not available or refuses to pick up their child, administration will collaborate with school counselors, Officer Lo/CMPD or DSS in an effort to find that student a safe way home



Breakfast/Lunch

What this looks like at Carmel

Staff monitoring to ensure sanitation & distance

Sanitation stations upon entry; reminders to not touch surfaces

Clear markings showing where to stand

Implications/Considerations

- School creates a plan for how students will line up in the cafeteria for breakfast/lunch pick up; account for different entrance/exit paths for students.
- Schools develop staggered lunch

There will be a one-way flow of students to the cafeteria to pick up breakfast upon arrival. A pattern for students that are car riders, and a separate path for bus riders. After students get their breakfast they are to proceed to their homeroom to eat and begin their day

Limit number of students in cafeteria in line at any time (must be less than 50% occupancy)

- schedule for students to pick up lunches
- Schools create plan for the students who bring their lunch.
- Schools work with staff to understand why they won't have duty-free lunch (safety and social distancing requirements)
- Students need to use Student ID so that their payment is touchfree
- Schools should rethink traditional cafeteria set up; use furniture to create boundaries
- Schools should let students know lunch choices during AM announcements in an effort to save time during lunch

During morning announcements the lunch options will be provided

Approximately 5-10 minutes before lunch, students will wash/sanitize their hands

Students will transition to lunch class by class while maintaining social distancing from their peers (*below*)

After they get their food, students will return to the classroom to eat. Students who bring their own lunch will remain in the classroom and eat



Pgs 17-18, 46-48: [Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools](#)

Building the Instructional Schedule

What this looks like at Carmel

Rotating groups

- SEL/Advisory block to start day with consistent teacher (45-minutes)
- Schedule blocks to maximize instructional time and minimize

Implications/Considerations

- Is there a way to rotate teachers to reduce movement and the need to sanitize desks?
- How can schools keep students in

A new bell schedule has been developed to provide maximum instructional time and 50 minutes for social/emotional support. Carmel's enrichment block called "ACE" will now be first thing in the morning and this will be time allotted for social/emotional support and learning

<p>transitions</p> <ul style="list-style-type: none"> ● Try to keep student cohorts together to the greatest extent possible to reduce exposure ● Provide students scheduled time for specialized services (ELL, EC) and interventions ● Lunch needs to be scheduled within an instructional block. ● During PE, locker rooms will not be used. ● During band/orchestra, teachers will need to ensure students get/return instruments individually. <p><i>Pgs 43-44: Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools</i></p>	<p>cohorts as much as possible to reduce exposure?</p> <ul style="list-style-type: none"> ● How much time will be needed for students to go through a structured class change? More time will be needed going to/from electives. ● Structured bathroom breaks will need to be scheduled into instructional blocks (Are there additional staff who can help with this? Times/bathrooms need to be staggered to ensure social distancing.) ● How to schedule EC/ELL to ensure students get specialized services and enable gen. ed. and EC/ELL teachers time to plan together. 	<p>Students are scheduled by math placement and will remain in that classroom for all core-content blocks. Core-content teachers will travel to their assigned classes during transition from block-to-block. Any school or instructional supplies used will be sanitized prior to the next teacher/student using them</p> <p>The only time a student will leave that particular class is when they go to their electives or to lunch/HAC</p> <p>All EC and EL supports, accommodations, and modifications will remain intact. We will still hold Learning Lab and co-taught math and language arts classes, both in-person and in remote learning settings</p>
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Transitions		What this will look like at Carmel
<p>Hallway traffic should be one-way if possible, with directionals for each side if there is 6-ft distance for kids to move in both directions.</p> <p>Students must maintain 6-ft distance during transitions. Post signage to remind students of 6-ft distance.</p> <p>Students should not use the restroom during transitions between classes.</p> <p><i>Pgs 18 and 43-44: Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools</i></p>	<p>Implications/Considerations</p> <ul style="list-style-type: none"> ● How can you build a schedule that limits student transitions? Rotating teachers during certain blocks? Reassign teachers' classrooms to keep grade level teams closer to one another? ● What signage do you need to mark traffic flow in hallways? ● Consider putting 6ft marks on floors where students will line up. ● Can you make stairways one direction? ● Which doors are entrance/exit to reduce students coming into contact with one another? ● How do you monitor students moving in the hallways leaving breakfast/going to SEL/Advisory block? 	<p>When possible, all traffic in the hallways will be one-way. There will only be two main transitions for students during the day, lunch/HAC, and electives</p> <p>When students transition, they will be monitored by their current teacher and support staff throughout the school</p> <p>When students must go up or down stairs, there will be designated stairwells for each class in proximity to their current location in the school</p> <p>Students will not be permitted to use the bathroom during those two main transitions. Each classroom will have designated time to use the restroom during each instructional block. Core-content teachers will travel to their assigned classes during transition from block-to-block. There will be signage and floor markings (in both English and Spanish) to promote social distancing guidelines</p>

Classroom Seating and Materials

15 students per classroom spaced 6ft apart, facing the same direction.

Desks will have to be sanitized before students can use it a second time.

Students should keep their personal belongings with them during blocks.

If students need specific materials for the class, bag and label the materials for students.

If materials/resources have to be shared by different groups, they need to be sanitized between groups.

Pgs 18, 39-40, 43-44: [Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools](#)

Implications/Considerations

- Non-essential, personal items will need to be removed from the classroom or pushed to the sides of the room. Communicate expectations to teachers.
- Need to use furniture in school--will not be able to change out furniture with the warehouse.
- Work with the admin team to set up a schedule to check all rooms before students return to make sure the room is set up appropriately.
- How can teachers distribute supplies/materials to students to limit shared use?
- Ensure students are not sharing mouth pieces for band instruments.
- Ask students to bring earbuds or provide each student with a set so they don't need to share.

Our staff's top priority will be to frequently clean, sanitize and disinfect often-touched surfaces and also maintain adequate supplies of products such as soap, hand sanitizer and paper towels to assist in proper hygiene.

What this will look like at Carmel

Desks will be set up 6 feet apart in each classroom (*below*)

Students will not change seating and, if they do, each desk must be sanitized

Students remaining in one class for the majority of the day will limit the need for desk sanitation and cross contamination

Students will have access to needed school materials but cannot share these materials. For classroom items such as calculators, each will need to be sanitized before another person uses it. We encourage students to bring their own calculators if they have one available

Disinfecting wipes/agents will be allotted to every classroom



Restroom Breaks

- Restroom breaks will need to be scheduled and structured. Times need to be staggered to ensure no more than two students are in the restroom at one time (as long as there are non-adjacent stalls, sinks they can use).
- Designate specific restrooms on each hall that will be monitored throughout the block that teachers can send students to during class in case of emergency or create a system for sending an escort to the class to pick up students.
- No use of restrooms during student transitions
- Block off sinks/stalls with tape to ensure students spread out
- No more than 2 students in restrooms if there are enough stalls/sinks for students to use non-adjacent stalls/sinks.

Implications/Considerations:

- Schools create a staggered schedule for classes to take bathroom breaks. Teachers will need to know which restroom for their class to use.
- Schools create a monitoring schedule for staff to cover restrooms.
- Schools consider putting 6ft marks on floor/wall where students will line up for the restroom and when they leave and are waiting with their class.
- Students should be allowed to have water bottles in the classroom to reduce the need to use water fountains.

What this will look like at Carmel

Students will not be permitted to use the bathroom or water fountain during those two main transitions. Each classroom will have designated time to use the restroom and get water during each instructional block

Staff will monitor the bathrooms to ensure maximum occupancy isn't exceeded (*below*)

All students are encouraged to bring a water bottle to school to alleviate the need for trips to the water fountain. Water fountains will continue to be in operation for use and regular and intensive cleaning will occur throughout the school day. In addition to water fountains, the district is seeking our community partners to donate water bottles so each student will have the opportunity to bring a full water bottle to school and can refill during the day

Depending on the bathroom, certain sinks and stalls may be taped off to ensure students are maintaining social distancing



HAC		What this will look like at Carmel
<p>30 min. per day noted on schedule</p> <p>No sharing of equipment</p> <p>Students/staff must maintain 6ft distance</p> <p>Can be done as stretch & brain breaks within blocks</p>	<p>Implications/Considerations</p> <ul style="list-style-type: none"> • Schools possibly create a rotating schedule for classes to have an outside time one time per week. • Schools encourage PE teachers to provide a list of exercises that can be done within the classroom. 	<p>All students will still have a 30-minute HAC outside, weather permitting</p> <p>All staff and students must maintain 6-foot social distancing and cannot share any recreational or sporting equipment</p> <p>Staff will be present to monitor HAC</p> <p>Students will be presented with certain activities that they can engage in at HAC that meet the safety requirements</p>
Dismissal		What this will look like at Carmel
<p>Carpool</p> <ul style="list-style-type: none"> • Create a procedure for calling kids for dismissal (call as parents arrive on the intercom)--extra staff out to get lists of parents in line. • Support staff in halls to move students along as they are called f • Holding space for late arrivals <p>Walkers</p> <ul style="list-style-type: none"> • Develop a schedule for dismissing walkers by teams/grade levels <p>Buses</p> <ul style="list-style-type: none"> • Stagger based on which bus is on lot (as soon as they arrive). Have staff to monitor in the halls as students transition out to bus lot. Holding space for late arrivals, clearly marked <p>Pgs 18: Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools</p>	<p>Implications/Considerations</p> <ul style="list-style-type: none"> • Schools develop a duty schedule for dismissal that ensures you have staff to monitor students in the hall, on the bus lot, and carpool area to keep students from congregating. • Schools schedule carpool monitors to go out early and start getting students names to be able to call them out first. • Schools communicate dismissal procedures with families so they understand why students can't congregate after school. • Schools work with teachers to hold students in their classrooms while waiting on buses to arrive. Consider having the teacher stand between two doors when possible to allow another staff to monitor elsewhere. 	<p>Bus riders will be escorted to the bus lot by grade-level by staff. Students should remain 6 feet apart as they board the bus. Only one student per seat on the bus</p> <p>In the event of extremely late buses, students will be escorted to the cafeteria and seated at lunch tables in designated spots to remain the 6 feet of social distancing</p> <p>Car riders will be escorted to the car pool area by grade-level. Students should remain 6 feet apart as they wait for their parents. Please pay close attention to, and abide by, Carmel's unique carpool traffic flow. PTSA members will be present and give hardcopy diagrams of how our traffic pattern flows at Carmel the first two weeks of school</p> <p>Walkers will be called first during transition and should remain 6 feet apart as they walk home.</p> <p>Staff will be visible to be proactive in giving verbal reminders of social distancing requirements.</p>

Meetings with Parents/Students (Counselors, Administrator)	What this will look like at Carmel	
<p>Maintain social distancing within offices. Rearrange or remove chairs to ensure 6ft distance.</p> <p>Adults wear face coverings.</p> <p>Encourage parents to schedule meetings in advance and use virtual platforms when possible.</p> <p>Have students use their own pen/pencil when writing statements and sanitize clipboards or other shared materials after each use.</p>	<p>Implications/Considerations</p> <ul style="list-style-type: none"> • Schools communicate with families about the importance of social distancing while still being able to partner with families through phone conferences, virtual meetings. • Schools work with families during emergencies to ensure they are being heard and assisted. • Schools consider using larger rooms for meetings with families when phone/virtual is not possible. Sanitize the area afterwards. 	<p>Furniture will be arranged in a way to promote social distancing</p> <p>All staff and students wear a mask. Parents/guardians that enter the building will be required to wear a mask</p> <p>Parents needing to meet with school-based staff will be encouraged to do so virtually when possible. When meeting in person is imperative, parents will do so in designated areas that meet social distancing guidelines</p>
Remote Learning Expectations	What this will look like at Carmel	
<p>Remote Schedule & Attendance</p>	<p>Our goal is to make the remote learning bell schedule the same as the in-person, “Plan B” bell schedule. The bell schedule will meet the instructional guidelines below -- this has not been finalized.</p> <p>A system is being developed for taking attendance based on daily participation in Canvas assignments/activities and in-person when applicable. If a student is assigned to an attendance rotation and does not attend the in-person session, the student is marked absent. If the student completes the work online, the student can be counted as an excused absence.</p> <p>During remote learning (in both Plan B and Full Remote Academy), families should plan for students to attend real-time, live, or recorded teacher sessions daily (whole-group lessons and small-group, personalized sessions) and to complete independent work daily. In essence, students are still participating in school on a daily basis but have flexibility on the completion of independent assignments within that day.</p>	
<p>Synchronous Instruction <i>Real-time, with peers/teacher at the same time</i></p> <p>Asynchronous Instruction <i>Independent, at student’s own pace</i></p>	<p style="text-align: center;">Sample Middle School Lesson (Math)</p> <p>TIME - <i>Applies to both In-person and Remote Learning</i></p> <ul style="list-style-type: none"> • Social Emotional Learning -- 45 minutes daily • English Language Arts -- 60 minutes daily, minimum <ul style="list-style-type: none"> ○ Real-Time with Teacher (min 30 mins), Independent Time (min 30 mins) • Math -- 60 minutes daily, minimum <ul style="list-style-type: none"> ○ Real-Time with Teacher (min 30 mins), Independent Time (min 30 mins) • Science & Social Studies -- 70 minutes every other day, minimum <ul style="list-style-type: none"> ○ Includes real-time instruction with teachers and independent learning. 	

	<ul style="list-style-type: none"> ● Elective Courses -- 70 minutes every other day, minimum <ul style="list-style-type: none"> ○ Includes real-time instruction with teachers and independent learning. ● Healthy Active Child -- 30 minutes
Grading	We are awaiting an update regarding the specific grading policy at this time. We anticipate grades being recorded in Powerschool.
Assignments/Coursework	Standards-aligned, “on-grade-level” assignments/tasks will be given to students. Canvas will be utilized as the learning management system. Modifications and accommodations will be made in compliance with a child’s IEP, 504, or EL plan.
Technology/Materials Needed	All students, regardless of program model (In-person, Plan B+ Remote, or Full Remote Academy), will engage in learning via Canvas. How to use the Parent Canvas App & Pair with Your Child’s Classes
Communication	<ul style="list-style-type: none"> ● All parents are encouraged to sign up for Cougar News! This weekly publication is crafted by Carmel’s <i>wonderful</i> PTSA and provides our entire school community with updates and announcements. ● Grade-level administrators will be sending home weekly Cougar Updates regarding curriculum & instruction, along with grade-level specific announcements. ● Please check our Carmel website and Facebook page regularly for announcements and updates. ● For important announcements, we will send out <i>Connect5</i> e-mail and telephone calls that pull from your contact information in Powerschool, along with adding the information/message to our school website and Facebook page. ● Unsure of who to contact for a specific question? See the “Our Team/Who to Contact” tab on the school website.
Athletics	At this time, no decisions have been made on resuming athletic and co-curricular activities. There are currently extensive requirements for resuming athletic and co-curricular activities, including daily temperature checks and symptom screenings of every student-athlete and band member prior to allowing them to begin a workout or practice. Student-athletes are encouraged to work out and practice at home if they can do so safely.
Clubs	Clubs and co-curricular activities are allowable provided they can occur virtually, with an employee sponsor/advisor. These activities will not occur or resume in person until further notice.
Field Trips	There will be no field trips the first semester

What is Synchronous and Asynchronous Learning?

Synchronous Learning - Synchronous learning is any type of learning that takes place in real-time, where students are engaging and interacting in learning simultaneously with the teacher. This means that the student, classmates, and instructor interact in a specific virtual place, or in person, through a specific online medium, at a specific time. It's **not** exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming instruction. *Direct, live instruction is the not the only means for synchronous learning.*

Advantages: It provides active discussion, immediate feedback, and a personal familiarity. Student questions can be answered instantly.

Limitations: There is a rigid schedule and significant disruption in the event of technical difficulties. The quality of the instructional sessions is dependent upon the instructor.

Asynchronous Learning - Asynchronous learning happens on a student's schedule. While the student's course of study, instructor or degree program will provide materials for reading, instruction for viewing, assignments for completing, and exams for evaluation, the student has the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

Advantages: Flexibility, Pacing

Limitations: Isolation, Requires more student self-discipline

