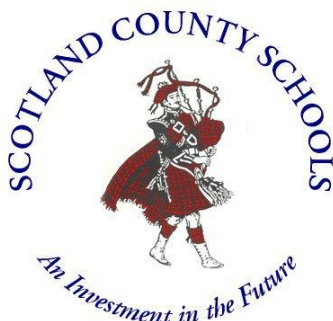


# Reopening Scotland County Schools



Guidance for re-imagining a new normal for  
public education in the Scotland County Schools  
in the age of COVID-19

## SENIOR LEADERSHIP TEAM

Dr. Ron Hargrave, Superintendent

Cory Satterfield, Assistant Superintendent for Auxiliary Services

Dr. Valarie Williams, Assistant Superintendent for Curriculum and Instruction

Mrs. Susan Harrison, Chief Financial Officer

Mr. Donald Caudle, Executive Director of Human Resources

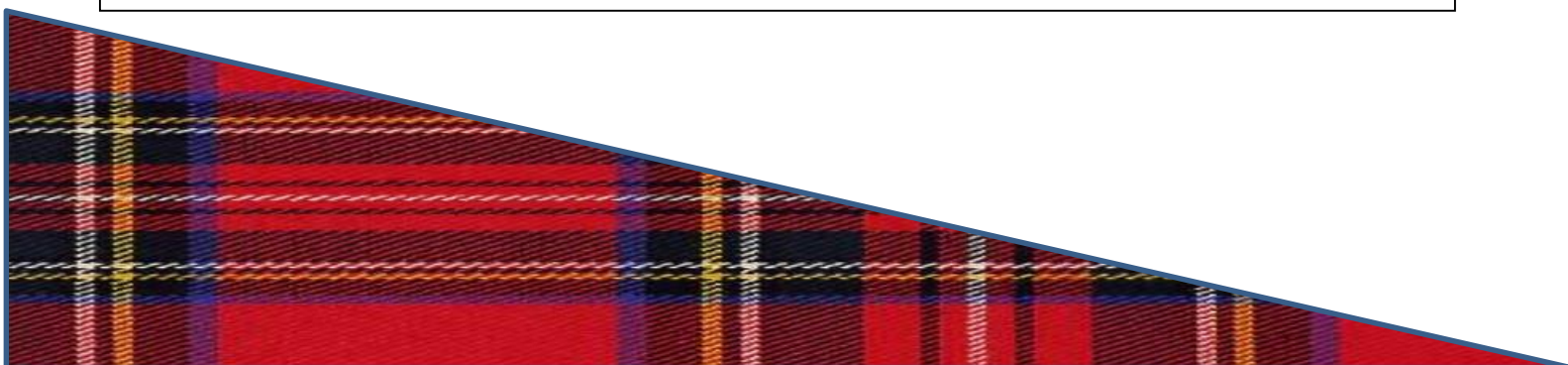
Harry Armstrong, Maintenance Director

Rick DeLaunay, Chief Technology Officer

Richard Jacobs, Director of Child Nutrition

Jamie Synan, Executive Director of Student Services

Meredith Bounds, Public Information Officer



Board of Education Members;

I am writing to share information regarding how Scotland County Schools (SCS) is approaching our planning for the next school year, which is scheduled to start on August 10 for SEarCH and August 17 for our traditional calendar schools. We will be ready for the 2020-2021 school year, and I believe it is important for the community to understand the process we are implementing, with guidance, support and direction from the Scotland County School Board of Education, to achieve this goal.

First, I want to express my hope that you and your family members are well. COVID-19 has dramatically changed all our lives, with some members of our community experiencing strong challenges to their physical, mental and economic well-being. Nonetheless, members of the Scotland County community are stepping up, to make tangible differences in the lives of our students and families as we weather this storm together.

Throughout the school system, staff members are embracing new roles and responsibilities, and diligently working to improve their craft while delivering instruction and support to our students remotely. We continue to watch in amazement as our students and families demonstrate resilience in the face of unprecedented challenges.

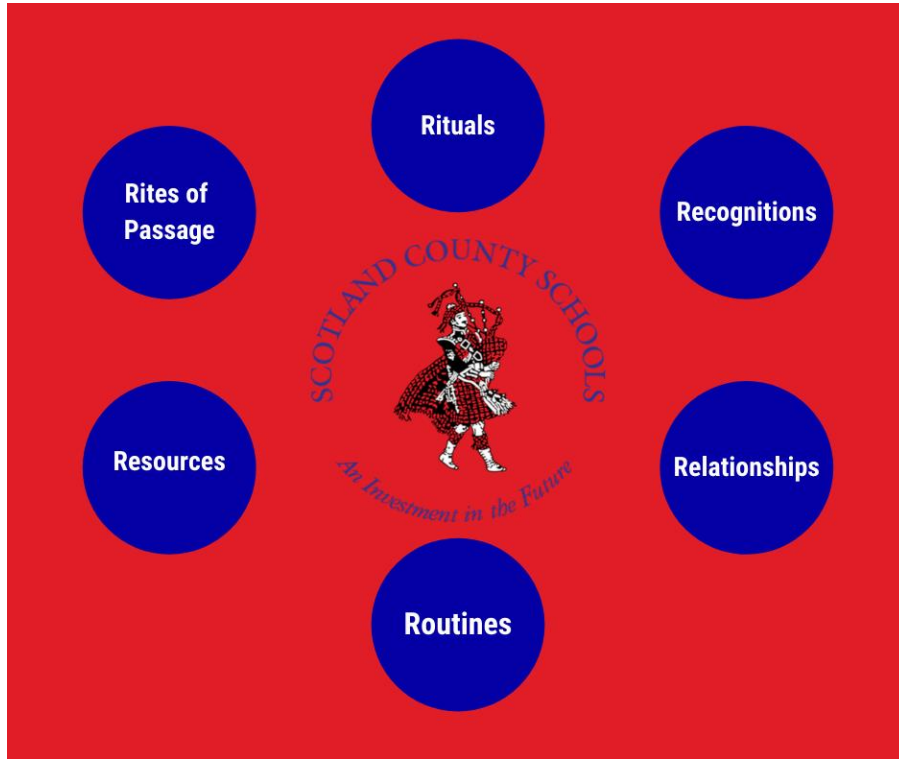
Looking ahead, we are intentionally planning how we will continue to fulfill our educational mission during the 2020-2021 school year. We are preparing for the 2020-2021 school year with multiple COVID-19 scenarios in mind. Major decisions regarding when and how to reopen school, and whether to extend distance learning will depend on external conditions, the progression of the virus and direction from our state's public health officials. Unfortunately, these decisions are not time-based and are subject to change, even after announced.

So, the first thing we will all need to understand and accept is that the re-opening metrics developed and communicated by public health officials and other government authorities will guide our decisions. By doing this, we will reassure our stakeholders that our decisions are fact-based and not driven by arbitrary timelines OR unfounded fears. Thank you for your support and guidance as we co-exist in education with COVID-19.

Sincerely,

Dr. Ron Hargrave, Superintendent

# Planning Considerations



## CURRENT GUIDANCE

Governor Cooper has implemented a three-phased approach to slowly lift restrictions while combatting COVID-19, protecting North Carolinians and working together to recover the economy. 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 and the NC Department of Public Instruction, closed public school buildings for in-person instruction through Executive Order No. 117 on March 14, and extended through the rest of the 2019 – 2020 school year via Executive Orders Nos. 120 and 138.

Additionally, the NC General Assembly has set a hard-opening date for schools (August 17), along with expectations for transitional “summer jump start” opportunities for at-risk students to help mitigate learning losses during the period of school closure.

Recently, the North Carolina Department of Health and Human Services released a set of requirements and recommendations regarding physical distancing and other mitigation strategies that are specific to schools serving students in kindergarten

through grade 12; as well as guidance from the NC High School Athletic Association on how programs can and should operate in the coming school year.

This guidance directs local education leaders to begin the planning process for reopening K – 12 public schools across the state by requiring that all public schools have three plans in place to ensure continuity of educational services should the state's COVID-19 metrics change significantly requiring that additional restrictions are put in place to control the spread of the disease. Schools are required to create the following three plans:

Plan A:

➤ Least restrictive plan for school reopening – will be implemented assuming state COVID-19 metrics continue to stabilize and/or move in a positive direction. All requirements in this guidance apply to Plan A.

Plan B:

➤ More restrictions required for social distancing and reducing density – will be required if state COVID-19 metrics decline and it is determined additional restrictions are necessary. All requirements in this guidance apply with additional requirements noted for Plan B.

Plan C:

➤ Would be implemented only if state COVID-19 metrics decline significantly enough to require suspension of in person instruction and the implementation of remote learning for all students, based on the remote learning plans required by Session Law 2020-3. The requirements listed below would not apply, as children and staff would not be gathering together in groups on school grounds.

Our local team is working diligently to provide greater clarity regarding these state guidelines and their impact on the development of our local plan and expectations for the reopening of schools.

Our opening of school scenarios will be greatly influenced and dependent upon which phase of the state's reopening plan we operate within. The state is currently in Phase 2 of the Governor's reopening plan. If we remain in phase 2, it is unlikely that we will be allowed to return to any operational status that would involve having 100% of our students meeting in a face to face manner. Since there are no specific timelines associated with the state's phase-in plan, we do not yet know when the state will enter a phase that will allow us to reopen schools with 100% in-person learning or to reopen schools with a combination of in-person and distance learning.

## DRAFT SCENARIOS FOR SCHOOL OPERATIONS

In the next few weeks, I will be asking the board of education to embrace the following framework to guide our planning for the 2020-20201 school year. Operationally, we are planning for three possible scenarios, as well as many possible variations of each:

1. **Reopen schools with 100% in-person learning - TRADITIONAL**

**(Scenario 1):** In-person learning in this scenario would occur without physical distancing or other public health mitigation strategies. This scenario aligns with the state's **Plan A** expectations

- Lacking a vaccine; extremely risky
- Health/ Safety/ Liability Risks
- Will not meet the social distancing standard\
- Staff, student and parental fear of infection, employee grievances, opt-out demands
- Expenses for enhanced screening and cleaning, social distancing set-up, avoiding large gatherings.
- Should school opening be delayed for two months?

2. **Reopen schools with a combination of in-person and distance**

**learning HYBRID (Scenario 2):** In-person learning would occur with physical distancing and other public health mitigation strategies and will require us to utilize creative scheduling strategies (alternating day, weeks, month, etc.), to accommodate transportation, facilities and other resource capacities. This scenario aligns with the state's **Plan B** expectations

Model A: Alternating Days (M/TH, T/F in-Class with Wednesday as support/intervention) Issues: Teacher workload, content pacing, childcare demands

Sessions	M	T	W	TH	F
AM	A	A	A	A	A
PM	B	B	B	B	B

Model B: Split Schedule Classes (half-day morning/afternoon with small class sizes) Issues: Teacher workload, facilities space, equity for distancing learning, cleaning

Sessions	M	T	W	TH	F
AM	A	A	A	A	A
PM	B	B	B	B	B

Model C: Grade Level Variations (elementary in-class to start, secondary distance learning) Issues: Inequities in employee workload, multi-student grade level families, adolescent childcare, and attendance

	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	SUMMER
Face to Face Instruction	Elementary Face to Face	Middle/ Secondary	Elementary Face to Face	Middle/ Secondary	Jump Start (Elementary) (F2F)
Remote Instruction	Middle/ Secondary (Remote)	Elementary (Remote)	Middle/ Secondary (Remote)	Elementary (Remote)	Credit Recovery (Remote)

3. **Continue remote learning without in-person learning - REMOTE**

**(Scenario 3):** Remote learning in the current format through the first quarter of the 2020-2021 School year with a decision made for the remainder of the year no later than the November board meeting. The current instructional delivery format would be extended to build on the strengths of the current remote learning approach and making good use of opportunities for improvement. This scenario aligns with the state’s Plan C expectations.

**Schools Remain Closed with 100% Distance Learning**

Issues: Student self-motivation, parental home-schooling success, negative social-emotional impact, equity issues and digital divide obstacles, duration, attendance, learning loss

M	T	W	TH	F
FULL REMOTE				

I believe that it will be prudent for us to include in our planning assumptions the possibility that after starting the 2020- 2021 school year, conditions may dictate that we quickly shift to one of the other scenarios. As noted above, SCS will be ready to serve students for the 2020-2021 school year.

**Consequently, with the exception of the scenario where all students return to school in the traditional manner, all other models are only feasible if you assume that to meet social distancing requirements, combinations of in person and remote learning will need to occur. This means that on any given day some students will attend school in-person while other students will participate in remotely.** I underlined the preceding sentence because of the significant implications for the community if not all students attend school on days when schools are open for in person learning. Addressing the effects created by each scenario and identifying approaches to manage them is a substantial part of the work we are undertaking in our planning and must be a high priority for the Board of Education.

## **INNOVATION**

Our current situation presents us the opportunity to again, demonstrate our willingness and commitment to innovation as a means of supporting the continuous improvement of our school system and community. Inasmuch, we are also developing a framework to add a free-standing virtual option to our continuum of education services provided to the community. We are exploring the option of establishing a district run virtual school in anticipation of those parents who express apprehension about allowing their child(ren) to return to school due to chronic health issues, absence of a vaccine, robust testing protocols or other concerns.

A virtual instructional model of this nature could help us mitigate potential losses in Average Daily Membership (ADM) while allowing us to continue providing remote learning opportunities or those families wishing/ needing to continue in this manner once schools have reopened for students in whatever format. We are calling this new innovative program Scotland County Virtual Learning Academy.

To launch Scotland County Virtual Learning Academy, we are required to have 100 students enrolled. Once this is done, the Academy is entitled to a state paid principal position. Our goal is to have a mechanism in place to ensure that parents do not make other choices (charters, home school, etc.) once the crisis has subsided and decisions around schooling are being made. More details will be shared as we continue the development of this model. To have this up and running by the start of the year, the Board will need to give authorization for us to proceed at the June 22, Committee of the Whole Board of Education meeting.

## **READINESS**

To prepare, we will be developing situational approaches for each of the three scenarios above. Each scenario will include components relating to particular topics. Some components apply to one scenario, while others apply to multiple scenarios, including iterations of the three primary scenarios. At this point components that we anticipate being included in the prototypes for one or more scenarios are:

- student and teacher schedules, including the amount of time in live, interactive, in person (“synchronous”) distance learning;
- serving the unique needs of our ESL, AIG and EC students;
- the social-emotional needs of students and adults;
- assessment and grading;
- cleaning protocols; and

➤ enhanced 100% remote learning options for parents who choose not to send students back to school, even if SCS is able to offer in-person learning

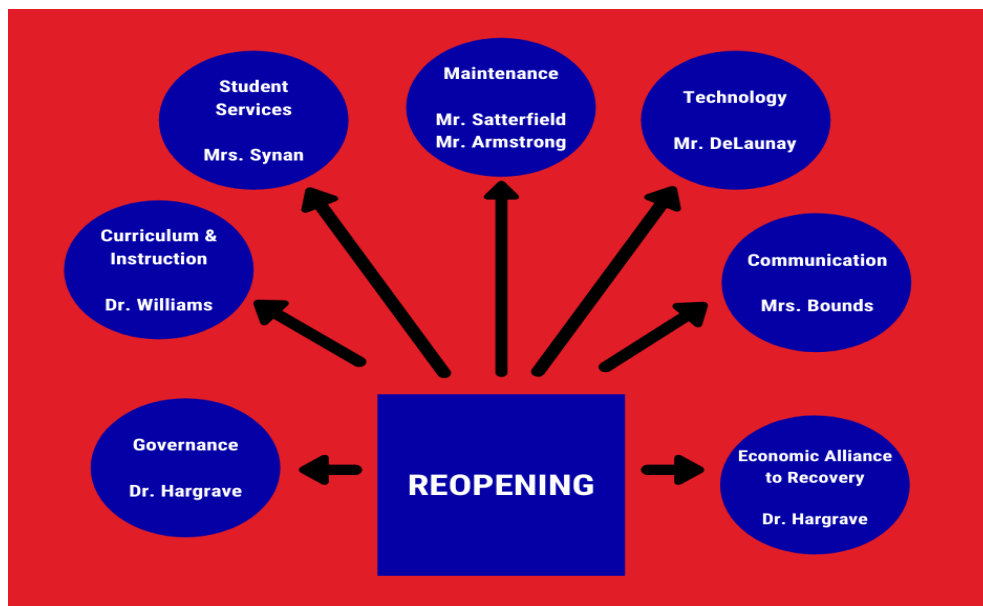
## **PLANNING FRAMEWORK**

Please be advised that we anticipate revising these scenarios based on feedback and evolving information as we work toward finalizing detailed plans for the start of the new school year. We recognize that right now, the start of the new school year is the sources of great anxiety for students, parents, staff members, employers and the broader community. Most want to know how schools will operate; how will we social distance students etc.

With that in mind, we recognize that the need for physical distancing and other public health mitigation strategies that will affect many aspects of school operations and become a part of our new operational paradigm, including:

- Dictating the number of students that can be present in a classroom or a school at any one time;
- The number of students that can safely occupy a school bus;
- Procedures for entering school, moving within schools, and departing schools;
- Meal service within schools; and many others.

To ensure that we are listening to a cross section of voices across the district, we have assembled a cross-functional team of professionals from across the district to look at each of these key areas and to make recommendations to ensure that we are making the best decisions for our students and Scotland County. The following workgroups have been developed to assist with this process:





## **Planning Areas for an Overall Pandemic Response Plan:**

### **I. Operations & Administration**

- a) Continuity of Operations
- b) Budgeting, Reserves, and Financial Forecast from state, local and federal sources
- c) Employee Relations, Personnel issues, retirements, substitutes,
- d) Clearly articulate how stimulus funding will be used
- e) Recommend policy revisions needed to successfully reopen to the BOE for action ASAP

### **II. Instructional Delivery & Curriculum**

- a) Anticipate and expect a blended learning model as the primary delivery model including both in-person classroom instruction and remote learning offered daily
- b) Professional development for teachers and principals
- c) Individual study options
- d) Grading policies, block scheduling
- e) Parallel lesson plans for remote and on-site instruction
- f) Build/ chunk curriculum (standards) and pacing into modules in case re-closure is needed

### **III. Exceptional Education**

- a) Compliance with IEPs
- b) Clarity around the new definition of FAPE
- c) Compensatory time
- d) IEP's revised to reflect current reality
- e) Special accommodations
- f) Related services (tele-delivery)
- g) Increased uses of assistive technology

### **IV. Communications & Stakeholder Engagement**

- a) Advocacy with state, federal, and local officials and agencies
- b) Press relations and social media
- c) Adapting to rapid changes in state, federal and local situations and public statements

### **V. Health & Safety Support**

- a) Parent and student awareness of personal hygiene prevention techniques
- b) Secure adequate supply of PPE (Masks/ Face Coverings)
- c) Social distancing in common areas (bus stops, buses, cafeterias, halls, offices)
- d) Protocols for Entry/ Exit wellness screening (temperature monitoring screenings, student infections, classroom infections, school outbreaks, etc.)
- e) Programs and strategies to address the social and emotion needs of students and staff, etc.

## **VI. Facilities, Maintenance, and Transportation**

- a) Cleaning schedules, standards and specifications, quality control
- b) Transportation protocols – number of students to be transported per bus/ protection of drivers
- c) Maintenance and installation of safety equipment
- d) Unidirectional hallways, staggered dismissal bells, student drop off/pick-up

## **VII. Emergency Preparedness**

- a) Criteria and data points needed to trigger re-closure
- b) Handling a Covid-19 infection at a school

## **VIII. REMOTE LEARNING SUPPORT**

- a) Technology
- b) Device stockpile
- c) Digital resources
- d) WiFi connectivity, access, tech support and training

# **HEALTH AND SAFETY CONSIDERATIONS**

## **PROXIMITY/ CONTACT TRACING**

The Scotland County Department of Health has developed a proximity/ contact tracing procedure to report a positive test result and anonymously notify other individuals with whom the person with the positive test result has been in proximity and may have been exposed to the virus. If an active employee tests positive, to ensure the employee's confidentiality, this matter is handled in our Human Resources Department. Please be advised that we cannot act on rumors or speculation about an employee's health status, nor can we discuss another employee's health status. If an employee has had contact with a confirmed infected employee, that employee will be informed of such confidentially by the Scotland County Health Department.

## **PERSONAL PROTECTIVE EQUIPMENT**

Certain measures are needed to reduce the risk of exposure and spread of COVID-19. I will be asking the Board to support mandatory expectations that all employees be required to wear a mask/face covering at all times while on campus except at a workstation/private office that is in an enclosed space where no other personnel are present. Cloth masks/face coverings may be used to minimize the

risks to others. COVID-19 can be spread to others even when the transmitter is not feeling sick or exhibiting symptoms. Cloth face masks must be laundered each day. If an employee does not have one, a face covering/mask may be obtained from their supervisor. N95 masks are not necessary and should be reserved and limited to first responders, health care providers and employees working with materials that require N95 masks as part of their ordinary safety plan.

**SOCIAL DISTANCING**

Keeping space between employees is one of the best strategies to avoid being exposed to the COVID19 virus and slow its spread. Since people can spread the virus before they know they are ill, it is important to stay away from others when possible, even when you have no symptoms. Students, faculty and staff should follow these social distancing practices:

SOCIAL DISTANCING EXPECTATIONS	
Stay at least 6 feet apart (about two arms' lengths) at all times	Meetings should take place online instead of conference room. If you must meet in person, wipe down surfaces, chairs and equipment before and after each use, and maintain social distancing of at least 6 feet
When in open spaces such as labs, hallways, lobbies, maintain social distancing of at least 6 feet apart	Minimize the use of common breakrooms, coffee stations or refrigerators to store food
All workstations should be oriented to a minimum of 6 feet apart in all directions	Rearrange furniture in common areas to maintain social distancing
If you work in a private office, keep your door closed	Do not bring children, visitors, guests, or pets to the workplace
Do not gather in groups that cannot comply with social distancing	Minimize non-essential movement around campuses. If duties require movement to other physical areas on campus, practice social distancing and follow all health and safety guidelines
Stay out of crowded places, and avoid mass gatherings	Some activities may require personnel to work within the 6-foot social distancing guidelines. It is critical to keep those interactions to a minimum and require face covering when this occurs.

**COUGHING/ SNEEZING HYGIENE**

Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow. Throw tissues in the trash and immediately wash your hands with soap and water for at least 20 seconds or clean your hands with a hand sanitizer.

**HANDWASHING AND SANITIZERS**

Wash your hands often with soap and water for at least 20 seconds, especially after you have been in a public place, or after blowing your nose, coughing, sneezing or touching your face. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Hand sanitizers will be

available at multiple locations in your building, and you should place a hand sanitizer in your workspace for easy access

### **GLOVES/ GOGGLES/ FACE COVERINGS**

All employees of Scotland County, when in the presence of another person will be required to wear face covering to help mitigate the spread of the virus. Gloves will be worn by all food service, custodial, maintenance and transportation staff. Gloves are also recommended for all other employees who come into contact with the general public as well as those who change work stations during their workday.

### **ENHANCED CLEANING PROCEDURES**

SCS buildings will remain on badge-access only. Custodial staff have been trained on enhanced cleaning methods and will increase frequency while using appropriate personal protective equipment. District Supervisors in collaboration with building principals and head custodians will identify workspaces that should have the highest priority for cleaning and disinfection (e.g., door handles, railings, restrooms, and breakrooms). Staff will be asked before starting to work and prior to leaving any room in which they have been working, to thoroughly wipe down all work areas with sanitizing wipes. This includes shared space or equipment (e.g., copiers, printers, computers, keyboards, mouse, phone, equipment, coffee makers, desks and tables, light switches, doorknobs, etc.).

### **WORKING IN OFFICE ENVIRONMENTS**

While there is variation in office environments, the following general guidance should be followed:

- Maintain at least 6 feet distance from co-workers. If possible, have at least one workspace separating you from a co-worker. Wear a face mask or face covering at all times while in a shared workspace/ room.
- Some activities may require personnel to work within 6 feet of others. Every effort must be explored to find alternatives, and it is critical to keep the length of these interactions to a minimum.
- Place one-way directional signage for large open workspaces with multiple through ways to increase distance between employees moving through the space.
- Consider designating specific stairways for up or down traffic if your building allows.
- Place floor decals, colored tape or signs to indicate to customers/ clients/co-workers/patients where they should stand while waiting in line.
- Do not use communal water fountains.

## **RECEPTION AREAS/ MAIN OFFICES**

- Place floor decals, colored tape or signs to indicate to customers/clients/patients where they should stand while waiting in line.
- Employees in reception areas and managing waiting rooms should always wear a mask/face covering.
- Plan traffic flow to allow for social distancing and minimize time in reception/waiting areas.
- Remove chairs and rearrange furniture to allow for social distancing
- Redesign procedures to reduce touching the same objects (e.g., pens, intake forms, sign-up sheets etc.).
- Design methods to distance receptionists from customers/clients/patients (e.g., plexi-glass shields).
- Remove shared objects in reception/waiting room areas (e.g., magazines).

## **PRIVATE OFFICES**

- Keep doors closed to reduce contact with others and maintain social distancing.
- Meetings should be held remotely whenever possible and in spaces that allow for social distancing.
- Maintain personal hygiene practices in private offices.

## **CLASSROOMS**

We are continuing to work on these standards. The uses and capacity of classrooms will align with guidance from DHHS, DPI and social distancing expectations outlined at the time school reopens. These guidelines will be based upon the selected schedule and the allowable capacity density allowed, recommended or mandated.

## **RESTROOMS**

Use of restrooms will be limited based on size to ensure at least 6 feet between individuals. Signage will be posted encouraging the washing of hands thoroughly afterwards to reduce the potential transmission of the virus.

## **MEETINGS AND COMMUNICATION**

Where possible, meetings and other communications should be held in whole or part using technology (telephone, Zoom, Google hangouts, Microsoft Teams, etc.). In-person meeting participants should be able to maintain the 6-foot social distancing guideline. Remove or rearrange the furniture to support social distancing

## **EMPLOYMENT/ STAFFING ISSUES**

As we attempt to return to some level of face to face operations, we MUST do so in phases over time in a coordinated process to ensure implementation of appropriate social distancing expectations and availability of an adequate supply of personal protective equipment for essential personnel. SCS will assess expanded staffing based on mission-critical operations, ability to control and manage specific work environments, and necessity to access on-site resources. We anticipate that the need to reduce the number of people on campus (density) to meet social distancing requirements may be required for some time. Until we have the full green light to return to 100% face-to-face operations, some employee groups may be required to/allowed to work remotely.

We will continue working with local health authorities to closely monitor and assess the spread of the virus, as well as implement any procedures or policies needed to continue operating safely as we address it. Testing, continual symptom and exposure tracking will be critical parts of assessing the impact of increased populations. We are awaiting updated guidance on the best way to accomplish this as well. As we monitor and review the data provided to us, we must be nimble enough to tighten restrictions and reduced staffing and learners on-site if an outbreak should occur.

## **STAFFING OPTIONS**

Bringing students, faculty and staff back to campus in groups and stages will support SCS's efforts to adhere to appropriate social distancing and sanitation procedures and reduce the risk of spreading COVID-19. When students, faculty and staff return, there are several options that we will consider to maintain social distancing and reduce the density within workspaces.

**Remote Work:** We will need to develop an internal process to govern the approval of employees wishing to declare themselves at-risk and unable to work on-site because they are in a high-risk category. Employees who were previously cleared to work remotely due to medical challenges will be allowed to continue working under those agreements as long as the state allows this provision. Hourly employees should record hours in Time Keeper.

**Work Schedules/Hours:** Department heads have discretion to set employee work schedules and hours as needed for operations. We will need to consider modifications to work hours to minimize potential risk of infection, including social distancing and disinfection. We will also need to consider staggering reporting and departure times of employees to reduce traffic in common areas to meet social distancing requirements.

## **SOCIAL & EMOTIONAL WELL BEING OF STAFF AND STUDENTS**

The last few months have been extremely stressful for both employees and students. Stress of this nature will invariably increase levels of fear and anxiety. Everyone reacts differently to stressful situations. For our staff, the Employee Assistance Program (EAP) is available during this stressful period. The Student Behavior Health Team provides mental and emotional well-being resources for students, and families. Additionally, mental health resources have been organized and placed on the district's website.

## **BUILDING ENTRANCE & EXIT**

Entry to all district buildings will remain by badge only. Building principals should identify usable building access points and coordinate arrival and departure times of staff and students to reduce congestion during typical "rush hours" of the day. Arrivals and departures of both students and staff should be scheduled in intervals to reduce personal interactions at building access points, hallways, stairs/elevators, etc.

While on a Scotland County Schools Campus:

- Ensure that students, faculty and staff maintain proper social distancing.
- Keep meetings to small groups so that you can maintain social distancing. Use technology to hold meetings and maintain social distancing as much as possible.
- Faculty, staff and students who come to work with any of the COVID-19 symptoms should leave immediately and contact their health provider.
- Report any known or potential faculty, staff and student absence due to COVID-19 to the building principal/ HR or the School Nurse for follow up monitoring.
- Allow faculty, staff and students to use personal or sick time (if applicable) to monitor symptoms, self-quarantine, or self-isolate due to exposure or a possible or confirmed COVID-19 diagnosis.
- Discourage faculty, staff and students from sharing desks or equipment, and to wipe down equipment with disinfecting wipes between uses.
- Encourage faculty, staff and students to use disinfecting wipes to clean their workspaces before starting work and before leaving any room where they have been working

## **NEXT STEPS**

Moving ahead, we will:

- Solicit feedback from a variety of internal and external stakeholders to inform the ongoing revisions and enhancements to our scenario plans.
- Conduct virtual focus groups with multiple parents, employees, and community groups.
- Develop individual school plans.

- Develop new components to address requirements not previously considered.
- Evaluate scenarios and components for viability and safety.

### **ORGANIZATIONAL COMMUNICATIONS**

As we work through this process, we will keep the Board of Education and all of our key stakeholder groups (parents, students, teaching staff, classified staff, community members and elected officials, etc.), informed of our work, while also recommending policy revisions and the reallocation of resources as needed, to ensure our success. Our plan is to have an initial set of recommendations regarding our plans for the new school year to the Board for consideration by the Committee of the Whole Meeting on June 22. At that time, we hope to have additional direction from DPI, the State Board of Education and the Governor's Office on how the anticipated recommendations/ guidance from DHHS will apply to the operations of schools in the coming year.

Given the ambiguity we all face, SCS remains committed to communicating frequently regarding the information that we do know. Very soon, we anticipate providing details regarding summer learning opportunities, the possible additional updates to the school calendar, and plans for the opening of school. Let me close by again acknowledging the significance and weight of the decisions we will make regarding the operation of the school system during the 2020-2021 school year. To say that this is a difficult situation for every member of our community, would be an understatement. We remain committed to continuing to work to meet the academic, social and emotional needs of our students, parents, employees, and the broader community. As I have said many times, it will take more than a pandemic to stop us in Scotland County.