CLAYTON COUNTY PUBLIC SCHOOLS
RETURN TO FACILITIES GUIDE

#CLAYTONCARES

COVID GAME PLAN

BACK TO SCHOOL
✓ COVIDSAFE

home-work
sleep

"COMMITTED TO HIGH PERFORMANCE"

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COVID GAME PLAN

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"COMMITTED TO HIGH PERFORMANCE"

CLAYTON COUNTY PUBLIC SCHOOLS · JONESBORO, GA ·
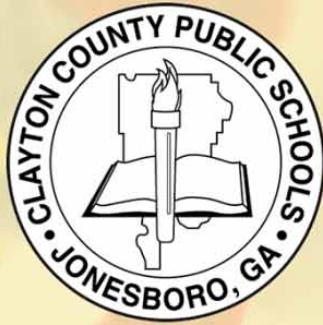
CURRICULUM, INSTRUCTION & ASSESSMENT

PROTECT YOURSELF

AND OTHERS
MASKS ARE REQUIRED UPON ENTRY

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COVID GAME PLAN

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Face-to-Face Instruction / Virtual A Day - B Day Instruction / VLA Instruction:

Guidelines and Expectations:
Link in Return to Facilities Instructional Guide:
CLICK LINK

Teacher Task Force Presentation

Considerations:
Guidance on Three Teaching Model Instructional Planning Lesson Delivery

Competitions/ Performances:

Guidelines and Expectations:
Determine how competitions and student organization meetings will be conducted considering safety and social distancing

Considerations:
Add to the guidance documents

Pre-planning 1 week prior to students returning:

Guidelines and Expectations:
Consider allocating one day for subject/program training (e.g., rituals/routines) lesson design/delivery/ planning, equipment)

Create a mock lesson that demonstrates for teachers and students how learning will occur in a face to face or hybrid model

Media Services (see Media Center Service Guidelines):
- Curbside pick up for the VLA students
- Model of Media Service Selection

PreK
- Approved model for Hybrid Learning
- Health and Safety
  http://www.decal.ga.gov/documents/attachments/HybridModelOnePager.pdf

DES
- Consider students' transition safety practices (from small group to collaborative or whole group instruction)
- Related services will remain virtual if we transition to the Hybrid Model

Mathematics
- Instructional Workshop Model (hybrid)
- Stations / Small Group
- Use of manipulatives

Pre-planning Continued:

Language Arts
- Examining Pacing
- Focusing on Writing
- Small Group/Stations Set up and Rituals/Routines

Science
- Safety Procedures/Chemical mixing

Social Studies
- Instructional model for simultaneous learning

Health/PE
- Individual pursuits (e.g., dance, rhythm - use of Apps)
- Delivery of instruction (setting)

Textbooks
- Curbside pickup for VLA students
- Returning textbook from SY2019-2020

Considerations:
Will we have Early Morning Care Services, Campus Kids, Afterschool Remediation, and School Clubs?

Campus Kids: Campus Kids & Reopening Schools Document

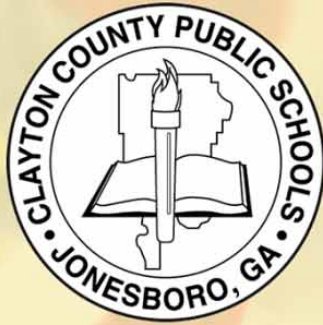### Guidelines and Expectations:
Three Questions:
1. Electronic check-out process and Online Registration process
2. Providing PPE and Cleaning Routine
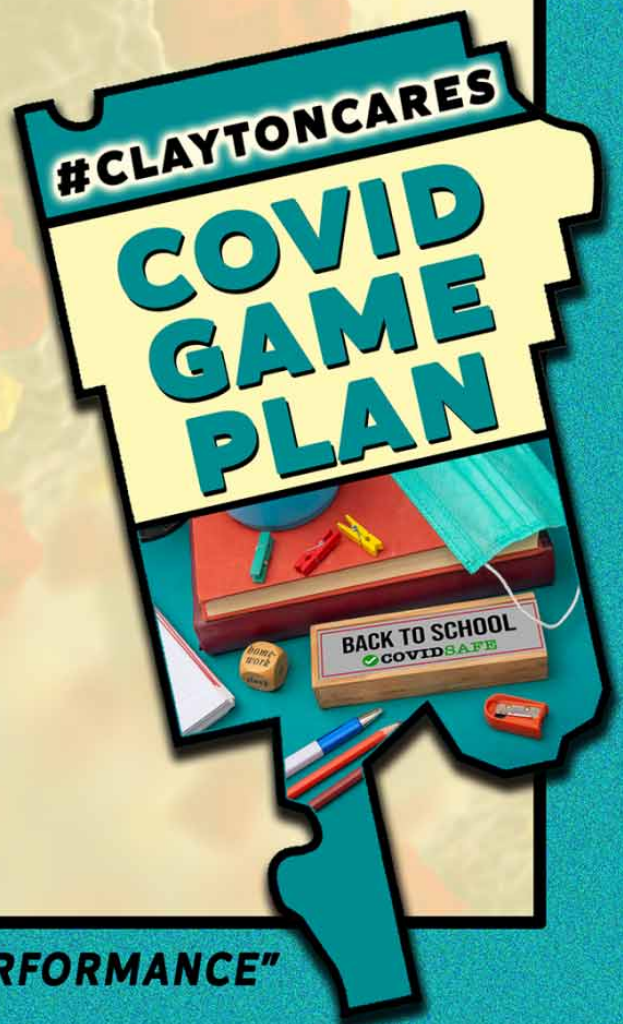3. Laptops for CCPS (Classified Primary Employee) Site Coordinators

Considerations:
Paperless Payments

TECHNOLOGY

Google:

Guidelines and Expectations:
- Teachers and students are expected to continue utilizing Google Classroom (and other Google products) upon returning to facilities.
- Teachers are expected to continue to participate in the monthly Technology Liaisons' training, Google monthly webinars, and Google virtual playgrounds.

Considerations:
1. **2020-2021 G Suite Support Timeline**
2. **2020-2021 Integrated Technology Support for Schools**
3. For additional support with the G Suite platform, teachers should reach out to their assigned **Technology Liaison**.

Mimio:

Guidelines and Expectations:
- Teachers are expected to continue to participate in the Mimio training provided by assigned DLS.
- Teachers should reach out to their assigned DLS for support on integrating Mimio with the G Suite platform.
- Teachers should reach out to their assigned DLS for ANY Mimio technical or training support. DLS will determine if technical issues need to be escalated to the Support Center.
- Teachers should take advantage of their assigned DLS shoulder-to-shoulder support.

Considerations:
1. **ELBC eBook** (Updated Monthly)

Chromebooks:

Guidelines and Expectations:
- Students are expected to adhere to ALL policies as stated in the Student Handbook.
- Students are expected to follow ALL guidelines as illustrated in the **Extending Learning Beyond the Classroom Parent and Student Video**.
- Teachers will submit tickets on behalf of their students for Chromebook issues.

Considerations:
1. Each school has an assigned technician for Chromebook support.
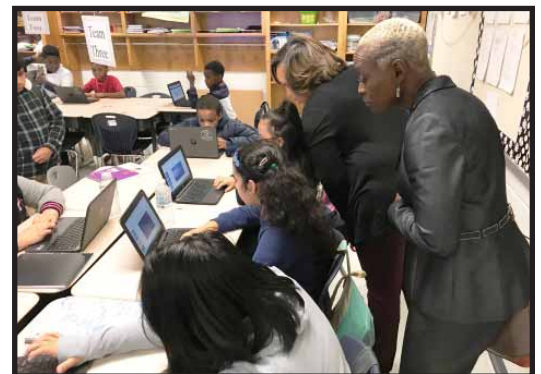
SCHOOL NUTRITION

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Breakfast and lunch will be available to serve Monday-Thursday for students in the Face-to-Face Instructional Model and Locate Friday's meal service in the Virtual and Hybrid instructional models:

Guidelines and Expectations:
- Students will report to classrooms after arriving to school
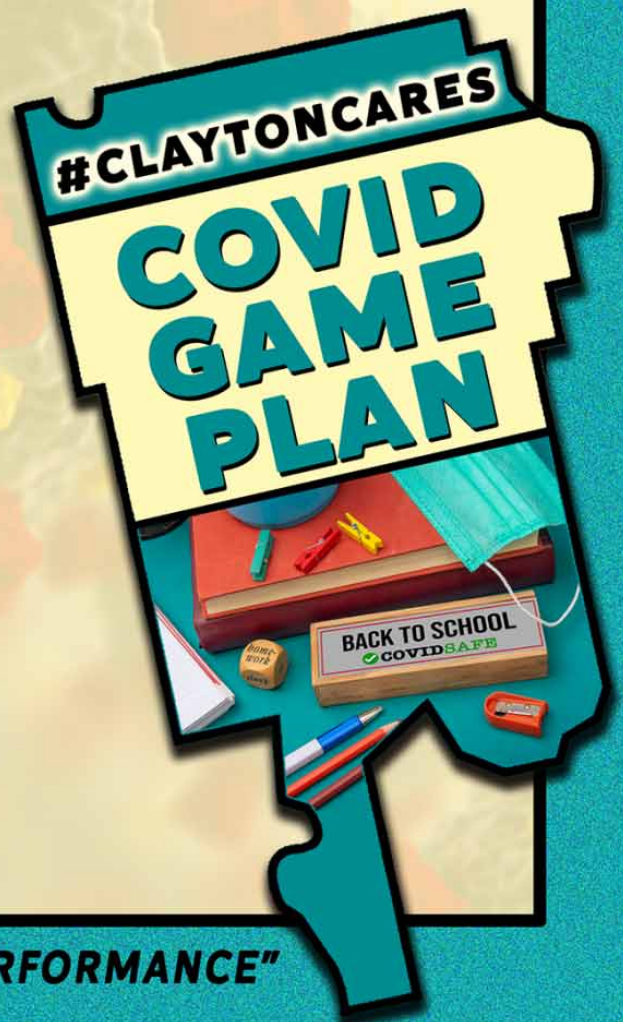- Students will report to the cafeteria to pick up breakfast then go back to the classrooms or consume breakfast in the cafeteria.
- Students will report to the cafeteria to pick up lunch then go back to the classrooms or consume lunch in the cafeteria
- Upon request, snacks will be served in schools with Campus Kids, After school Remediation, School Clubs and other Enrichment Activities

Considerations:
- Decide whether students will consume meals in the classrooms or cafeteria.
- Provided a range of times Principals can use to set their school's breakfast and lunch meal schedules:
  1. Breakfast 6:50 am - 8:50 am
  2. Lunch 10:00 am - 1:15 pm.
  3. Snack time ends within 30 minutes after the end of the school day. Principal or designee will identify the location where snacks are to be served and consumed.

Breakfast and lunch will be available to serve Monday- Friday for students in the A/B Day Instructional Model, Virtual Learning Academy and Remote Learning Models and Friday Remote Learner Meals will be available for remote learners. Meals will be delivered along school bus routes in the communities:

Guidelines and Expectations:
- Students will report to classrooms after arriving to school
- Students will report to the cafeteria to pick up breakfast then go back to the classrooms or consume breakfast in the cafeteria
- Students will report to the cafeteria to pick up lunch then go back to the classrooms or consume lunch in the cafeteria
- Virtual Learning Academy (VLA) students may pick up their breakfast, lunch and snack meals along the school bus routes within their community

A/B Hybrid students will receive their meals on the virtual learning days following this process:
A- Day Students - Mondays and Wednesdays
- Leave on Mondays with Tuesday's meals
- Leave on Wednesdays with Thursday's meals and B-Day Students - Tuesdays and Thursdays
- Leave on Tuesdays with Wednesday's meals
- Leave on Thursdays with Monday's meals

Considerations:
1. School bus meal distribution hours will range from 9:30 - 11:30 am.
2. How to distribute meals to students as they are departing for home via school buses?
3. How to distribute meals to students departing for home via cars?

Provided a range of times Principals can use to set their school's breakfast and lunch meal schedules:
4. Breakfast 6:50 am - 8:50 am
5. Lunch 10:00 am - 1:15 pm.
6. Snack time ends within 30 minutes after the end of the school day. Principal or designee will identify the location where snacks are to be served and consumed.

TRANSPORTATION

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A/B Model (Face-to-Face) - Student pick-up and drop-off times for each level in an A/B Day Instructional Model:

Guidelines and Expectations:

- Transportation will use the 365 pre-existing routes to transport students (343 Regular Ed routes / 122 Special Needs routes
- Students will be transported on a 3- 4 tier route structure delivering Elementary, High, and Middle students respectively
- Students' temperatures will not be checked at bus stops
- Students who arrive at the bus stop ill will be transported to school and placed in the hands of school administrators for assistance with contacting parents
- A/B Model routes and Nutrition routes will be posted on the Transportation website for parents to review
- Transportation will utilize the current 227 Nutrition routes to deliver meals to all CCPS students on Friday's

Considerations:

1. Students will be transported to school so we will have to consider the time frame that VLA students will receive their breakfast and lunch (after 9:30 a.m. each day)
2. Consider time changes due to students receiving instruction at the school buildings. Ensure that the time changes are communicated to parents and are placed on the district website.

Student pick-up and drop-off times for each level in an A/B Day Instructional Model:

Guidelines and Expectations:

Elementary School: drop-off @ 7:00 a.m / pickup @ 2:15 p.m.
High School: drop-off @ 7:50: a.m. / pickup @ 3:15 p.m.
Middle School: drop-off @ 8:30: a.m. / pickup @ 3:45 p.m.

The number of bus runs will be increased in an effort to decrease the number of students riding the bus at one time.

Considerations:

1. Due to staff shortages expect route delays and double-backs

Procedures for social distancing on the bus:

Guidelines and Expectations:

- Students A/B schedule assignments will assist with social distancing on the buses
- Students will be required to wear masks on the bus while being transported
- Transportation will make adjustments to ridership counts within 30 days of school reopening to ensure routes are safe and efficient

Considerations:

1. Transportation can not refuse to transport students at the stop if they refuse to wear a mask
2. Bus drivers will be equipped with extra masks and hand sanitizer for students to utilize
3. We are unable to install hand sanitizer devices on the school buses

Procedures for sanitizing the buses between routes:

Guidelines and Expectations:
- Transportation staff will be equipped with PPE equipment
- Drivers and Transportation shop staff will spray the interior of each bus with sanitizing chemicals daily between runs. This will take approximately 20 minutes between each run.

Considerations:
1. Route delays will occur due to sanitizing buses between each run

Virtual Learning Academy (VLA):

Guidelines and Expectations:
- Students who remain enrolled in the Virtual Learning Academy (VLA) will receive meal deliveries between the hours of 9 - 11:30 AM
- Nutrition and Transportation will collaborate on a meal distribution feeding schedule (TBD)

Procedures for transporting special needs students:

Guidelines and Expectations:
Traditional Model - staff will run current routes

A/B Hybrid Model - Schedule for AU/MOID Students - This will be determined once we begin the A/B Day Model. DES will communicate this through communication/email to parents once final A/B day rotation is established

If a student boards a bus on the wrong day:

Guidelines and Expectations:
- The driver will transport the child to the school.
- Personnel from the school will contact the parent(s) in order to secure transportation home.

SPECIAL EDUCATION

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SOCIAL DISTANCING IN EFFECT

PLEASE STAY
6'
APART

POR FAVOR MANTENGA
6'
DE DISTANCIA

DISTANCIAMIENTO SOCIAL EN EFECTO

"COMMITTED TO HIGH PERFORMANCE"

Master Scheduling for Students with Disabilities:

Guidelines and Expectations:

Special Education Reopening Guidance - See scheduling guidance for all levels and specialized programs/needs as well as support services for student scheduling needs. Students with disabilities must be served according to IEP and the master schedule layout for time frames should be consistent across all elementary, middle, and high schools (whether in virtual, A/B, or VLA).

Considerations:

1. Phase in process for students with disabilities will allow for students on alternate curriculum(GAA)/self-contained classes and ALL self-contained classes at elementary level to begin in Group 1.

Managing Grading and participation:

Guidelines and Expectations:

Grading Consideration for Students with Disabilities and Rubric/Grading Expectations for GAA/Functional Curricula students are not the same. Please refer to the link and guidance provided.

Case Management and Completing IEP Compliance:

Guidelines and Expectations:

Case Management guidelines are outlined in our Special Education Reopening Documents. This will be based on student services/ schedules and the VLA assignments once Virtual Learning clusters/school assignments are completed. IDEA provisions have not been given flexibilities on timelines from the federal government so all IEPs due will be non-negotiable. IEP timelines must be met on time. Additionally, case managers/LTSE teams will be provided a schedule to meet with all parents/students with disabilities to complete an amendment IEP process during the month of August/ September if the school district is virtual, A/B, or VLA in order to address required Contingency Planning for IEP services.

Special Education Reopening Guidance

Completing Evaluations and Testing of Students:

Guidelines and Expectations:

Evaluations to consider SST, 504, and DES referrals must continue per IDEA and Child Find requirements. The federal guidelines have not given flexibility for due dates. Once the school is open all initial referrals in process must be completed within the 60-day timeframe.

Students referred for evaluation will continue to be evaluated face-to-face at the district evaluation location - North Jonesboro Center and the Preschool Diagnostic Center. Students will be evaluated with a licensed psychologist, speech therapist, etc. in a classroom 1:1. The therapist and/or psychologist will determine appropriate method and schedule for individual student needs.

Considerations:

1. Schools should not refer students to the evaluation site or parents to the NJC/PDC locations.
2. All meetings will continue to take place virtually.

Specialized Classrooms with non-mask wearing students and supports for staff:

Guidelines and Expectations:

Classrooms with students with high needs, medically-fragile components will not push mask usage for students with disabilities (e.g. AU, MOID/SID/PID) due to intolerance and/or medical needs (inability to remove masks, etc.). These classrooms will have additional signage and PPE for staff as well as washing upon entry requirements.

Special Education Reopening Guidance

Considerations:

1. Students with medical needs requesting to remain in virtual based on medical concerns who require direct IEP services and who are not on VLA or may need additional considerations will be requested to apply for hospital/homebound services.

Additional Materials for Health Safety in Medically Fragile Classrooms:

Guidelines and Expectations:

PPE will be utilized for students in medically-fragile classrooms along with gloves and smocks. Teachers of students in these low-functioning self-contained classes as well as supporting therapists will be allowed to wear scrubs to work and use the covering smocks which will be washed daily or sent off for washing with contract services.

Special Education Reopening Guidance

Visitors to DES Classrooms for Legal Purposes, parents, etc:
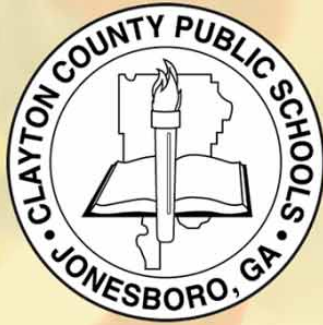
Guidelines and Expectations:

Visitors to the school for parents/staff will follow the district visitor guidelines with strict restrictions. Additional requirements for IDEA/Child Find visitors completing outside evaluations and/or observations for evaluation purposes will be set up with DES District Leadership. This visitation will be completed virtually as technology is available and set up so that these requirements can still be met without bringing more people into the building.

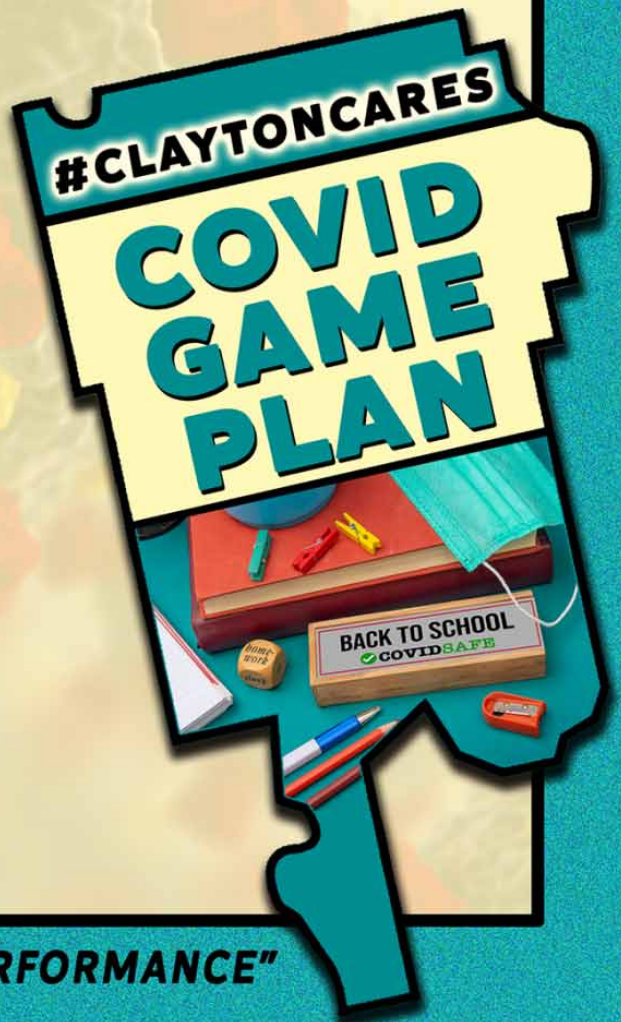## DES Professional Learning Requirements:

Guidelines and Expectations:

Teachers of students with disabilities will need to continue to complete required trainings through virtual professional development to address the updates to virtual instruction, progress monitoring, keeping data, and IEP compliance. Schedule will be added to the Special Education team document and included on the PL calendar for the district. Items will be designated as required or school-based/optional dependent on the IDEA regulations.

PLEASE DON'T VISIT

IF YOU ARE SICK

In the interest of your safety and others, please stay home if you have any symptoms that include fever, cough or shortness of breath. Quarantine for 14 days until symptoms are gone.

STUDENT SERVICES

STOP

FACE MASK REQUIRED

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COVID-19 Instructions if exposed or if school leadership is notified of a confirmed case:

Guidelines and Expectations:

DECISION-MAKING FLOWCHART:

What do I do if a staff member is experiencing COVID-19 Symptoms?	If a staff member experiences symptoms he/she must be screened for COVID-19 and return to work with a negative test. The employee must present the negative results to the building administrator, who will then consult the supervising healthcare professional (RN) for clearance to return to work.
What do I do if a staff member tests positive for COVID-19?	If an employee tests positive for COVID-19, CCPS would require them to follow the guidelines provided by their healthcare provider and the leave request guidance set-forth by the Department of Human Resources. Healthcare Providers will routinely advise at least 14 days of quarantine and one negative test for COVID-19 prior to returning to work.
What do I do if an employee is exposed to someone with COVID-19?	CCPS employees who test positive for COVID-19 must turn in their negative test results to CCPS's Department of Human Resources which in turn will consult with a Supervising Healthcare Professional (RN) for verification/clearance. (CCPS employees that test positive for COVID-19 must be cleared, either electronically or physically) by a Supervising RN prior to returning to work.) Staff and students who have recently had **close contact** with a person with COVID-19 should **stay home and monitor their health**.

What do I do if a student is experiencing COVID-19 Symptoms at school:

Guidelines and Expectations:

If a student becomes ill, they will be quarantined in a designated area. They will remain in that area until they can be picked up by a parent/guardian.

Be alert for symptoms. Watch for fever, cough, shortness of breath, or **other symptoms** of COVID-19.
- Take your temperature if symptoms develop.
- Practice **social distancing**. Maintain 6 feet of distance from others, and stay out of crowded places.
- Follow **CDC guidance** if symptoms develop.

What should I consider in creating a space for isolating sick students or staff members:

Guidelines and Expectations:

Isolation Room Link:
Isolation Room Essentials
Identify an isolation room near the entrance of the building for sick students and staff

Identify staff as a back-up to assist the Healthcare Tech and medical intern from UEI with supporting and monitoring this room.

Consult with the Supervising Health Care Professional (RN) to ensure that your Clinic meets the compliance guidance for the Dept. of Health and the CDC. School-based health facilities may refer to the CDC's **Guidance for U.S. Healthcare Facilities** and may find it helpful to reference **the Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic**.

https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf

How do we manage daily temperature scanning:

Guidelines and Expectations:

Identify other staff members to support the HealthCare Tech with temperature scanning daily for students and pre-COVID screening for staff.

Identify a process for hand sanitizing when entering the building and for students throughout the day:

Guidelines and Expectations:

If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60-95% alcohol.

School absenteeism due to infection is significantly reduced when an alcohol gel hand sanitizer is used in the classroom as part of a hand hygiene program.
Oct, 2000 Study (Source)

How to Use Hand Sanitizers
- Apply the gel or foam to the palm of one hand
- Spread sanitizer between hands until both are thoroughly wet
- Rub hands together vigorously until the solution has dried

Note: The CDC does not recommend use of hand sanitizing gels when the hands are visibly dirty.

Considerations:

1. Students should be encouraged to use the sanitizing stations as they transition from class to class throughout the school day.

How do we care for a student or staff member who has a confirmed case of COVID-19 or a possible case of COVID-19?

SOCIAL DISTANCING

How do we care for a student or staff member who has a confirmed case of COVID-19 or a possible case of COVID-19:

Guidelines and Expectations:
https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf

What healthcare personnel should know about caring for patients with confirmed or possible coronavirus disease 2019 (COVID-19)

Healthcare personnel (HCP) are on the front lines of caring for patients with confirmed or possible infection with coronavirus disease 2019 (COVID-19) and therefore have an increased risk of exposure to this virus. HCPs can minimize their risk of exposure when caring for confirmed or possible COVID-19 patients by following Interim Infection Prevention and Control Recommendations for Patients with Confirmed (COVID-19) or Persons Under Investigation for COVID-19 in Healthcare Settings.

How COVID-19 Spreads

There is much to learn about the newly emerged COVID-19, including how and how easily it spreads. Based on what is currently known about COVID-19 and what is known about other coronaviruses, spread is thought to occur mostly from person-to-person via respiratory droplets among close contacts.

Close contact can occur while caring for a patient, including:

· being within approximately 6 feet (2 meters) of a patient with COVID-19 for a prolonged period of time.

· having direct contact with infectious secretions from a patient with COVID-19. Infectious secretions may include sputum, serum, blood, and respiratory droplets.

If close contact occurs while not wearing all recommended personal protective equipment personal protective equipment (PPE), healthcare personnel may be at risk of infection.

How You Can Protect Yourself

Healthcare personnel caring for patients with confrmed or possible COVID-19 should adhere to CDC recommendations for infection prevention and control (IPC):

· Assess and triage these patients with acute respiratory symptoms and risk factors for COVID-19 to minimize chances of exposure, including placing a facemask on the patient and placing them in an examination room with the door closed in an Airborne Infection Isolation Room (AIIR), if available.

· Use Standard Precautions , Contact Precautions, and Airborne Precautions and eye protection when caring for patients with confirmed or possible COVID-19.

· Perform hand hygiene with alcohol-based hand rub before and after all patient contact, contact with potentially infectious material, and before putting on and upon removal of PPE, including gloves. Use soap and water if hands are visibly soiled.

· Practice how to properly don, use, and doff PPE in a manner to prevent self-contamination.

· Perform aerosol-generating procedures, in an AIIR, while following appropriate IPC practices, including use of appropriate PPE.

Environmental Cleaning and Disinfection

Routine cleaning and disinfection procedures are appropriate for SARS-CoV-2 in healthcare settings, including those patient-care areas in which aerosol-generating procedures are performed. Products with EPA-approved emerging viral pathogens claims are recommended for use against SARS-CoV-2. Management of laundry, food service utensils, and medical waste should also be performed in accordance with routine procedures.

When to Contact Occupational Health Services

If you have an unprotected exposure (i.e., not wearing recommended PPE) to a confirmed or possible COVID-19 patient, contact your supervisor or occupational health immediately.

If you develop symptoms consistent with COVID-19 (fever, cough, or difficulty breathing), do not report to work. Contact your occupational health services.

For more information for healthcare personnel, visit:
https://www.cdc.gov/coronavirus/2019-nCoV/hcp/index.html

For more information: **www.cdc.gov/COVID19**

CS 315495-A 03/12/2020

District letter informing parents of safety related to COVID-19:

Guidelines and Expectations:
Parent COVID Letter
Parent Letter for student exhibiting COVID SX.docx
Parent COVID Letter for Potential Exposure.doc

If there is a COVID-19 Case reported in the school, each administrator will work with the CCPS Communications Response Team to create a letter to notify parents

Scenarios/FAQ:

Guidelines and Expectations:
Scenarios/FAQ Regarding Students, Staff, and COVID19

Supervising Healthcare Professionals - Contact information:

Guidelines and Expectations:
Supervising Healthcare Professionals SY20-21

The assessment of possible student COVID-19 cases begins at the school level with the Healthcare Tech using the guidance below:

COVID19 Clinic Flowsheet

The assessment of cases involving staff should follow the guidance provided by the Department of Human Resources.

Wellness/Home Visits for "no contact" via the virtual platform:

Guidelines and Expectations:
Student Attendance for students enrolled in the Virtual Learning Academy

Covid Response Team Protocol:

Guidelines and Expectations:
The COVID Response Team Protocol:

COVID Response Team Duties and Responsibilities

Staff will still be required to use the QR code/COVID Screener upon entering any facilities:
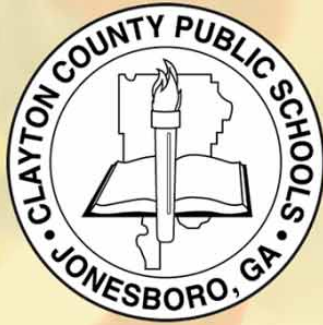
Guidelines and Expectations:
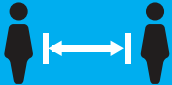All staff will be required to use the QR

Healthcare Technicians:

Guidelines and Expectations:
Healthcare technicians will work extended hours to support the schools. Every CCPS Facility will be linked to a nurse.

SAFETY GUIDELINES

BEND THE CURVE
Let's Do Our Part

PLEASE WASH HANDS WITH SOAP
20 Seconds Minimum

PLEASE WEAR FACE MASKS
For Everyone's Protection

PRACTICE SOCIAL DISTANCING
6 Feet Minimum

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COVID GAME PLAN

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What to expect when students and staff return to school and work:

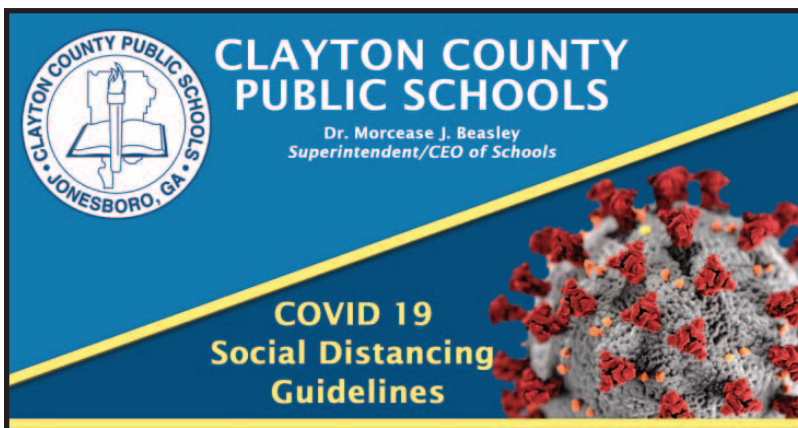**Guidelines and Expectations:**

Safety Guidelines
PPE Essentials provided at each school site

COVID-19 Social Distancing Guidelines
Signage regarding safety measures and protocols that should be followed will be posted in all CCPS Facilities:

Guidelines and Expectations:

https://tinyurl.com/Social-Distancing-Guidelines

Markings will be placed in each school to promote social distancing:

Guidelines and Expectations:

Considerations:

1. Administrators and teachers should practice the procedures for transitioning throughout the school building with all students during the first week of school.
2. Administrators and teachers should provide instructions regarding safety protocols that include utilizing hand sanitizer throughout the school day, washing hands as much as possible, practicing social distancing, wearing face masks throughout the day, etc.

*The safety protocols should be included in your SOPs.

Ensure that high touch surfaces are cleaned every hour throughout the school day. Each custodian should have a schedule of areas of the building that will be cleaned throughout the day. Principals should have a monitoring system in place to ensure that cleaning occurs as required:

Guidelines and Expectations:

- Cleaning Guidelines recommended by the CDC:
- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
- Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces. More frequent cleaning and disinfection may be required based on level of use.
- High touch surfaces must be cleaned more frequently and should be a collaborative effort for all staff. High touch surfaces include: Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, chairs, phones, tables, etc.
- Food-contact surfaces must be washed, rinsed, and sanitized after each use.
- Surfaces and objects in public places, such as keypads should be cleaned and disinfected before each use (i.e. teacher sign-in keypad, student breakfast/lunch keypad, etc).
- Currently, all locations have both a general cleaner "Clean-by-Peroxy" and a Sanitizer "HDQL" in multiple custodial dispensers\closets.
- Schools\Custodians are being provided reusable microfiber towels to enhance their current cleaning system.
- Custodians must use disposable gloves for cleaning and sanitizing. Gloves must be thrown away before leaving the area, and custodians must wash their hands.

FACEMASK REQUIRED

Non-essential visitors should not be allowed in the building:

Guidelines and Expectations:

- The Maintenance department has inventoried and deployed PPE supplies to all schools
- Communicate to parents the expectations regarding school visits prior to returning for face-to-face instruction.
- Inform visitors that they will not be able to enter the school building.
- Meetings and parent conferences will be scheduled virtually to the extent possible.

Teachers will be provided with an approved cleaning agent that will be used to clean student desks and high use areas/items in the classroom between classes and at the end of each day:

Guidelines and Expectations:

All classrooms will be provided with a spray bottle of sanitizing solution to be used to clean desks, tables,computers, etc. in the classroom

If staff or students become ill, they will be quarantined in a designated area (Isolation room locations must be determined and shared in designated Google Document by 7/24), not the Health Clinic and students will remain there until they are picked up by a parent:

Guidelines and Expectations:

The school administrators, school nurses, and other healthcare providers will identify an isolation room or area in the school to separate anyone who exhibits COVID-19 like symptoms

- The school nurse and/or other health care providers will render the necessary medical attention or first aid based on the symptoms being exhibited
- The parent or guardian will be immediately notified and advised to expeditiously respond to the school to retrieve the student for further medical treatment
- Close off areas used by a sick person and do not use before thoroughly cleaning and disinfecting the area. Ensure safe and correct application of disinfectants and keep disinfectant products away from children
- Staff members and students with confirmed COVID19 should not return until they have met the state Department of Public Health (DPH) criteria to return to work.
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.

Considerations:

A schedule will be created for the school nurses to visit each school to ensure that the isolation rooms are outfitted following the required guidelines. This should take place 2 weeks prior to the students' return to the facilities.

A plexi-glass partition has been provided to all schools and has been placed on the front office counter:

Guidelines and Expectations:

Plexi-glass will be a defensive tool to protect all staff members in the front office area.

If a student or staff member is diagnosed with COVID-19, the protocol for closing the school will be:

Guidelines and Expectations:

Upon confirmation of a person with COVID-19 in the building, assess risk (partial or full school exposure)

- Provide protection for older staff and students as well as staff with underlying medical conditions
- Contact DPH for additional guidance and notify the community of the potential exposure while preparing for the decontamination process to be initiated
- Advise staff members/students who are sick or who are experiencing COVID-19 like symptoms to consult their physician and to quarantine for 14 days. They should not return until they have met the DPH criteria.

Inform those who have had close contact with a person who has COVID-19 to stay home and not to return until they have met state DPH criteria to discontinue stay at home isolation. Inform those who have had close contact with a person diagnosed with COVID-19 to stay at home and follow state DHP guidance if symptoms develop.

- Thoroughly clean and disinfect the entire school. Ensure safe and correct application of disinfectants and consult with DPH for guidance and clearance to reopen the school
- Update the community of the steps associated with the cleaning and disinfecting process and reassure them of the cleanliness of the school based on CDC, GaDOE and DPH standards.

School-level trained contact tracing team responsible for the execution of contact tracing, cleaning, closing/reopening, and continued learning:
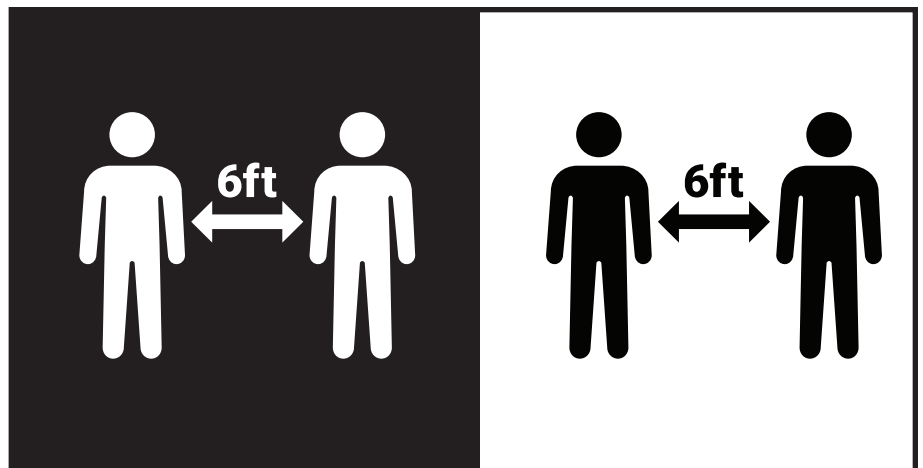
Guidelines and Expectations:

Each school has a trained contact tracing team which will be led by the School Administrator and the Supervising RN. When the virus has been confirmed in an area, the area is closed and a specialized cleaning team in partnership with the Clorox Company and a local environmental disinfecting company is dispatched to thoroughly clean and disinfect the area prior to re-opening. cleaning occurs within-24-48 hours of the virus being confirmed. The District's COVID 19 Response Team provides guidance and support to all schools regarding cleaning and contact tracing in collaboration with our local Board of Health.

Modifications made to the ventilation system in schools to decrease the risk of the spread of Covid-19:
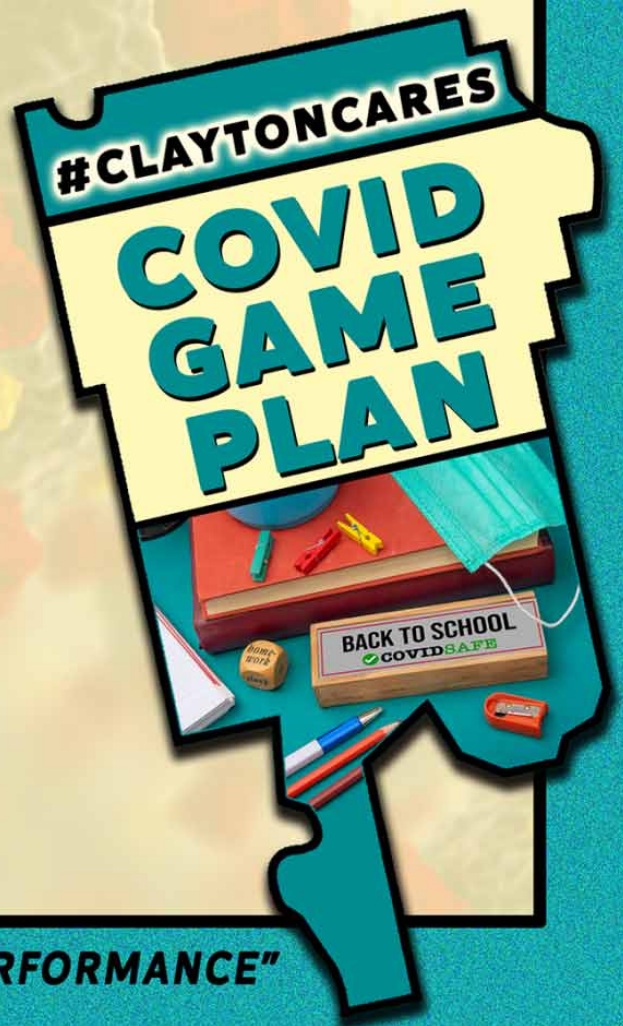
Guidelines and Expectations:

The district will adhere to the CDC recommendations regarding ventilation, including the use of portable high-efficiency particulate air (HEPA) fan/filtration systems to help enhance air cleaning (especially in higher risk areas such as the nurse's office).

COMMUNICATION PLAN

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COVID GAME PLAN

BACK TO SCHOOL
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Video - "A day in the life of a CCPS Student":

Guidelines and Expectations:

Capture the students from the time that they walk off the bus until they dismiss from school (bus, transition to breakfast, walk to class, spacing in classroom, transitions in the hallways, and dismissal)

Link to "A day in the life of a CCPS Student" safety video:

https://f.io/HzuD_1-x

**Please place the link on your school's website and ensure that parents are familiar with the safety procedures and processes that will be implemented at each facility when we begin face-to-face instruction.

SCHEDULING

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Student Schedules:

Guidelines and Expectations:

- If a student is an A/Day student, the student will be be scheduled Monday/Wednesday and if they are a B/ Day student, they will be scheduled for Tuesday/Thursday in IC and the student portal.

- Parents will receive an email via IC informing them of their child's A/B Day schedule and via postcard

- All VLA students will be flagged virtual in Infinite Campus.

- All students will be assigned an A/B Day schedule based on their addresses
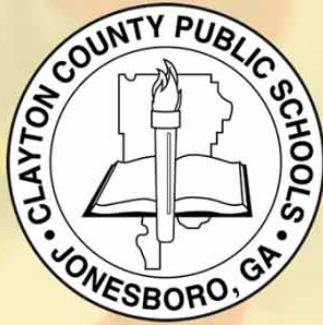
HUMAN RESOURCES
&
BUSINESS SERVICES –
PAYROLL

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COVID-19 Reporting Process, Frequently Asked Questions (FAQs) EFML Request Form, Intent to Return to Work and Additional Resources:

Guidelines and Expectations:

Click Here

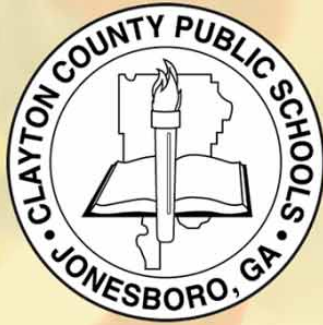### Employee Rights Poster (English and Spanish):

Guidelines and Expectations:

Please display posters in your building (one in the teacher's lounge and one in the front office)

Emergency Paid Sick Leave Examples/Scenarios:
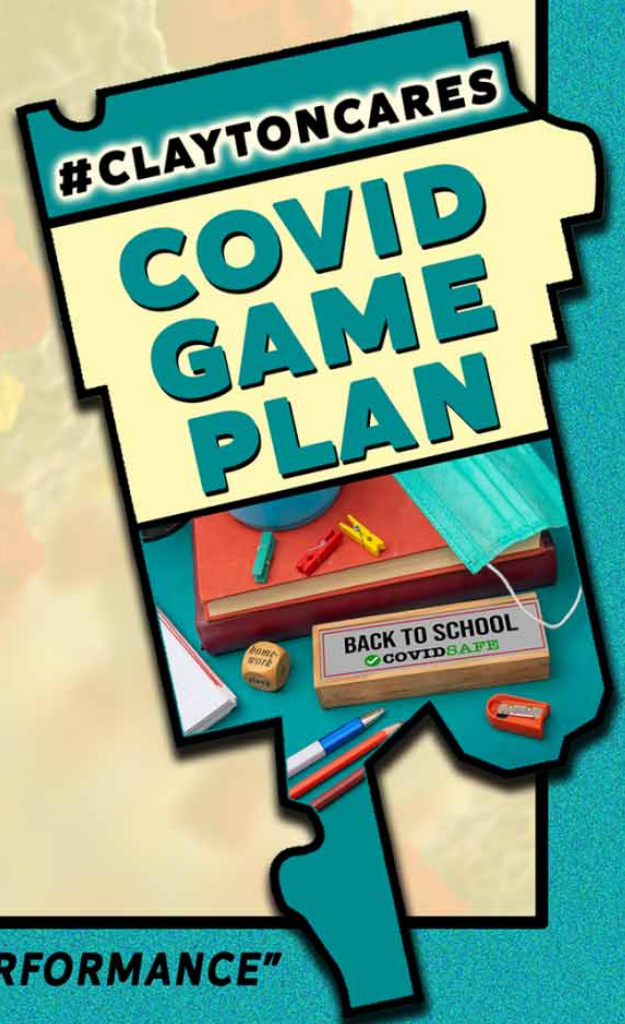
Guidelines and Expectations:

COVID-19 Pay Examples

STUDENT SUPPORT SERVICES:
DISCIPLINE, PREVENTION & INTERVENTION

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Trauma Informed Care Training for Teachers:

Guidelines and Expectations:

- Teachers and ISS Facilitators are scheduled to be trained on RISE UP: Resilience in School Environments, Understanding and Practice on November 20, 2020. (Trauma based workshop)
- Additional Trauma Informed Care Training will be facilitated by Professional Learning

## Trauma Informed Care for parents:

Guidelines and Expectations:

- Currently providing and will continue to provide ongoing training to parents on signs of trauma, stress management, behavior expectations and positive behavior support at home.
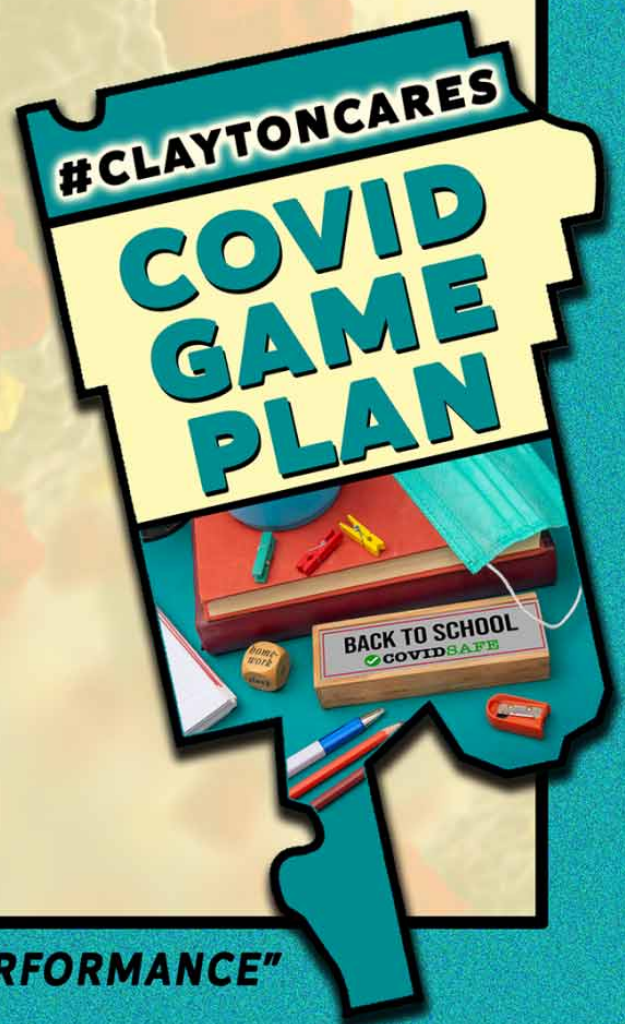
How are we preparing to respond to Discipline challenges across the district?:

Guidelines and Expectations:

- Teachers and ISS Facilitators are scheduled to be trained on RISE UP: Resilience in School Environments, Understanding and Practice, on November 20, 2020. This training will prepare teachers and ISS facilitators to identify signs of trauma and respond appropriately.
- Ongoing PD for teachers on effective classroom management and positive behavior supports.
- Teachers are trained and assisted with establishing rituals and routines; teaching/reteaching, monitoring and reinforcing behavior expectations, including health and safety rules.
- Teachers will observe student behaviors and refer students needing supplemental support to Circle of Support (COS) for additional support.
- Behavior Intervention Specialists (BIS) are implementing weekly "Connection Time" with students to build relationships/resilience, foster school connectedness and improve behavior.
- BIS are accessing and will continue to access classrooms to provide behavioral support to students and teachers as needed.
- BIS are positioned and will continue to facilitate classes for identified students who are at risk of developing behavior problems.
- Seven Alternatives to Suspension programs are available for Administrators to refer students to learn prosocial skills and decrease recidivism. The programs are designed to serve either as a prevention measure or as an alternative to suspension:
  https://tinyurl.com/VirtualMatrixAltToSuspProgs
- School based Discipline/PBIS teams will continue to meet monthly to review school-wide discipline data and brainstorm strategies to effectively address behaviors that detract from teaching and learning.
- Continue to adhere to, and remind students of the provisions of the SCOC, with emphasis on section 8 (j) on following all established health and safety rules while on school property or during ELBC.
  https://tinyurl.com/StudCodeofConduct
- Administrators to continue to implement Progressive Discipline to ensure students access supportive interventions at level 1. **https://tinyurl.com/CCPSProgressiveDisciplineLevel**
- Will continue to maintain communication and make behavior resources available to parents
  https://tinyurl.com/ParentBehaToolkit
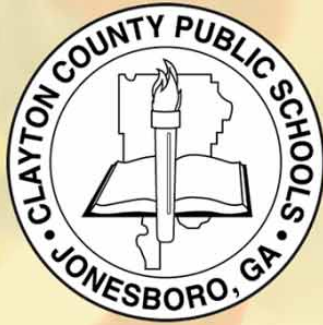
PROFESSIONAL LEARNING

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Training on Learning Beyond the Classroom:

Guidelines and Expectations:
Professional Learning provides training for staff on virtual instruction

Considerations:
- Teacher Development Specialists arrange weekly technology meetings which include tech talks led by teachers during virtual sessions. In addition, classes are offered on Tech for Teachers, Zoom, Google Classrooms, and other platforms. Sessions provide opportunities for collaboration on effective strategies that engage students in virtual learning.

Districtwide Social Emotional Learning Implementation:

Guidelines and Expectations:
All District and School level leadership staff, classified and certified staff, and parents are provided training on Social Emotional Learning

Considerations:
- All District and school leadership staff are trained on the competencies of Social Emotional Learning including self-awareness, self management, social awareness, building relationships, and wise decision making

Staff, Students, and Parents training on Social Emotional Learning Strategies:

Guidelines and Expectations:
Training has been provided for each school on providing optimistic openings and closings for all lessons.

Training sessions for parents began in October and will continue through May on Social Emotional activities that can be implemented at home. Teachers have received training on how to model and demonstrate Social Emotional competencies throughout the lesson.

Considerations:
- Staff and students have access to activities offered through Rethink Ed, which is the district's SEL provider. These activities can be found on the district website via the Clever link. Staff and student usage is monitored and is indicating a consistent usage increase. Parents will have four training sessions throughout the year and access to SEL activities through Infinite Campus. The Program will be assessed through school walkthroughs, improvement in academic progress, attendance, discipline, district readiness assessments, pre and post assessments provided by Rethink Ed, CASEL, and Panarama. Other assessments, training, and monitoring include work with parents through Student Engagement Specialists, Parent Liaisons, School SEL Leads, School SEL Leadership teams, and the District SEL Team sponsored by the Division of School Leadership and Improvement and led by the Professional Learning Department. Additional after school training is available on Emotional Intelligence, Culturally Responsible Practices, Mindfulness, Restorative Practices, and Trauma Informed Care

New Teacher Orientation:

Guidelines and Expectations:
Modules on New Teacher Orientation and Mentors for New Teacher Support are available to New Teachers throughout the year for the first three years of teaching

Considerations:
- Modules on Virtual Instruction, Social Emotional Learning, Effective Instruction, Professionalism, Classroom Management, Assessment,and lesson planning in Year one. In addition, all new teachers are assigned mentors, will experience classroom visits, observations, and collaborative planning.
- Year two--Formative Instructional Practices
- Year three-- Writing and implementing goals for self-improvement

New Principals' and New Assistant Principals' Orientation and Forums:

Guidelines and Expectations:

All new principals and Assistant Principals are assigned mentors who meet with them five hours a month and participate in New Principal Forums providing topics to enhance leadership skills once a month

Considerations:

- New Principals' and Assistant Principals' Support is available through experienced peers, Assistant Superintendents and other professional resources both internal and external.

Annual Professional Learning Evaluations:

Guidelines and Expectations:

District Professional Learning is evaluated by the Standard Assessment Inventory (SAI) for Learning Forward Consulting

Considerations:

- Professional Learning Program evaluation
- Evaluation areas include Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes
- SAI evaluates the impact of professional learning on the school district and ensures that maximum return on PD investments are achieved

Endorsement Classes:

Guidelines and Expectations:

The Professional Learning Department provides State Endorsement classes to enhance employee performance

Considerations:

- State Endorsements include the Teacher Academy of Preparation and Pedagogy (TAPP), and Alternative Teacher Certification Program. Other state endorsements include Reading, ESOL, Teacher Leadership, Teacher Support Coaching, Gifted, K-5 Math, K-5 Science, The Urban Child and online learning

Leadership Development:

Guidelines and Expectations:

Professional Learning offers Leadership Programs designed to prepare persons interested in Building Level Leadership

Considerations:

- Teacher Leadership Endorsement
- Learning to Lead for Aspiring Assistant Principals
- High Performance Leadership Academy for Aspiring Principals
- New Principals' Forum for first year Principals
- New Assistant Principals' Forum for first year Assistant Principals