



# *SY20-21 Revised and Updated Plan for Reopening Schools*

*October 5, 2020*

*Dr. Lisa Herring, Superintendent*



ATLANTA  
PUBLIC  
SCHOOLS

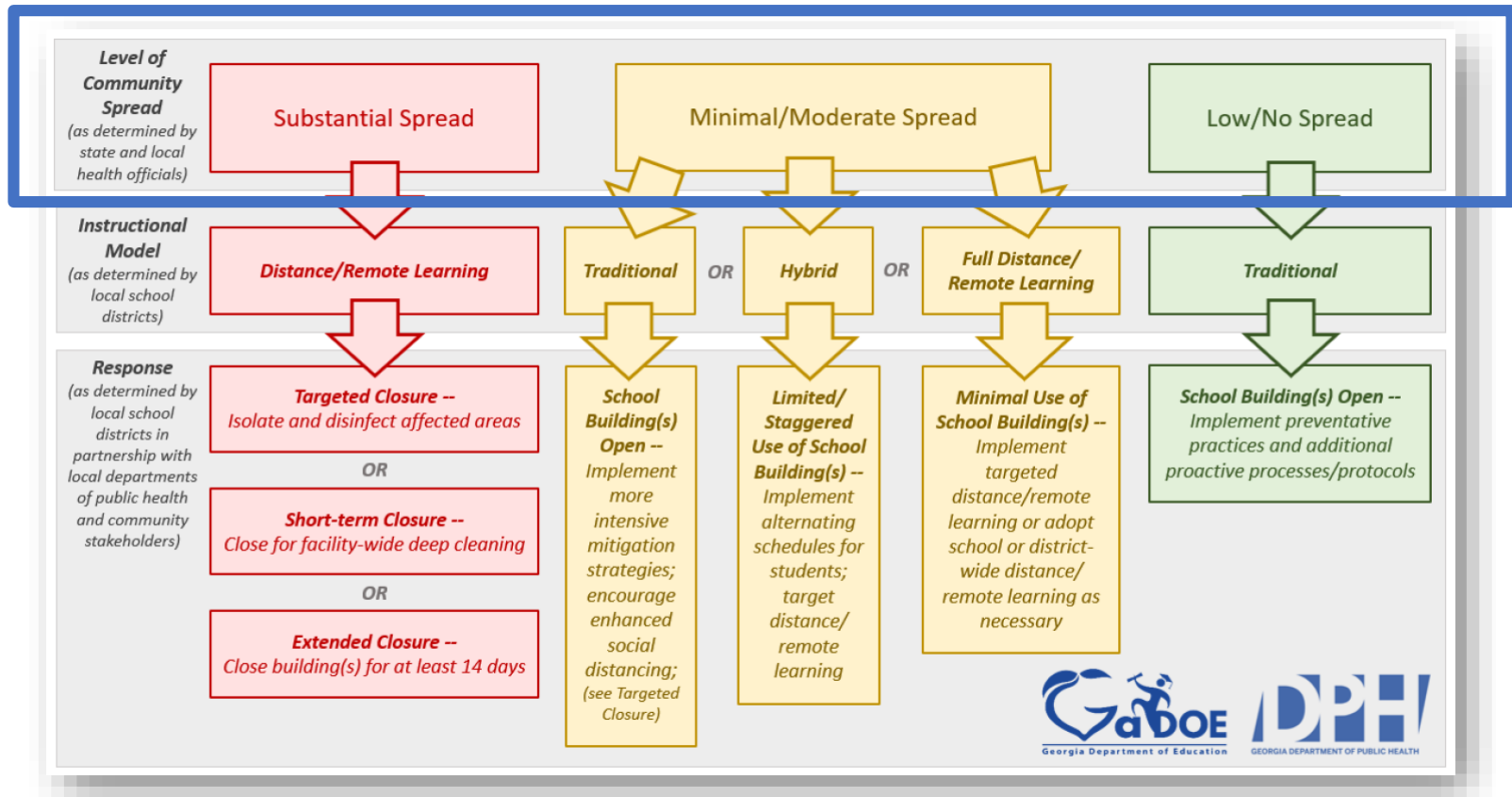
# Agenda For Today's Update

- Purpose
  - To **provide a recommendation on the APS Reopening Model--Return + Learn**
- Roadmap
  - To **review the current COVID-19 health data** for our community
  - To present an **updated proposed plan\*** for how APS will provide choice for students regarding the learning model that best meet their needs
  - To **provide detailed information** regarding the safety procedures to return to in-person learning
- Takeaway
  - APS is providing parents choice to select the model that best meets the needs of their student including participating in in-person learning option beginning October 26, 2020

*\*The following presentation serves as a proposal based on data secured to date. It is important to note that the hybrid model can change pending additional data from APS stakeholders (employees and families).*

# Health Data Update and Checkpoint

# Recap: Tools that Guide Our Decision Making



Our approach to decision making is based on the guidance and recommendations of local, state and national public health officials. It is intended to prioritize the safety and well-being of our students and staff as we start the 2020-21 school year. These recommendations also provide the opportunity for responsive planning to ensure our preparedness to address the changing nature of the COVID-19 pandemic.

**CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools**

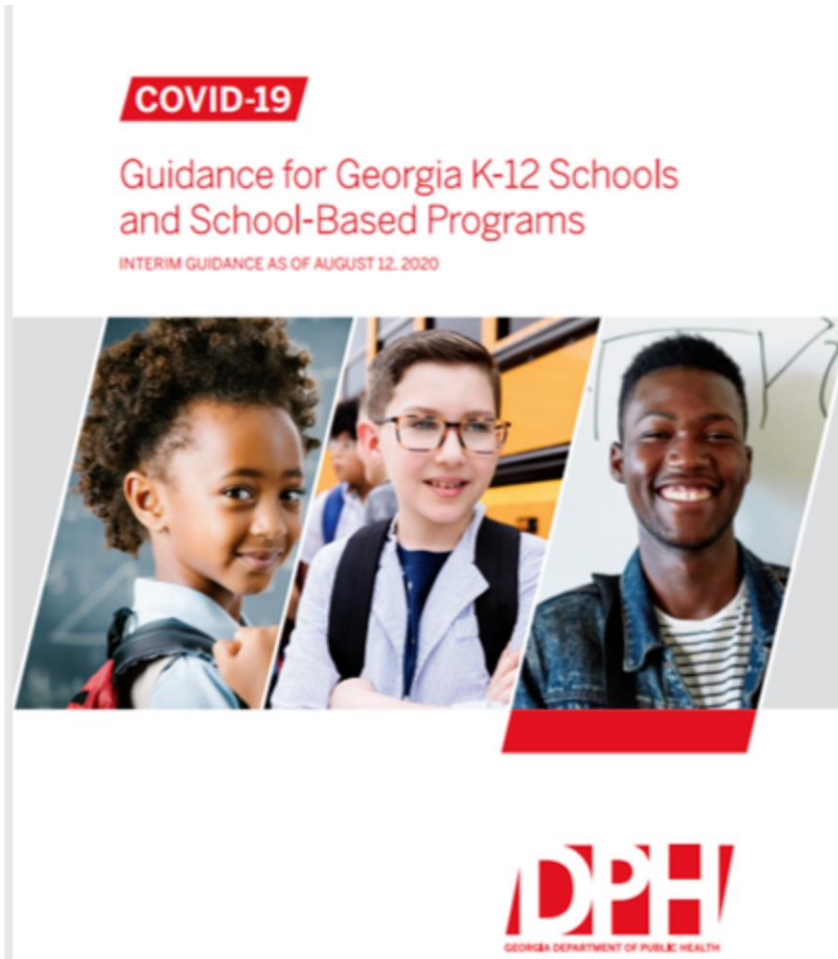
INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
<b>CORE INDICATORS</b>					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
<p>Ability of the school to implement 5 key mitigation strategies:</p> <ul style="list-style-type: none"> <li>• Consistent and correct use of masks</li> <li>• Social distancing to the largest extent possible</li> <li>• Hand hygiene and respiratory etiquette</li> <li>• Cleaning and disinfection</li> <li>• Contact tracing in collaboration with local health department</li> </ul> <p>Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.</p>	Implemented <b>all 5</b> strategies correctly and consistently	Implemented <b>all 5</b> strategies correctly but inconsistently	Implemented <b>3-4</b> strategies correctly and consistently	Implemented <b>1-2</b> strategies correctly and consistently	Implemented <b>no</b> strategies
<b>SECONDARY INDICATORS</b>					
Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days (negative values indicate improving trends)	<-10%	-10% to <-5%	-5% to <0%	0% to ≤ 10%	>10%
Percentage of hospital inpatient beds in the community that are occupied***	<80%	<80%	80 to 90%	>90%	>90%

## Core and Secondary Indicators that Guide Decision-Making Process for Reopening Schools

**(Released September 2020, Centers for Disease Control)**

# Updated Guidance from DPH and GADOE

8.12.2020



In order to secure the health, safety, and protection of children and their families across the state of Georgia, the Governor's Office worked closely with the GA Department of Public Health (DPH) and Department of Education to develop guidance for Georgia's schools and school-based programs. The toolkit includes required and recommended health related guidance for:

- ***Families and Students***
- ***School Districts***
- ***Healthcare Providers***





# Levels of Community Spread

- The level of community spread is the measure of COVID-19 incidence rates reported by local and state public health officials based on the rate of new diagnoses over a 14-day period.
- The levels are defined as follows: **Substantial Spread** (over 100 cases per 100K residents), **Mild/Moderate Spread** (6-100 cases per 100K residents), **Low/No Spread** (1-5 cases per 100K residents).

# Levels of Community Spread for Fulton & DeKalb Counties

## COVID-19 By County

**Cases** Testing Deaths

Last 2 weeks▼

October 1st

Reported cases per 100,000 people last 14 days



### Fulton County - October 01

Cases (last 2 weeks): 1,136  
Cases per 100k (last 2 weeks): 103  
Cases (total): 27,790  
Cases per 100k (total): 2528  
Population: 1,099,181

### 10/2/2020:

Fulton – 98 cases per 100K  
DeKalb – 104 cases per 100K

### 10/4/2020 (current data as of 10/5/2020, 10:07 AM):

Fulton – 101 cases per 100K  
DeKalb – 95 cases per 100K  
These data represent confirmed cases of COVID-19 reported to the Georgia Department of Public Health (DPH) as of 10/4/2020, 2:50:09 PM.

Note: The DPH provides a daily COVID-19 status report daily 2:50 PM via the website:  
<https://dph.georgia.gov/covid-19-daily-status-report>

## COVID-19 By County

**Cases** Testing Deaths

Last 2 weeks▼

October 1st

Reported cases per 100,000 people last 14 days



### DeKalb County - October 01

Cases (last 2 weeks): 803  
Cases per 100k (last 2 weeks): 101  
Cases (total): 18,938  
Cases per 100k (total): 2388  
Population: 793,154

Data Source: Georgia Department of Public Health releases daily updates on the rates of COVID-19 transmission on their website that includes both preliminary and confirmed cases. The information can be accessed at <https://dph.georgia.gov/covid-19-daily-status-report>.



# COVID-19 Atlanta Reopening Dashboard – October 1, 2020

#ATLSTRONG

Current Status: **Phase 2**

Metrics are reported to public weekly. Next update is on 10/08.

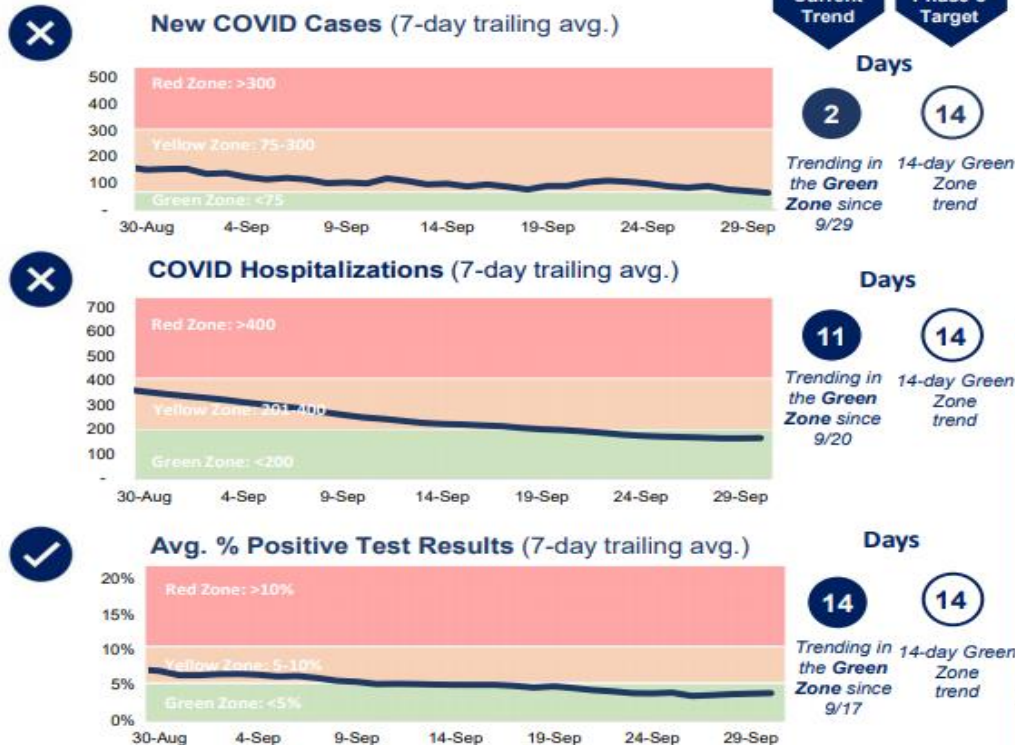
## Guidance Phase 2

- Social distancing
- To-go and curbside pickups from restaurants and retail establishments
- All persons are required to wear a mask or face covering over their nose and mouth
- Small, private gatherings of no more than 10 people, with social distancing

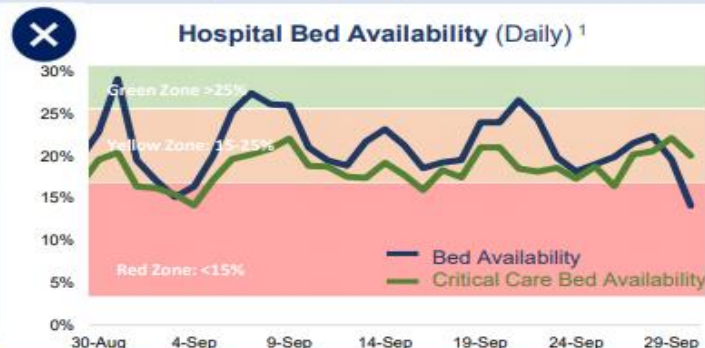
## Focus areas for next seven days

- Monitoring current Yellow/Red Zone trends in hospital capacity, Yellow Zone trends in testing capacity, and Green Zone trends in new cases, hospitalizations, and percent positive tests.

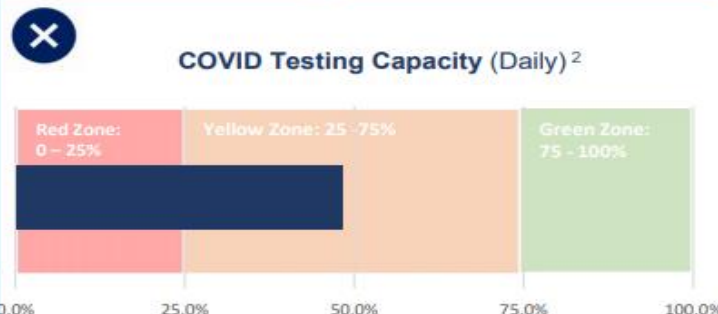
## Disease Spread Indicators



## Hospital Capacity Indicators



## Testing Indicators



<sup>1</sup> Hospital Bed Availability has reduced due to the decreased demand for COVID beds. | <sup>2</sup> Current COVID Testing Capacity metric reflects demand. Metric will be updated once further information becomes available from Fulton County.

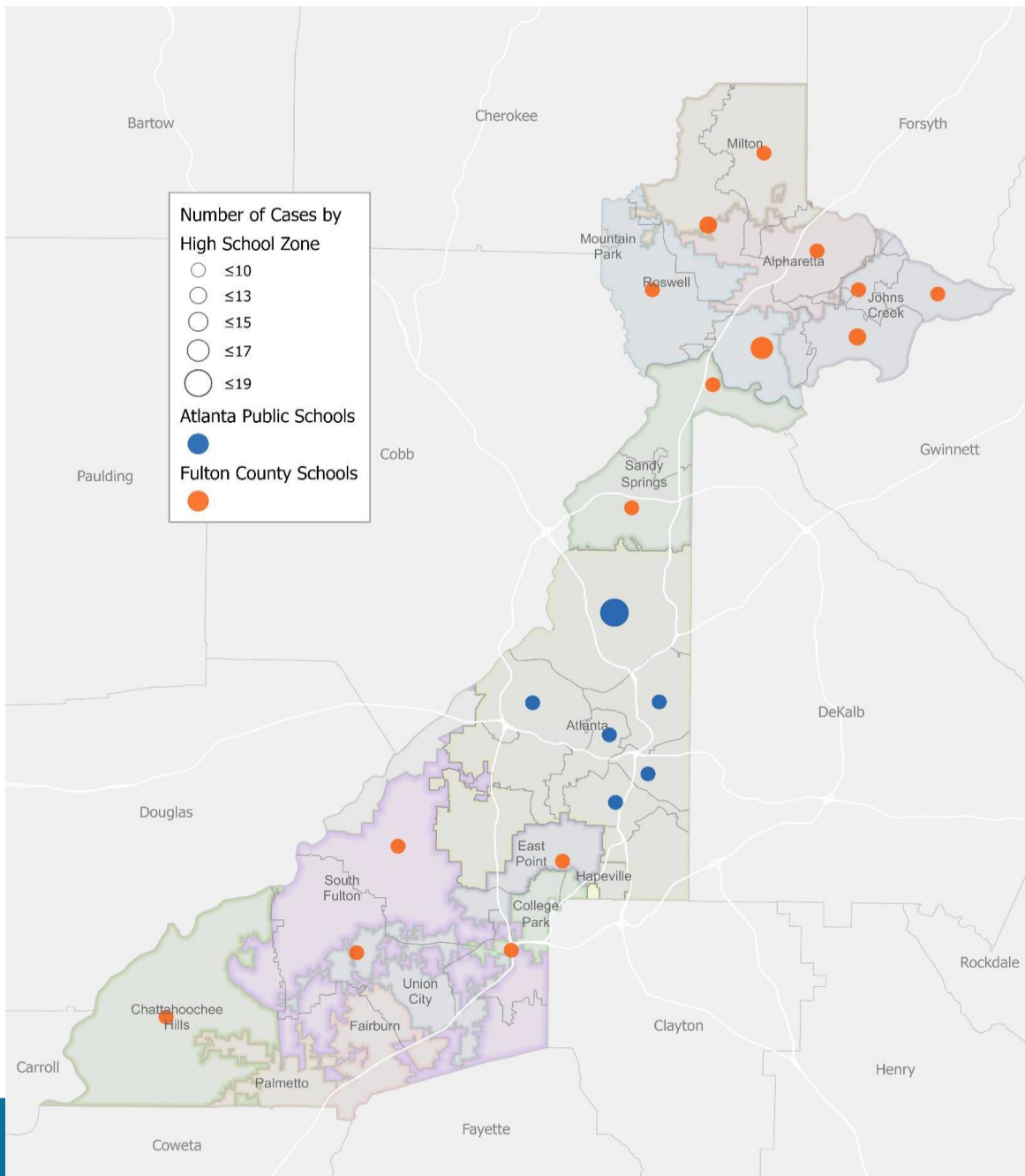
**Disclaimer:** All data used herein is not owned or maintained by the City of Atlanta. Data has been sourced from Fulton County Board of Public Health (FCBOH) & Atlanta-Fulton County Emergency Management Agency (AFCEMA). Fulton County-wide data is used as a proxy for severity in the City of Atlanta jurisdiction. Data will be updated based on changes made by FCBOH and AFCEMA. The City of Atlanta does not claim responsibility for the accuracy of the source data.

# Distribution of COVID-19 pediatric cases by gender, age, and race\*

		City of Atlanta Count (%)	North Fulton Cities <sup>1</sup> Count (%)	South Fulton Cities <sup>2</sup> Count (%)	Unknown City Count (%)	All Fulton Count (%)	North & South Fulton Cities Count (%)
<b>Total COVID-19 cases</b>		790	1137	486	207	2620	1623
<b>Gender:</b>	Female	376 (47.6%)	590 (51.9%)	239 (49.2%)	98 (47.3%)	1303 (49.7%)	829 (51.1%)
	Male	375 (47.5%)	507 (44.6%)	229 (47.1%)	101 (48.8%)	1212 (46.3%)	736 (45.3%)
	Unknown	39 (4.9%)	40 (3.5%)	18 (3.7%)	<10	105 (4.0%)	58 (3.6%)
<b>Age:</b>	0-4	90 (11.4%)	131 (11.5%)	86 (17.7%)	30 (14.5%)	337 (12.9%)	217 (13.4%)
	5-10	149 (18.9%)	158 (13.9%)	101 (20.8%)	48 (23.2%)	456 (17.4%)	259 (16.0%)
	11-14	152 (19.2%)	197 (17.3%)	98 (20.2%)	34 (16.4%)	481 (18.4%)	295 (18.2%)
	15-18	399 (50.5%)	651 (57.3%)	201 (41.4%)	95 (45.9%)	1346 (51.4%)	852 (52.5%)
<b>Race/Ethnicity</b>	Asian, NH	<10	35 (3.1%)	<10	<10	44 (1.7%)	36 (2.2%)
	Black, NH	266 (33.7%)	64 (5.6%)	289 (59.5%)	41 (19.8%)	660 (25.2%)	353 (21.7%)
	White, NH	170 (21.5%)	445 (39.1%)	<10	49 (23.7%)	671 (25.6%)	452 (27.8%)
	Hispanic, all races	75 (9.5%)	239 (21.0%)	65 (13.4%)	45 (21.7%)	424 (16.2%)	304 (18.7%)
	Other, NH	31 (3.9%)	50 (4.4%)	17 (3.5%)	<10	105 (4.0%)	67 (4.1%)
	Unknown	242 (30.6%)	304 (26.7%)	107 (22.0%)	63 (30.4%)	716 (27.3%)	411 (25.3%)

**\*\* City of Atlanta = Atlanta Public Schools; North & South Fulton Cities = Fulton County Schools**

# Density Map – New Pediatric COVID-19 Cases

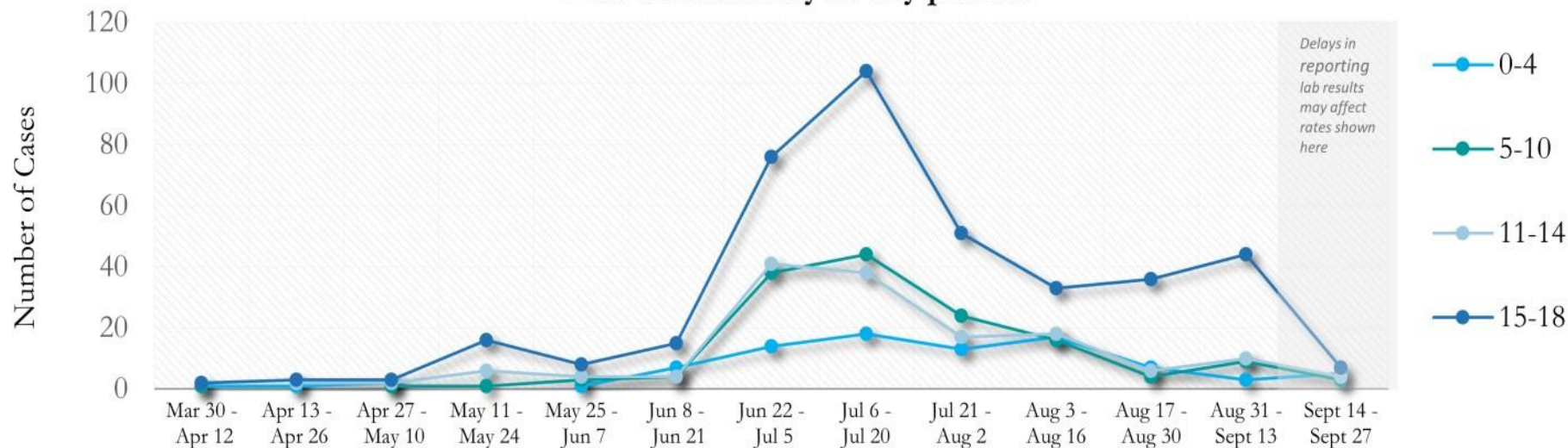


**New COVID-19 cases:** Cases diagnosed in most recent 14 days (based on reported dates of positive sample collection). To allow for lag in reporting results of positive cases from samples collected in the immediate past 7 days, data used for incident case analyses are moved back by one week. Map reflects new COVID-19 cases diagnosed between Sep 8<sup>th</sup> and Sept 22<sup>nd</sup>, 2020 across Fulton County.

**Note: Pediatric COVID-19 cases by high school zone** are among all children 0-18 years-old and do not account for actual school attendance (e.g. private school, home school, etc.).

# Age Distribution of COVID-19 Pediatric Cases in APS by Number

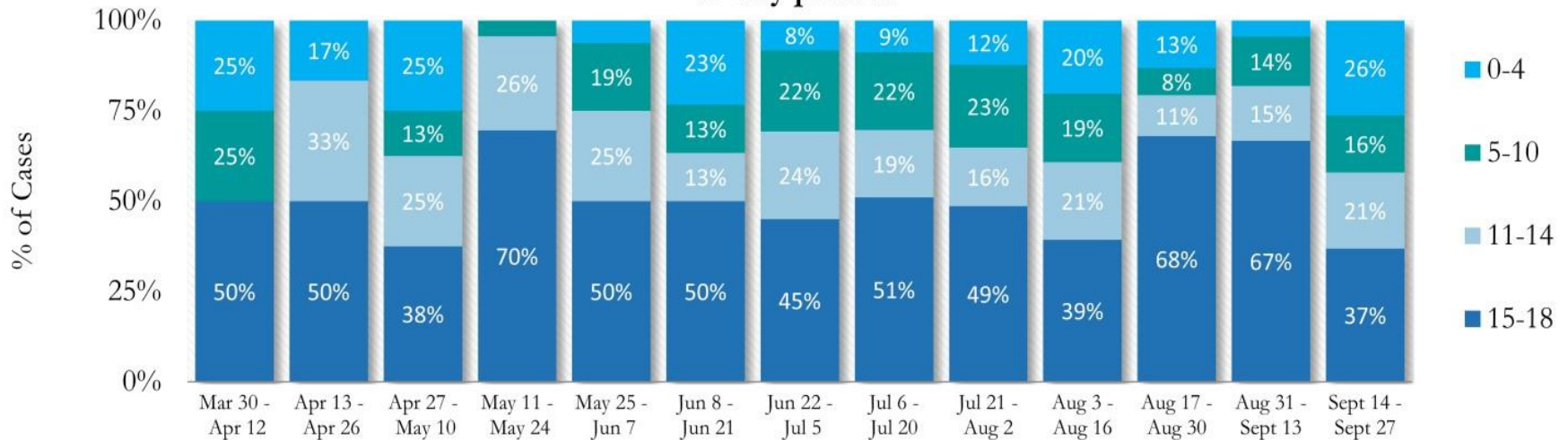
Fig. 14. Trends in Age Distribution of COVID-19 Pediatric Diagnoses in Atlanta Public School District by 14-day periods





# Age Distribution of COVID-19 Pediatric Cases in APS by Percentages

Fig. 15. Age Distribution of COVID-19 Pediatric Cases in Atlanta Public School District by 14-day periods





# Public Health Data Summary

- The Level of Community Transmission is trending downward from 125 cases per 100 K residents in Fulton to 103 and 116 in DeKalb (reported on 9/22/2020) to 101 as of 10/2/2020.
- As of September 29, 2020, Fulton County has recorded 27,635 cases of the 2019 novel coronavirus (COVID-19). There have been 2,620 cases among children aged 0-18, comprising 9.48% of all cases to date in Fulton County.
- Of the 2,620 cases among children, 62% occurred in Fulton County School District, 30% occurred in Atlanta Public School District, and 8% have unknown district location.
- Among all children 0-18 with COVID-19 in Fulton County, 1.8% required hospitalization and less than 1% were admitted to the ICU, intubated, or died.
- Among all children with COVID-19 in Fulton County who were interviewed or had medical charts reviewed (n=1,702), 62.5% reported having symptoms.
- In the past two weeks (9/8-9/22), there were fewer new pediatric cases of COVID-19 in Fulton County than the previous two weeks (8/25-9/7).
- All analyses were conducted using public school district associated with cases' residential address. Analyses do not account for actual school attendance (e.g. private school, home school, etc.)



# Learning Model Choices

## GOAL

Implement learning models that promote the academic, physical, mental, social, and emotional wellbeing of all students.

# Why offer an option to return to in-person learning now?

- The trends in the public health data suggests a shift from substantial spread to moderate spread where there is less than 100 cases of COVID-19 per 100K residents within a county for a 14-day period. Given the data and district preparations, the district is ready to provide an option for in-person learning to APS students and families.
- Over the spring and summer, Atlanta Public School completed a detailed feasibility study to determine the options for reopening schools. Areas reviewed included transportation, nutrition, staffing, instructional models, health, and facilities.

# UPDATED: Return + Learn: Proposal



- During the Special Called BOE meeting on September 23, 2020 focused on reopening schools, the administration presented a draft proposal to offer parents choice to return to in-person learning at district schools. The proposal included a hybrid model for learning for PK-2 and Special Education Low Incidence students to return to in-person learning on October 26, 2020.
- After hearing feedback from stakeholders, reviewing the feasibility of implementation, and closely monitoring the health data other approaches were considered.
- This presentation includes an updated proposal for the available learning models, the timing of phasing in those models, and offers more students the opportunity to return to in-person learning beginning on October 26, 2020.

# UPDATED: Return + Learn: Proposal

1

If selected by parent to return to in-person learning, the following students have an option to return to school beginning October 26, 2020:

- Students in Pre-K through Fifth Grade
- Special Education Low Incidence which includes students attending regional, self-contained classes.
- Virtual Learning Options will remain available for students PK-12<sup>th</sup>

2

If selected by parent to return to in-person learning, the following students have an option to return to school starting November 16, 2020:

- Students in 6<sup>th</sup> Grade through 12<sup>th</sup> Grade
- Virtual Learning Options will remain available for students PK-12<sup>th</sup>

# Return + Learn: Phase Two Plan

**What are my options?** As a parent, you will be asked to choose one of the following options that best suits your and your student's needs:



Option 1 is represented by a large teal number '1' on the left. To its right is a teal rectangular box containing a white laptop icon at the top and the text 'Virtual with Your School' in white below it.

**Virtual with Your School**

Designed for families who don't feel comfortable sending their children back to school but ultimately plan to rejoin their enrolled school in the future.

Based on the number of parents who choose this option, the local school will work to provide a virtual option for students.

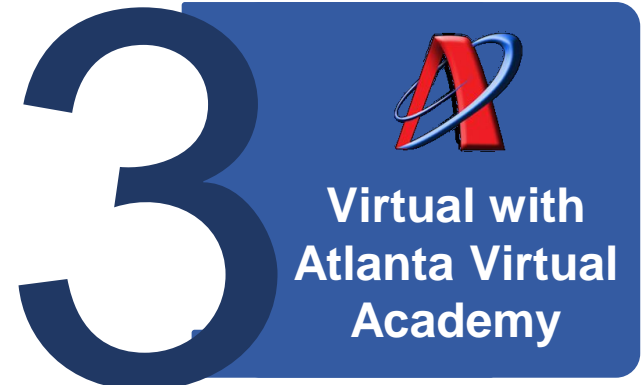


Option 2 is represented by a large blue number '2' on the left. To its right is a blue rectangular box containing a white schoolhouse icon at the top and the text 'In-Person at Your School' in white below it.

**In-Person at Your School**

Designed for families who feel comfortable with returning their students to a face-to-face, in-school environment.

It provides the opportunity for students to return to campus and interact directly – but safely – with their teachers and classmates.



Option 3 is represented by a large dark blue number '3' on the left. To its right is a dark blue rectangular box containing a red and blue stylized 'A' logo at the top and the text 'Virtual with Atlanta Virtual Academy' in white below it.

**Virtual with Atlanta Virtual Academy**

Designed for families who wish to remain in the virtual environment regardless of shifts in delivery models at the local school.

# RETURN+LEARN

## Instructional Model, Timelines, and Phases

Level of Community Spread	Substantial Spread	Moderate Spread		Low/No Spread
Transition to Face-to-Face	Phase 1	Phase 2	Phase 3	Phase 4
<b>Tentative Start Date**</b> <i>(Subject to Public Health Data)</i>	August 24, 2020	October 26, 2020	November 16, 2020	January 19, 2021
<b>Public Health Data Target</b>	Over 100 per 100K residents within the county for 14-day period	6- 100 per 100K residents within the county for 14-day period	6- 100 per 100K residents within the county for 14-day period	1-5 per 100K residents within the county for 14-day period
<b>Instructional Models</b>	<b>PK-12<sup>th</sup> Grade</b> (Site-Based Virtual Learning)	<b>Option 1</b> <b>Virtual Learning at Your School</b> PreK-12 Available for all grades	<b>Option 1</b> Virtual Learning at Your School PreK-12 Available for all grades	<b>PreK-12<sup>th</sup> Grade</b> (5 days/week of in person learning)
		<b>Option 2</b> <b>F2F (4 days in person) and 1 day independent</b> Available for PreK-5, Special Ed. PK-12 (Low incidence students)	<b>Option 2</b> <b>F2F (4 days in person) 1 day independent</b> Available for all students PK-12 Note: 6-12 grades are now eligible to attend in person if desired	
		<b>Option 3</b> Atlanta Virtual Academy (Pre-K-5) Atlanta Virtual Academy (6-12)	<b>Option 3</b> Atlanta Virtual Academy (Pre-K-5) Atlanta Virtual Academy (6-12)	
<b>School-Based Staff</b>	School based staff work remotely 5 days/week	PreK-5 staff will report for in-person teaching and learning with designated staff continuing virtual instruction remotely	Pre-K-12 staff will report for in-person teaching and learning with designated staff continuing virtual instruction remotely	PreK-12 <sup>th</sup> Grade will report for in-person teaching and learning
		6 <sup>th</sup> -12 <sup>th</sup> Grade teaching staff will continue working remotely		
<b>District and Central Office Staff</b>	District and Central Office based staff work remotely 5 days/week	District and Central Office Staff will report on an alternating schedule (beginning October 12, 2020)	District and Central Office Staff will report on an alternating schedule	District and Central Office Staff will report for full week



# Return + Learn: Phase Two Proposal

## *Charter and Partner Schools*



- Please note: the district's charter and partner schools must implement district-approved reopening plans that follow COVID-19 safety protocols which are the same or similar to the district's. Therefore, once a district decision about the transition to Phase II is announced, families of students in charter and partner schools should expect soon thereafter to hear directly from their schools as to the exact plans their schools may adopt.

# Return + Learn: Phase Two Plan

**What are my options?** As a parent, you will be asked to choose one of the following options that best suits your and your student's needs:



Option 1 is represented by a large teal number '1' on the left. To its right is a teal rectangular box containing a white laptop icon at the top and the text 'Virtual with Your School' in white below it.

**Virtual with Your School**

Designed for families who don't feel comfortable sending their children back to school but ultimately plan to rejoin their enrolled school in the future.

Based on the number of parents who choose this option, the local school will work to provide a virtual option for students.

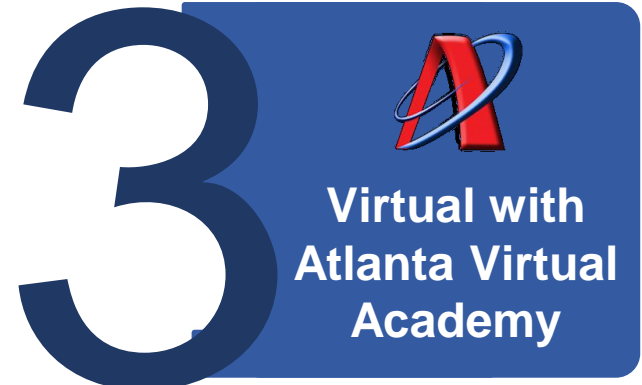


Option 2 is represented by a large blue number '2' on the left. To its right is a blue rectangular box containing a white schoolhouse icon at the top and the text 'In-Person at Your School' in white below it.

**In-Person at Your School**

Designed for families who feel comfortable with returning their students to a face-to-face, in-school environment.

It provides the opportunity for students to return to campus and interact directly – but safely – with their teachers and classmates.



Option 3 is represented by a large dark blue number '3' on the left. To its right is a dark blue rectangular box containing a red and blue stylized 'A' logo at the top and the text 'Virtual with Atlanta Virtual Academy' in white below it.

**Virtual with Atlanta Virtual Academy**

Designed for families who wish to remain in the virtual environment regardless of shifts in delivery models at the local school.



# Virtual With Your School

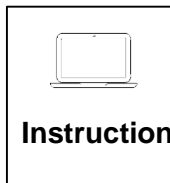
## Best for Students Who...

- Thrive through continued relationships with their home school

## Best for Families Who...

- Would like to maintain their connection to their enrolled school
- Can have students available online during traditional school hours
- Who want to commit for the remainder of the first semester to virtual learning

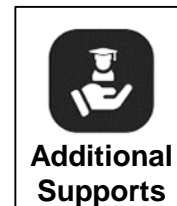
## WHAT SHOULD WE EXPECT?



- Student logs-in to receive instruction taught by a teacher from their home school on the following days **(Monday, Tuesday, Thursday, Friday)**
- Independent practice and instruction is available on **Wednesday** and serves as an intervention day and/or academic support for individual students
- Elementary schools (PreK-5): 8:00am – 2:30 pm
- Middle schools (6-8): 9:05am – 4:05 pm
- High schools (9-12): 8:30am – 3:30 pm



*Note: School start times and stop times will mirror in-person school  
Updated slide on 10/5/2020*



- Online tutorial support
- Intervention as needed for social/emotional supports
- Access to teachers during established office hours

# A DAY IN THE LIFE OF A STUDENT LEARNING AT HOME



1

Student logs-in to receive real time instruction taught by a teacher from their home school on **Mondays, Tuesdays, Thursdays and Fridays.**



2

Independent instruction is available on **Wednesdays** and serves as an intervention day and/or academic support for individual students



3

Access to teachers during established office hours

# Instruction on Wednesdays

**What this looks like for students and teachers:**

Teachers will create/assign lessons that address previously taught content, accessible via Google Classroom, Nearpod, Seesaw, Imagine Learning, Freckle, Amplify, Edgenuity, myPerspectives, etc.

- Students may watch pre-recorded videos of instruction
- Students will complete assignments independently
- Teachers will offer online support via office hours
- Teachers will monitor assignment completion and provide feedback to students
- Teachers will provide intervention/enrichment opportunities during designated times
- Students may also use this time to complete unfinished (previously assigned) work

# Instruction on Wednesdays

The student schedule, for each grade band, for this independent practice is as follows:

- PreK: 1 hour
- Gr. K-2: 2 hours
- Gr. 3-5: 3 hours
- Gr. 6-8: 4 hours
- Gr. 9-12: 5 hours



# Instruction on Wednesdays

## Expectations for families:

- Ensure students access the assigned independent work via the learning platform
- Monitor student engagement
- Check completion of independent work
- Potentially provide guidance (read aloud, etc.), particularly in the lower grades (PreK-1)



# In-Person At Your School

## Best for Students Who...

- Need face-to-face, physical interaction with teachers and students
- Are more comfortable with face-to-face reinforcement and support

## Best for Families Who...

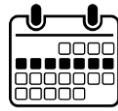
- Feel comfortable sending their student(s) back to school
- Have students who can attend school physically during traditional hours
- Who can commit to the in-person learning model for the rest of the first semester

## WHAT SHOULD WE EXPECT?



Start Date

- Elementary schools (PreK-5): 10/26/2020
- Middle schools (6-8): 11/16/2020
- High schools (9-12): 11/16/2020



Days of the Week

- Students at all levels attend school face-to-face on Monday, Tuesday, Thursday, and Friday. Independent practice instruction on **Wednesday** and serves as an intervention day and/or academic support for individual students



Start & Stop Times

- Elementary schools (PreK-5): 8:00am – 2:30 pm
- Middle schools (6-8): 9:05am – 4:05 pm
- High schools (9-12): 8:30am – 3:30 pm



Health, Safety, & Wellbeing

- Screening Measures
- PPE Required
- Facilities Cleaning
- Transportation Safety
- Nutrition
- Student Supports
- Specials/Electives
- Afterschool Care

*\* Details shared later in the presentation*

# A DAY IN THE LIFE OF A STUDENT LEARNING AT SCHOOL



1

Students complete screening protocol at home

2



On bus & at school students wear masks

3



Students enter assigned doors and go straight to class

4



Students and Teachers will wear masks at all times and student/teacher contact will be limited

5



Students sit in assigned spaces, eat in rooms, and stay with class

6



Students have designated bathroom breaks

7



Students move through hallways with their class

Students leave the building through assigned doors



8

# Arrival/Dismissal

**Have staff monitor arrival/dismissal to discourage congregating and ensure that students go straight from vehicles/ buses to classrooms or waiting areas.**



- Encourage parents to perform temperature checks on students prior to school arrival.
- Scheduled handwashing or sanitizing regularly and upon arrival and departure.
- Staff will control entry points, oversee physical distancing and routinely reinforce proper hygiene etiquette.
- Strategically place district-approved signage to reinforce health and safety protocols.
- Students are required to wear masks/face coverings during arrival and dismissal, unless medically exempt.
- Parents and nonessential visitors will not be allowed to enter the school past the main office to limit exposure to students, staff and teachers.
- During parent pick-up, parents are not to exit vehicles unless it is medically necessary to assist his or her child.
- Stagger entry of bus riders, car riders and walkers.
- Students should be dismissed in an orderly pattern while maintaining proper physical distance.
  - Consider staggering classroom release, when feasible.
  - Students must maintain social distance while waiting for parents.
- Ensure a plan is in place to supervise student physical distancing before and after school.
  - Identify areas that students can physically distance while under supervision before and after school.

# Classrooms

## *Social distancing In Classrooms*

Cohorts of students will be kept together. Schools will implement social distancing measures to the greatest extent possible (actual space capacity and layout for each classroom will vary based on square footage).

School based leaders will work with their school teams to develop an engagement and mobility plan that addresses/assures the health and safety of all students and staff.



# Common Areas

## *School Elevators and Restrooms*

### Elevators



- Students and staff will be required to wear masks/face coverings within elevators.
- Use the stairs to the greatest extent possible with the exception of those with special needs or who are physically unable to do so. Limit the number of people in an elevator consistent with the posted signage in the elevator lobby to maintain social distancing.
- Place decals inside the elevator to identify where passengers should stand, if needed.
- Custodians will check common areas and group restrooms twice a day to ensure supplies are replenished, conduct touch-point cleaning (faucets, toilets, doorknobs, light switches, etc.) and do thorough cleaning/disinfecting once students leave for the day.
- School staff need to monitor social distancing protocols in the building. Provide physical guides as necessary, such as tape on doors or sidewalks and signs on walls, to ensure that staff and students maintain the maximum distance possible, recommended 6 feet, from others in lines and at other times.
- Limit the number of individuals allowed in a restroom at one time based on the number of stalls or urinals.

### Restrooms





# Playground and Recess

## *Limit Exposure to Students and Staff*



- Consider limiting playground use to the greatest extent possible. If used, stagger playground use rather than allowing multiple classes to play together. Maintain a distance of at least 6 feet for social distancing purposes.
  - If multiple classes are on the playground/at recess at the same time, require students to stay in an assigned sections as opposed to mingling with other classes and require masks be worn.
  - It is recommended that schools find alternative options for students if these requirements cannot be met.



- Clean/disinfect playground equipment at least once daily.
- Students are required to wear masks/face coverings on the playground and during recess if 6 feet of physical distancing cannot be maintained. Require masks if allowing multiple classes to use playgrounds at the same time.
- Hand washing will be required before and after using playground.

# Emergency Drills

## COVID-19 Health and Safety Measures for Emergency Drills

Georgia schools are required to conduct emergency drills to ensure students and staff know how to safely and expeditiously react to the threat of an active assailant, fire or severe weather.

Due to the ongoing COVID-19 pandemic, school staff must enforce additional COVID-19 health and safety measures during emergency drills.



- When conducting all emergency drills (Active Assailant, Fire, Severe Weather), ensure the following:
- Maximum physical distancing is maintained whenever practical.
- Masks/face coverings are required for all staff and students, unless medically exempt
- Record all drills in the Emergency Drill Reporting Tool
- As a reminder, doors are to be locked and closed at all times. Unidirectional/one-way halls are to be temporarily disregarded for emergency evacuation drills as the closest exit should always to be used.
- In the event of an actual active assailant, fire, or severe weather incident, staff will take necessary actions to protect students from the threat without regard for social distancing
- The immediate danger posed by such threats far outweighs the risk of COVID-19 exposure.
- Schools that have students in the building must conduct all drills in accordance with IFC 408.3.1 and NFPA Life Safety Code 11-7-1, 14.7.2 per Georgia Rule 120-3-3.04.
- For further recommendations and best practices for conducting drills during COVID-19 pandemic, Please contact Chief Applin's Office at (404) 802-2023 or [eafitzgerald@atlanta.k12.ga.us](mailto:eafitzgerald@atlanta.k12.ga.us) with any questions or concerns.



# Virtual with Atlanta Virtual Academy (AVA)

## **AVA Jr. (PreK-5)**

AVA Jr. is engaging instruction delivered via live online interactive lessons. The content is aligned with Georgia Standards and taught by certified APS teachers who provide instruction and are available for real-time support.

## **AVA (6-12)**

AVA students complete engaging, rigorous and self-paced lessons and have the option to attend live daily virtual lessons. Middle and High School students will have an assigned teacher per course. AVA has an expansive course list that includes Advanced Placement, Honors and elective courses.



# Virtual with Atlanta Virtual Academy (AVA)

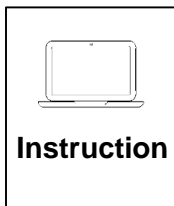
## Best for Students Who...

- Work well and thrive in a virtual environment

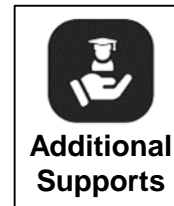
## Best for Families Who...

- Can commit to virtual learning for the remainder of the semester

## WHAT SHOULD WE EXPECT?



- Student logs-in to receive instruction taught by a certified AVA teacher **Monday through Friday**
- During class time students are able to meet virtually with classmates, participate in activities, and build relationships with their teachers and peers



- Online tutorial support
- Intervention as needed for social/emotional supports
- Access to teachers during live instruction and established office hours

# Health & Safety Procedures and Guidelines

# Health & Safety Guidelines (All School Levels)



## Screening Measures

Students, staff, contractors, and volunteers will be screened upon entry at all buildings by trained staff, to include temperature assessment. APS will strictly adhere to illness guidelines.



## Personal Protective Equipment (PPE)

APS will follow PPE guidelines recommended by DPH and CDC to assist schools and other locations. The following items will be made available in classrooms:

- Sanitizer station
- Disinfectant spray bottle
- Paper Towels
- Face-masks (limited for replacement)

## *Requirements*

APS will procure and distribute personal protective equipment for students and employees to use when in buildings (a mask, hand sanitizer, non-contact thermometers, and disposable gloves). All PPE will be purchased centrally and delivered to locations before students and employees restart school and work.

- |                  |                            |
|------------------|----------------------------|
| • Care Room      | • Face Shields             |
| • Mask           | • Sanitizer                |
| • Face Coverings | • Disinfectant             |
| • Gloves         | • Access to water and soap |
| • Gowns          |                            |

# What are the health screening procedures?

- All students and employees will be required to wear a mask that covers their mouth and nose at all times. Daily cleaning protocols will be established to ensure that workplaces, workstations, equipment and facilities are clean. Hand sanitizer stations will be installed in common areas.
- Students and employees will also participate in daily temperature screening and complete a daily questionnaire if they are experiencing symptoms or have been exposed to COVID-19 (parents will be asked to assess students before sending them to school each day) .
- The results of the self-assessment will determine if the individual should go to school/work or remain at home. Conducting regular screenings for symptoms and ongoing self-monitoring will help reduce exposure and limit the risk of spreading the disease.



# What are the health screening procedures for parents?

## COVID-19 Screening for Parents

Every morning before you send your child to school please check for signs of illness:



FEVER 100.4\* OR CHILLS  
\*or school board policy  
if threshold is lower



SORE THROAT



COUGH\* OR SHORTNESS  
OF BREATH  
\*especially new onset,  
uncontrolled cough



DIARRHEA, NAUSEA OR  
VOMITING, ABDOMINAL PAIN



HEADACHE\*  
\*particularly new onset of severe  
headache, especially with fever



NEW LOSS OF TASTE  
OR SMELL

*\*May present with more than one symptom. This list does not include all possible symptoms.*

- 1 Does your child have any sign of illness above?
- 2 Were you in close contact (within 6 feet for more than 15 minutes) with anyone confirmed with COVID-19?
- 3 If the answer is **YES** to any of the questions, **DO NOT** send your student to school. Instead, begin isolation of your child and contact your healthcare provider. Have you been tested for COVID-19? Only a positive test or provider diagnosis can confirm if someone has a current infection.

# What is the process for tracking and tracing COVID-19 Cases?

COVID-19 is a reportable disease and confirmed cases are reported by the laboratory or health care provider. Atlanta Public Schools (APS) will maintain communication with local boards of health for surveillance and tracking of self-reported cases to the school district as applicable.

APS Comprehensive Health Services department will monitor and maintain self-reported COVID-19 cases. All surveillance and case investigation efforts will be in collaboration with local and state public health officials to ensure the safety of students and staff. Centers for Disease Control and Prevention (CDC), Georgia Department of Public Health (DPH), Georgia Department of Education (GADOE), local Board of Health (BOH- Fulton and DeKalb) will serve as resources to develop and revise school health guidance.

*Contact tracing will be implemented based on Georgia Department of Public Health (DPH) and local Boards of Health (Fulton and DeKalb) Guidelines for reportable diseases.*

# What are the health and safety procedures for positive cases?

- If a student or staff person tests positive, information is reported to HR and health services.
- Employee follows the guidelines provided from their healthcare provider.
- District prepares and provides communication letter to send home to parents. Phone calls are also made in follow up for individuals identified as close contact.
- The district, in consultation with the local boards of health, provides names of individuals determined to have been in close contact for case consultation.
- Depending on the outcome of the investigation, a determination is made as to whether a partial closure is needed or whether select individuals need to be quarantined.

*Note: Due to privacy requirements, APS will not identify any individual who tests positive for COVID-19.*

# What are care rooms?

- Staff or students that present with symptoms of communicable disease (fever, cough, runny nose) during health screenings should be evaluated by the school nurse for further follow up.
- If symptoms are confirmed, symptomatic individuals will be escorted to the designated area at the school and parents will be contacted for pickup and provided further guidance by the school nurse. Schools will ensure symptomatic students safely remain under the supervision of a staff member until parents or guardians arrive.
- Individuals presenting with a fever cannot return until symptom-free for 24 hours without fever reducing medications. If a healthcare provider suspects COVID-19 they should remain out of school and follow the “Return to School and Child Care Guidance After COVID-19 Illness or Exposure.”
- Cleaning and disinfection of the designated space will take place within 24 hours following the student’s departure per DPH guidelines.

# **Cleaning, Facilities and Operations for In-Person Instruction and School- Based Activities**

# Health & Safety Guidelines (All School Levels)

## Facilities Cleaning & Sanitizing

Classrooms will be cleaned daily.



Day custodians conduct high touch common area wipe downs and will monitor hand soap and paper towel stocks throughout the day. Night custodians will do a full facility wipe down and cleaning. On the virtual day, custodians will do a deep clean of the facility.

Water fountains have been taken offline and locked. Installation of water bottle fillers has occurred at each school.

# Cleaning and Disinfection

*Help Stop the  
Spread of Viruses*

**APS custodians are trained on effective methods for cleaning and disinfecting schools** to help fight the spread of viruses and other harmful bacteria.



Facilities Services, in accordance with the department's standard operating procedures, uses Environmental Protection Agency approved disinfectants to clean and have increased routine cleaning and disinfection of frequently-touched surfaces at school and central office facilities

- Custodians will check common areas and group restrooms throughout the day to ensure supplies are replenished and conduct high touch-point cleaning.
- Classrooms and offices will be stocked with disinfectant for use during the day, if needed.
- Night vendors perform additional cleaning/disinfecting once students leave for the day. Night vendors will conduct deep cleaning on nights when there is a break in instruction.
- Follow label directions, which include safety information and application.
- Cleaning products should not be used near children; staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling aerosols.
- *Contact Facilities Services to obtain additional guidance.*





# COVID 19 Cleaning at Schools: Daily Tasks



## Day Porter

- ☐ **Exterior of Building:** Remove debris and trash from grounds near entrance.
- ☐ **Building Duties:** Inspect building. Clean/disinfect all doors, door handles and door glass located at all entry points (interior and exterior).
- ☐ **Restrooms (Twice Daily):** Clean/disinfect and restock all restrooms.
- ☐ **Disinfect & Complete Log Entry (Twice Daily)** Beginning at front entrance start disinfection process. Move throughout entire building including all corridors, office spaces and common areas disinfecting all touch points.
- ☐ **Building & Playground Check-** Clean all interior windows located in corridors and common areas. Disinfect playgrounds and high touch areas.



- ☐ Disinfect all high touch point classroom surfaces (eg. student desk, light switches, door knobs, computers).



## Night Porter

- ☐ **Restrooms:** Clean/disinfect individual classroom/group restrooms.
- ☐ **Check for Fullness – Report:** A) Soap dispenser B) Toilet paper C) Paper towels D) Empty trash
- ☐ **Common Areas:** Clean hallways, main office, multi-purpose room, media center, cafeteria, gym, and other non-classroom areas. Disinfect high touch surfaces.
- ☐ **Classrooms/Offices:** Clean & disinfect high touch areas.
- ☐ **Disinfect Fog** (Tuesday ,Wednesday, and Friday): Disinfect all high touchpoint areas.



# COVID 19 Cleaning Schedule: Example



**Day Porter**

SUGGESTED TIME FRAME	AREA OF BUILDING	TASK TO COMPLETE
6:30 AM – 7:00AM	Building Exterior	Clock in; Obtain a Walkie-talkie, Raise the flag. Remove debris and trash from grounds near entrance
7:00AM -7:30 AM	Building Duties	Inspect building (check for deficiencies, report and correct deficiencies)
7:30 AM-8:30 AM	Restrooms	Service all restrooms; restock soap, paper towels, and toilet paper (as needed). Correct and report any deficiencies
8:30AM-9:30AM	Building Duties	Check in with main office to adhere to request if none, clean outdoor rugs located at entry points. Clean/disinfect all doors, door handles and door glass located at all entry points (interior and exterior)
9:30AM-10:30AM	Disinfect & Complete Log Entry	Beginning at front entrance start disinfection process step by step as directed. Move throughout entire building including all corridors, office spaces and common areas disinfecting all touch points
10:30AM-11:30AM	OFF CLOCK	
11:30AM- 12:30PM	Disinfect & Complete Log Entry	Beginning at front entrance start disinfection process step by step as directed. Move throughout entire building including all corridors, office spaces and common areas disinfecting all touch points
12:30PM-1:30PM	Service Restrooms	Clean/disinfect, restrooms, including staff restrooms. Stock if needed
1:30PM-2:30PM	Building Duties/ Playground Check	Check in with main office to adhere to request if there are none, clean all interior windows located in corridors and common areas. Disinfect playgrounds and high touch areas.
2:30PM-3:00PM	Restrooms and Corridors	Clean, disinfect, restrooms. Restock soap, paper towels, toilet paper if necessary

# Health & Safety Guidelines



## **HVAC/Filtration**

System operational protocols have been adjusted to increase ventilation in accordance with CDC and industry recommendations.

# Transportation Safety (All School Levels)



**Physical distancing** is also needed with district vehicle use.

To achieve this, district **vehicle occupancy** should be **limited**, and **surfaces** should be **frequently cleaned**.

## Social Distancing Measures

- Students will be required to wear masks.
- Bus operators will have additional masks to provide students in case students do not have them.
- Buses will be cleaned with approved cleaning products before and after drop-offs. Students will be loaded from the back of the bus to the front of the bus in order to avoid students passing by each other. When weather permits, windows will be cracked along with the roof emergency hatches.
- Bus operators will be trained to verbally stop students without a mask and issue them a mask.
- Transportation will also be prepared with “sick buses” for any student presenting with temperatures during the school day requiring the student to go home but the parents are unable to pick the student up from school.
- There should be no expectation of social distancing for students who ride the bus.

## Parental Provisions for Transportation

- Parents are not required to provide their own transportation. However, electing to do so may help drive down the number of students on buses to allow for more social distancing.

## Transportation Routes

- All stops will be serviced for each instructional day. Bus operators will pick up every student at a bus stop and deliver them to school.



# Nutrition (All School Levels)



## **Breakfast and Lunch**

All school meals will be served in each classroom. The Fresh from Scratch menu will feature student favorites for breakfast and lunch. On Wednesdays, bus operators will distribute a week's worth of meal kits to students participating in virtual instruction.

# Technology (All School Levels)



## **Bring Your Device**

Students will be expected to bring their devices to school daily.

# Well-being for In-Person Instruction and School-Based Activities



# Elementary School Supports: PreK



## PreK

PreK students will receive daily and developmentally-appropriate instruction four days per week. Depending on the model, this may include virtual and/or face-to-face elements. Six models are shared that account for a variety of circumstances such as some/all teachers being unable to return, as well as different ratios of students opting to return. Some of the models more closely mirror traditional face-to-face instruction, while others are adapted to allow for some alignment of the virtual and classroom-based experiences. Wednesdays will be used for intervention, planning, and other parent/student supports.

The Office of Early Learning (OEL) is committed to supporting schools in selecting a model that best suits their needs and strengths. Additionally, OEL will provide support to teachers in adapting to their new model as well as professional learning and coaching.

# Elementary School Supports: ESOL & Gifted



## ESOL Supports

Elementary ESOL students will continue to receive ESOL support services daily. The ESOL support may be a blended model using Lexia in addition to direct instruction from the ESOL teacher using one of the state-approved delivery models for elementary (scheduled class, push-in, or pull out). Students in K-3 will receive one segment and students in 4-5 should ideally receive two segments.



## Gifted Supports

Our gifted identified students will continue to receive support via one of the state-approved delivery models for elementary (resource, cluster, or collaboration) selected by the school.

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# Elementary School Supports: Dual Language Immersion (DLI)



## Dual Language Immersion (DLI)

The priorities of our DLI implementation models will continue to be:

- Adherence to our language allocation plan for the instructional day to be 50% in English and 50% in Spanish, with both languages every day
- Ensuring an even distribution of native Spanish speakers in all groups
- Ensuring our English Learners and struggling students receive supports and interventions to be successful

While our schools will do everything they can to keep our current teacher pairs together, adjustments may need to be made to ensure we maintain the integrity of our DLI program

- Some students may need to be shifted to a different homeroom
- Some teachers may need to teach simultaneously F2F and virtual students
- Some grade levels may require F2F students to connect to one of their teachers virtually on their F2F day

# Middle School Supports: CTAE, ESOL, & Gifted



## **CTAE**

Middle School CTAE pathways are categorized as Tier 1: frequent use of computers + frequent lecture, which make the transition to face-to-face learning feasible.



## **ESOL**

Gr. 6-8 ESOL students will continue to receive ESOL support services daily. The ESOL support may be a blended model using Lexia in addition to direct instruction from the ESOL teacher using one of the state-approved delivery models for middle school (scheduled class, sheltered, or push-in). Students in middle school will receive at least one segment of ESOL services.



## **Gifted**

Our gifted identified students will continue to receive support via one of the state-approved delivery models for the middle grades (advanced content, cluster, or collaboration) selected by the school.

# High School Supports: CTAE, AP, IB, Dual Enrollment



## **CTAE/ACCA**

Given the nature of CTAE instruction, each pathway has been categorized in one of three tiers based on the generalized instructional delivery model: Tier 1--frequent lecture + frequent use of computers; Tier 2--frequent use of computers + moderate use of equipment; Tier 3--moderate use of computers + frequent use of equipment.



## **AP/IB/Dual Enrollment Supports**

Schools will provide teacher-led tutorials and study sessions weekly for the semester-1 courses, starting late October, and semester-2 courses beginning late February. In addition, the district will provide “boot camp” preparation sessions at least six weeks prior to the administration of the assessments.

# High School Supports: ESOL and Gifted Supports



## **ESOL**

High school ESOL students will continue to receive ESOL support services daily. The ESOL support may be a blended model using Lexia in addition to direct instruction from the ESOL teacher using one of the state-approved delivery models for high school (scheduled class, sheltered, or push-in). These students will receive at least one segment of ESOL services daily.



## **Gifted**

Our gifted identified students will continue to receive support via one of the state-approved delivery models for the high-school grades (advanced content, cluster, collaboration, or mentorship/internship) selected by the school.



# Specials/Electives (All School Levels)



## Specials & Electives Offerings

Elective offerings/specials will continue to be offered. Schools will determine the specific slate of offerings and adhere to the following set of guidelines:

- Specials should be held outside whenever possible
- Supplies, equipment, and instruments should not be shared without properly disinfecting in between use according to CDC guidelines
- Singing and wind instrument playing should only occur when adhering to guidelines shared by the Arts Office, including social distancing and PPE (instrument masks and bell covers)
- Curriculum, room setup, and procedures in accordance to guidance shared from the Arts and PE Offices
- All performances and field trips will remain virtual at this time
- Technology tools will be used to facilitate pair and group speaking activities

# Student Supports (All School Levels)



## **Social, Emotional, Behavioral, and Wrap-Around Supports**

It is paramount that we continue to address the social emotional well-being of our students. Consequently, our schools will continue to take a deliberative approach that promotes the emotional safety and stability of our students and fosters a supportive learning environment in which all can thrive. In addition to engaging in community circles, and receiving explicit direct instruction, the SEL strategies and practices will be integrated throughout the day. In addition to the SEL supports provided to all students during the instructional day, school counselors, and school social workers will provide ongoing social and emotional supports to identified students.

Wrap-around providers are available to continue to offer behavioral and/or emotional support to identified students. Students who present with a greater need than can be addressed at the school site may be referred to Tier II or Tier III supports to address their needs.

## **Academic Supports**

Students will receive academic support, throughout the day, via small-group instruction and on the designated intervention day (Wednesday). Additional opportunities could be provided during an intervention block, after-school tutoring, etc.

# Student Supports (All School Levels)



## Multi-Tiered System of Supports (MTSS)

For students in need of academic or behavioral supports via Tier 2 or Tier 3, Wednesdays may also include the following academic interventions and supports:

### Academic Focus:

- Digital Platforms (i.e. Freckle, DreamBox, Lexia) may be utilized to reiterate and support classroom instruction.
- Students receiving Tier 2 academic interventions, it is recommended that teachers conduct a teacher led small group 1 time per week for 30 minutes.
- Students receiving Tier 3 academic interventions, it is recommended that teachers conduct a teacher led small group 2 times per week for 30 minutes each session.
- Students receiving Tier 2 or Tier 3 academic interventions can access the recommended digital platform intervention (i.e. iReady) to further address identified academic deficits.
- Teachers may assign students recommended reading that can be done independently for a set duration of time.

### Behavior Focus:

- Students receiving Tier 2 or Tier 3 behavior interventions, it is recommended that school counselors or behavior specialists conduct small groups weekly for six weeks.
- Parents may opt for students to receive telehealth support from wrap-around providers.

# Elementary School Supports: After School Care and Special Education



## **After School Care**

After school care will be provided for those schools that previously had these services. All providers will provide the same level of health/safety precaution that is provided during the school day.



## **Special Education**

Services for students with disabilities will resume per their IEPs when students return to face-to-face instruction. Services will be provided as identified in students' IEPs based on unique strengths and needs. For students receiving itinerant (DHH, OI or VI, Adaptive PE, Autism Specialist/BCBA) services, related services (OT, PT) or speech/language, services and accommodations will be provided as indicated in their IEPs.

Independent practice and intervention will be provided on the designated day to address IEP goals and objectives in order to ensure ongoing progress monitoring.

## **Regional Programs- Low Incidence Special Education**

Personal Protective Equipment will be secured for designated PreK-12 students in our regional programs.

# Middle School Supports: Special Education



## **Students with Disabilities**

6-8 Regional Program Services for students with disabilities will resume per their IEPs when students return to face-to-face instruction. Services will be provided as identified in students' IEPs based on unique strengths and needs. Students with disabilities' traditional IEPs will resume when students return to face-to-face instruction. Services will be provided as identified in students' IEPs based on unique strengths and needs.

6-8 Interrelated Program students with disabilities will continue to receive services through their Virtual Learning Contingency Plan.

Independent practice and intervention will be provided on the designated day to address IEP goals and objectives in order to ensure ongoing progress monitoring.

## **Regional Programs- Low Incidence Special Education**

Personal Protective Equipment will be secured for designated PreK-12 students in our regional programs.

# Secondary School Supports: After School Care, and Clubs & Extra-curricular Activities



## **After School Care**

After school care will be provided for those middle schools that previously had these services. All providers will provide the same level of health/safety precaution that is provided during the school day.

## **Clubs and Extra-curricular Activities**

Schools will provide opportunities for all students (face-to-face and virtual) to participate in after school clubs and/or extra curricular activities. Offerings will vary by school.

# Parent Intent to Return Form



# What's Next?

**Traditional School Families:** Traditional families will have the option to select from the three learning models that best suit his or her student. Parents will complete an declaration form that outlines their intent for a particular learning model.

## **Charter & Partner School Families:**

Families of students in charter and partner schools should expect soon thereafter to hear directly from their schools as to the exact plans their schools may adopt.

# Parent Intent to Return Form

- Beginning on September 27, 2020, parents will have the option to select a learning model for his or her student.
- Some students will have the ability to return as early as Monday, October 26, 2020. Students with a date after October 26, 2020, are considered not eligible, but can state their desired learning model for future eligibility.
- **The deadline for the form is now October 12<sup>th</sup>. Form responses may be changed until the declaration period closes on October 12th.**
- **Parents who do not complete this form by October 12th, will remain in their current instructional learning model** (virtual instruction with your local school or Atlanta Virtual Academy).

# Parent Intent to Return Form

## Eligible Declaration

- The district has outlined select student to be eligible to return for in-person learning beginning October 26.
- Parents can select a learning model for those students who are eligible to return.
- Decisions indicate the intent and commitment for the student for the remainder of the 1<sup>st</sup> semester until Jan 19<sup>th</sup>.
- **DUE DATE: OCTOBER 12**

## Not Eligible Declaration

- The district has outlined a later date for some students to return for in-person learning. These students are considered not eligible for the first return date of October 26, but are eligible to return for in-person learning beginning November 16, if desired.
- Parents can select a learning model for those students when eligible to return.
- Decisions indicate the intent and decision until for the student for the remainder of the 1<sup>st</sup> semester until Jan 19<sup>th</sup>.
- **DUE DATE: OCTOBER 12**

# Parent Intent to Return Form

- APS will present the Phase II reopening plan at the Board meeting on Monday October 5. At this time, we plan to begin allowing choice for you to send students back for face-to-face instruction on Monday, October 26, which is the start of the second nine weeks of school. **The instructional model and amount of time for in-person learning are being finalized (get the most current information [here](#)).**
- As part of this phased approach, we have identified students\* (below) who would be eligible for a likely return to in-person learning first on October 26, if the community spread of COVID-19 continues to decrease.
  - All students in grades Pre-K through 5<sup>th</sup> Grade
  - Students in Special Education Low Incidence classrooms, which includes students attending regional, self-contained classes as follows:
    - Preschool Special Education
    - **Autism Functional and Social Communication (all grades)**
    - **Moderate Intellectual Disabilities (all grades)**
    - **Severe/Profound Disabilities (all grades)**
    - Deaf/Hard of Hearing Self-Contained (all grades)
    - GNETS (Georgia Network Educational Therapeutic Services – Oglethorpe Campus)
- **We ask that all parents complete the declaration, even if your student is not a part of this initial phase to return to in-person learning. If you do not complete this form by October 12th, your student(s) will remain in their current instructional learning model** (virtual instruction with your local school or Atlanta Virtual Academy).
- Responses may be changed until the declaration period closes on October 12th.

# Employee and Staff Return to Work

# Staff Supports (All School Levels)



## **Staffing and Scheduling for District Schools and Central Offices**

- School teaching staff and paraprofessionals that teach Pk-5<sup>th</sup> grade and Special Education Low Incidence K-12 will return to work on October 19 to prepare for in-person teaching as denoted by the proposed schedule
- Non-teaching staff in all schools will return to staggered work schedules on October 19
- Teaching staff in all other grades will continue to have the option to teach from their classroom
- Employees unable to return to work may request telework or leave
- District office will return to work on staggered work schedules on October 12
- Provided guidance to employees regarding leave eligibility options
- Implemented checklists for school and district office staffing for reopening
- Outlined COVID-19 exposure reporting procedures
- Implemented workplace safety procedures

# Staff Questionnaire

- One of the most important components of planning for reopening is staffing.
- In addition to programs to support the mental, physical, and financial well-being of employees, the District also needed to obtain more details from school-based staff regarding their ability to return to work in person. (Original survey was completed in June.)
- A required questionnaire was sent to 5,042 school-based employees via a secure email link on Tuesday, September 22<sup>nd</sup> and was due on Sunday, September 27<sup>th</sup>.
- A high response rate of 97% was achieved, with 4,872 questionnaires completed, 11 in progress, and 159 unopened as of the deadline.
- We thank our employees for completing their questionnaires in a timely fashion and principals for supporting the process.

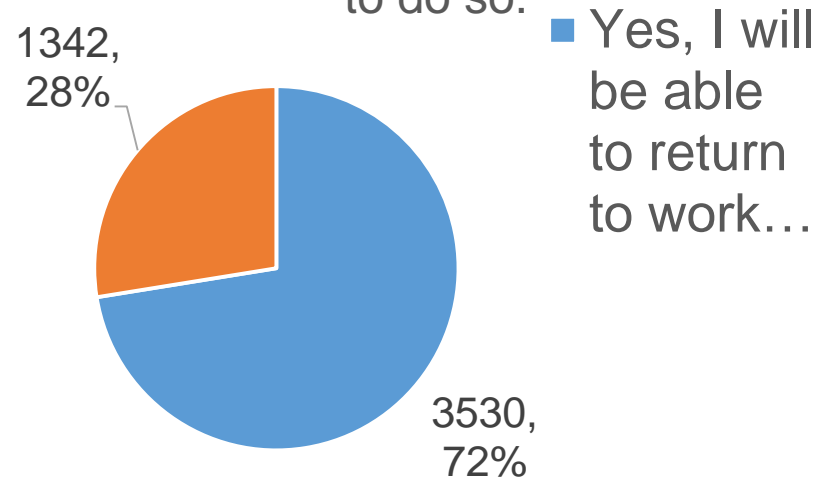




# Staff Response on Returning to Work

*Nearly three quarters of school-based employees indicated that they are able to return to work on Monday, October 19<sup>th</sup>.*

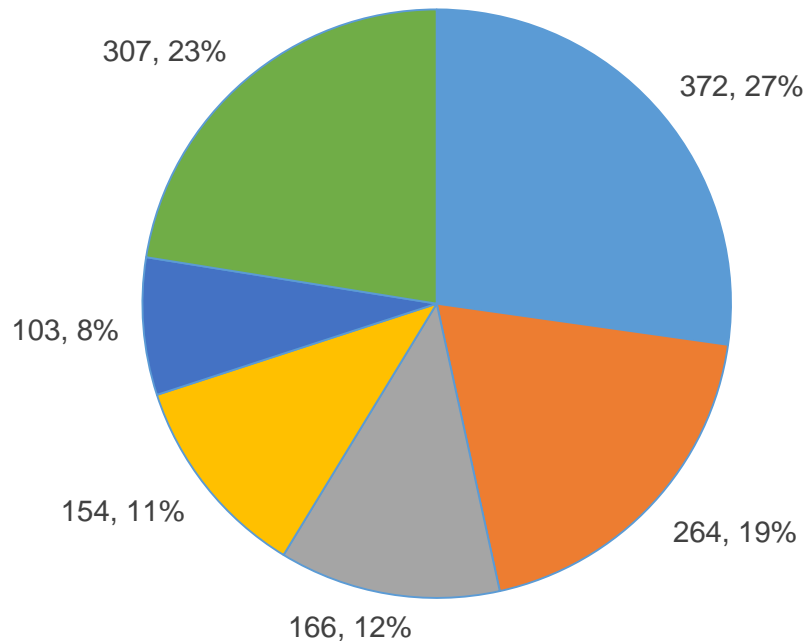
Please indicate whether you will be able to return to work on your normal work schedule or a hybrid (alternating) schedule on Monday, October 19<sup>th</sup> if asked to do so.



# Staff Response Inability to Return to Work

*Most employees who are unable to report to work indicated that the reason is due to their own high-risk category or medical condition.*

If “no,” please identify the main reason that you would apply for telework or leave  
(documentation may be required by Human Resources):

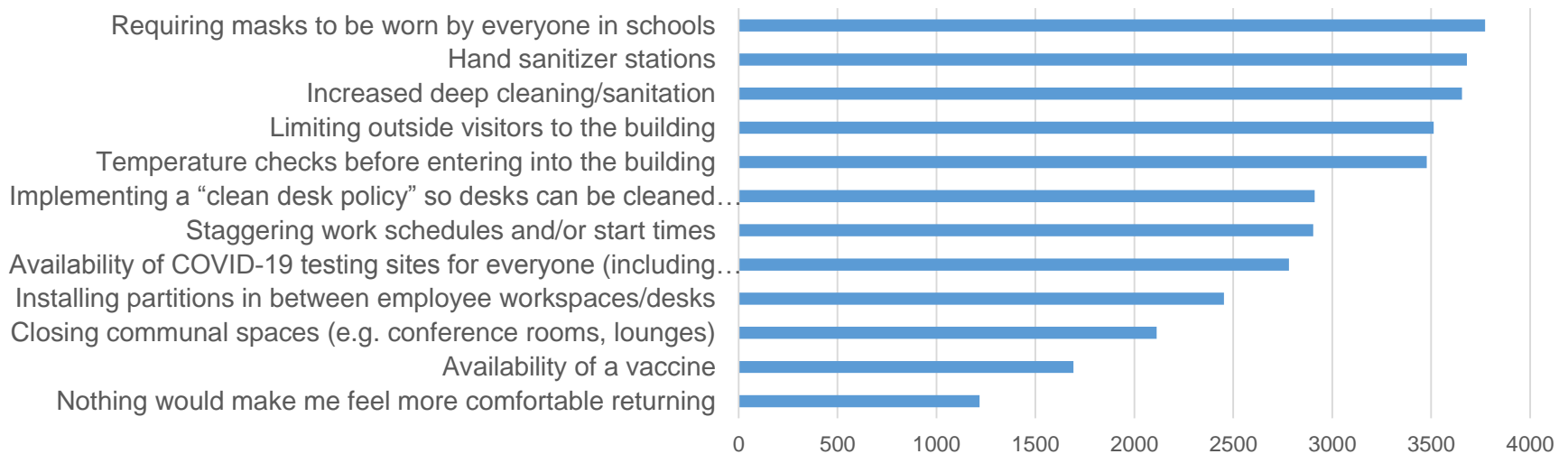


- I am under a self-quarantine recommendation from a healthcare provider for a high-risk category or medical condition, such as an immunocompromised state, cancer, pregnancy, obesity, etc.
- I am the primary caregiver for a household member (i.e. parent, child, spouse) who requires my care for one or more high-risk reasons listed above.
- I am the primary caregiver for a child who is school age (ages 5 to 17) whose school will still be completely closed after October 19th for reasons related to COVID-19.

# Staff Response on Safety Measures

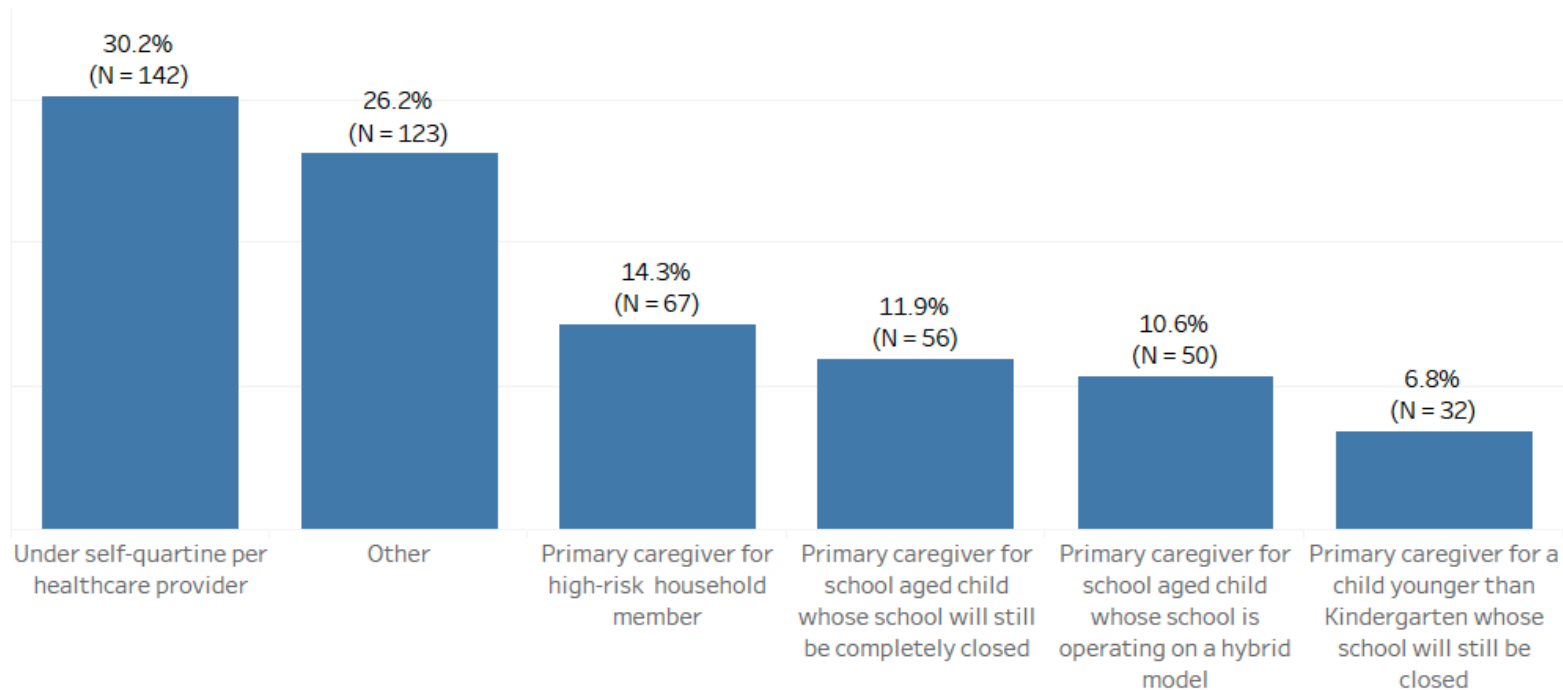
*Employees also ranked their top preferences for workplace safety measures, which have all been incorporated into short term or long term reopening plans.*

Please indicate the safety measures that would make you feel most comfortable returning to work in person.



# Phase 2 Elementary Teaching Staff

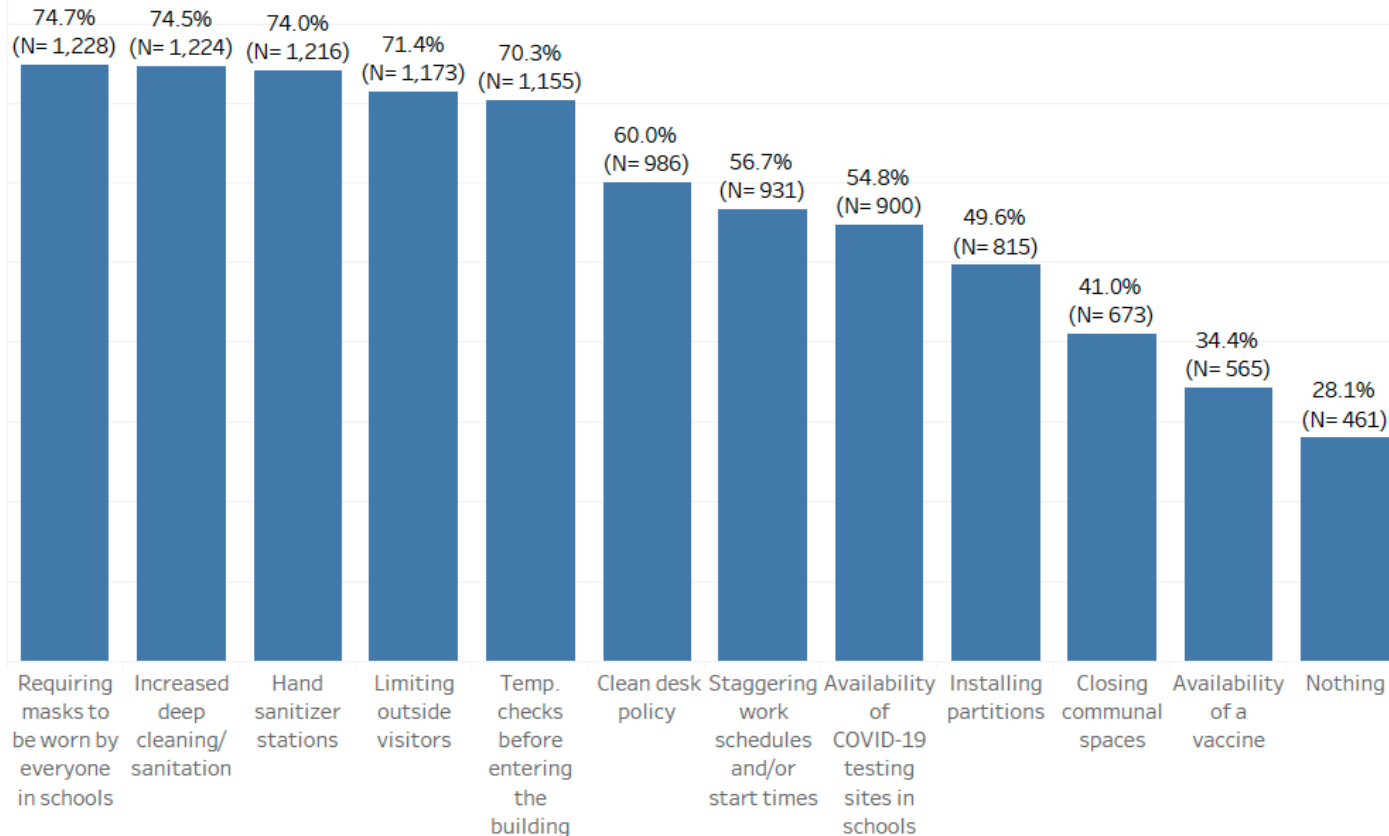
Percentage of staff\* who indicated they will be unable to return to work on their normal work schedule or a hybrid (alternating) schedule on Monday, October 19th if asked to do so by reason.



Note\*: This includes Pre-K to 5th grade teachers, elementary special education teachers, elementary paraprofessionals, and elementary special education teachers for low incident classrooms.

# Phase 2 Elementary Teaching Staff

Things the district can do to make teaching staff\* feel more comfortable returning:



Note\*: This includes Pre-K to 5th grade teachers, elementary special education teachers, elementary paraprofessionals, and elementary special education teachers for low incident classrooms.

# Staff Return to Work

- Teachers and paraprofessionals assigned to the designated in-person grades/subjects will be asked to start working in person on October 19th on Mondays, Tuesdays, Thursdays and Fridays with appropriate safety protocols in place.
- All other non-teaching personnel in the school will be asked to also start working in person on a staggered schedule (at least half time) on the same date.
- Teachers not assigned to the in-person classes will still have the option of working from their empty classroom with permission from a supervisor.
- District office staff would start on a staggered schedule on October 12th.
- Many operations staff were designated to report back to work on August 3rd and are still working. Their status will not change.
- All employees were notified on Friday, September 18th of these potential return to work dates. Starting Tuesday, October 6th, specific employees designated as part of the reopening model will receive official communication from the Office of Human Resources regarding their return to work date and their options if they are unable to return.
- Some employees may be reassigned as part of the reopening process. For example, teachers may be moved between grade levels or subject areas within their school based on their skills and certification.

# Human Resources



## Staff Unable to Report to Work

Employees who are unable to report to work in person *may* be eligible for a telework arrangement, emergency paid leave, and/or use of personal/sick leave based on federal law and local policy. The District's procedures have been written in a very flexible manner to accommodate as many different scenarios that employees may be experiencing as possible, but also provide consistency in practice and documentation for recordkeeping purposes. The telework procedure outlines seven reasons (shown to the right) why someone may be approved for telework.



For some people, seeking leave may be a more appropriate solution than a telework arrangement. The HR department will intake an employee's request to opt-out of in-person work and, based on their reason, determine whether they best qualify for telework, paid leave, or some other ADA accommodation. In the unlikely event that someone does not have a legitimate reason, or they refuse to provide documentation, they would be required to report for in-person work.

***The employee must demonstrate a "legitimate need" (with documentation) for a telework arrangement, such as:***

The employee must quarantine pursuant to Federal, State, or local government order or advice of a health care provider;

The employee must quarantine because he/she is experiencing COVID-19 symptoms and seeking a medical diagnosis;

The employee is unable to work because of a bona fide need to care for an individual subject to quarantine pursuant to Federal, State, or local government order or advice of a health care provider;

The employee is unable to work because of a bona fide need to care for a child under 18 years of age whose school or childcare provider is closed or unavailable for reasons related to COVID-19;

The employee is considered at high risk for COVID-19 infection per CDC guidance;

The employee must care for an individual in their household who is considered at high risk for COVID-19 infection per CDC guidance; or

For any other similar need.

# Staff Feedback

Based on feedback from employees and labor organizations, we are prioritizing further research of the following initiatives in addition to the support and safety protocols that have already been put in place:

- Priority testing sites and financial support for employee COVID testing
- Influenza immunizations for staff
- Childcare support for employees via APS facilities or financial subsidies
- Additional cleaning supplies
- Additional staff or automated screening technology for taking temperatures
- One-time salary stipends to support past and future employee needs, like home internet costs, day care, and classroom supplies





# Reopening Town Halls and Fireside Chats

## Reopening Communications Plan

Outlined below are some of the activities that we are implementing as a part of the reopening communications plan.

- Social media and radio spots to inform the community on the importance of submitting the return declaration form
- Website to serve as a central hub for all information regarding phase two of the district's reopening plans
- Communication sample letters and tools for principals to use within their local school communities
- Frequently Asked Questions (FAQs) regarding reopening
- Town hall schedule for both internal and external audiences

# Reopening Engagement Events

Engagement Event	Date
District Town Hall Community	<ul style="list-style-type: none"> <li>• October 8 at 6:00 pm</li> <li>• November 5 at 6:00 pm</li> <li>• December 3 at 6:00 pm</li> </ul>
Local School Town Halls	<ul style="list-style-type: none"> <li>• Check local schools</li> </ul>
GO TEAM Forum for Current and Newly Elected Members	<ul style="list-style-type: none"> <li>• October 6 @ 4:00 pm</li> </ul>
Staff Meeting (Internal Meeting)	October 7 @ 4:00 pm*
DLI Fireside Chat	<ul style="list-style-type: none"> <li>• October 7 @ 6:00 pm</li> </ul>
High School AP/IB Fireside Chat	<ul style="list-style-type: none"> <li>• October 15 @ 6:00 pm</li> </ul>
Fireside Chat for Special Education teachers (Internal Meeting)	<ul style="list-style-type: none"> <li>• October 8 at 4:00 pm</li> </ul>
Fireside Chat for Elementary Teachers (Internal Meeting)	<ul style="list-style-type: none"> <li>• October 13 at 4:00 pm</li> </ul>
Fireside Chat for Middle School Teachers (Internal Meeting)	<ul style="list-style-type: none"> <li>• October 14 at 4:00 pm</li> </ul>
Fireside Chat for High School Teachers (Internal Meeting)	<ul style="list-style-type: none"> <li>• October 15 at 4:00 pm</li> </ul>

\*Updated October 5, 2020

# Closing, Next Steps, and Discussion

- Next update is scheduled for November 2, 2020 at the Atlanta Board of Education October Meeting



# FAQs

# After we return to school (hybrid or full-time model), what is the criteria for COVID related future closings?

If the district resumes in-person learning, the decision to return to virtual instruction will take into account a number of factors in addition to levels of community transmission (spread), such as:

- the importance of in-person education to the social, emotional, and academic growth and well-being of students;
- whether cases have been identified among students and staff; (including the number of cases and any reported outbreaks)
- other indicators that local public health officials are using to assess the status of COVID-19 in their area; and (including COVID testing sites, hospitalizations, deaths, percentages of new positive cases, etc.)
- whether student and staff cohorts have been implemented within the school, which would allow for the quarantining of affected cohorts rather than full school closure.

# After re-opening, what will outbreak related closures look like?

According to DPH, “A COVID-19 outbreak in a school setting will is defined as: Two or more laboratory confirmed COVID-19 cases among students or staff with illness onsets within a 14-day period, who are epidemiologically linked (e.g., have a common exposure or have been in contact with each other), do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing”. If an outbreak is confirmed, schools closures will be implemented for the timeframe designated by local public health officials.

# What happens if someone tests positive for COVID?

If a student, teacher, or staff member tests positive for COVID-19 and has exposed others at the school, classrooms and office areas may need to close temporarily as students, teachers, and staff isolate and the area is cleaned. In consultation with the local public health department, the school district may also decide whether school closure is warranted, including the length of time closure may be necessary.



# Who will quarantine: just those in close contact, whole classes, whole grades, whole schools?

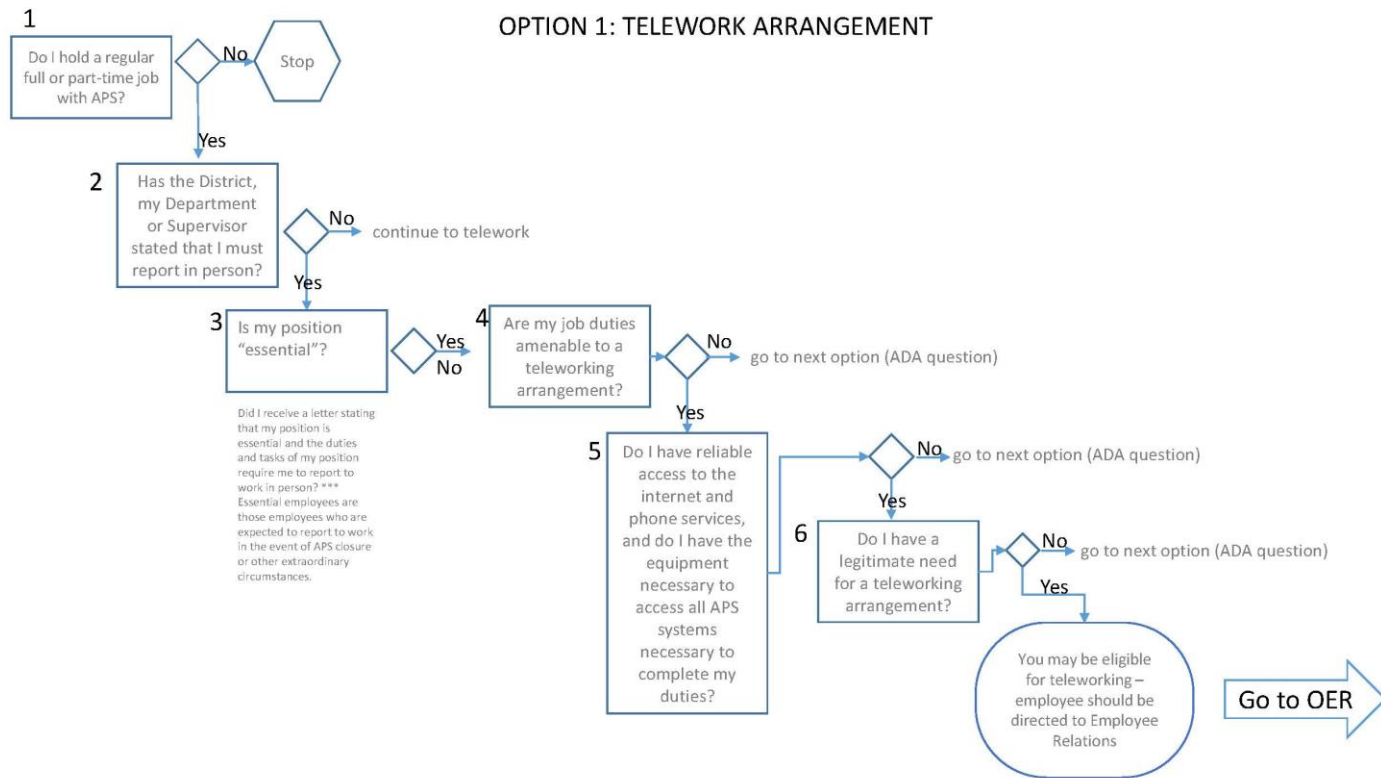
- In the event of an identified positive case of COVID-19, all close contacts (as identified by case investigation in collaboration with health services) must be excluded (recommended for quarantining) from the school until fourteen days after last contact with case (usually last day the case attended). If a close contact becomes ill and is diagnosed with COVID-19, they must remain excluded for their isolation period and until told they are no longer contagious.
- If co-horting was practiced so that the case would have only had contact with those in the same classroom, the other teachers, staff and students in the school do not need to be quarantined.
- If classes were not co-horted, the school needs to assess everyone in the school that the case may have come into contact with and exclude them for the 14-day quarantine period.

# What is the time frame for reporting exposures to parents?

Once a case has been identified, parents are contacted within the same day if possible (not to exceed a period of 24 hours) to inform them of potential exposures. Written communication is sent per our procedures for notification that include the date of exposure, length of quarantine period and public health resources.

# Appendix

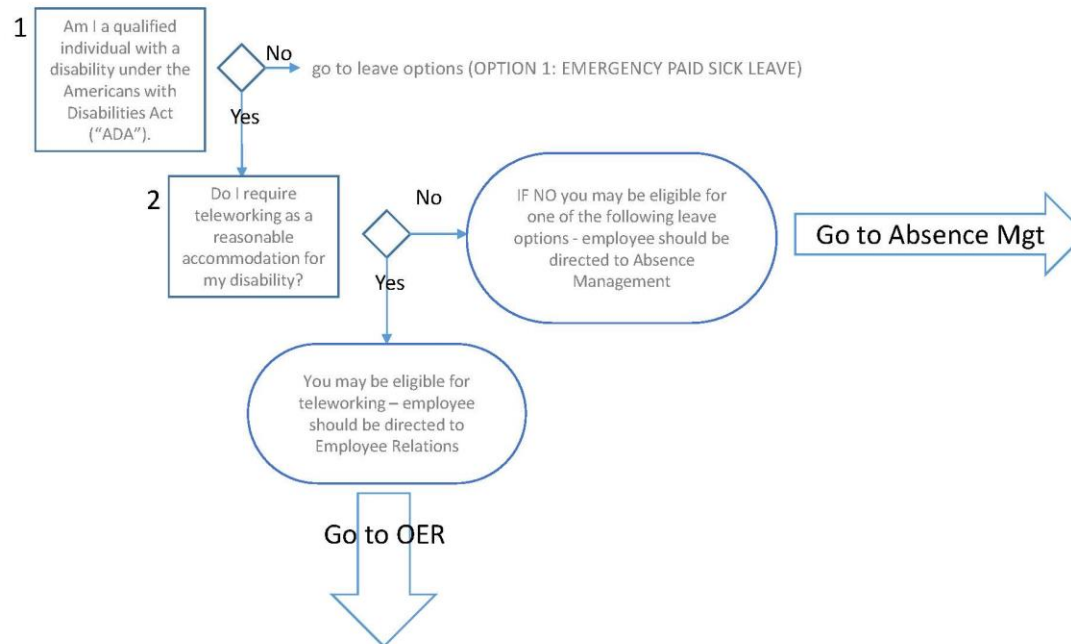
# Telework Arrangement Process



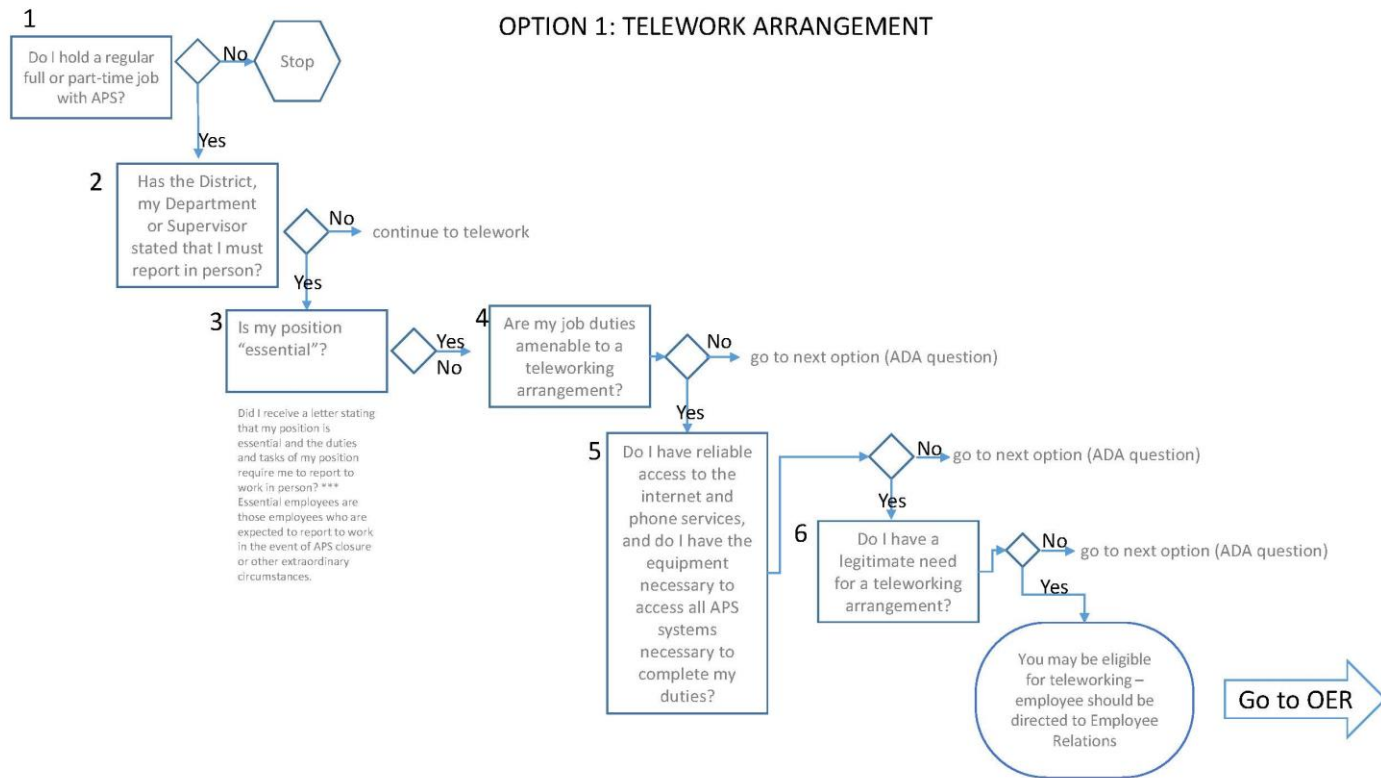
# Telework Arrangement Process

## OPTION 2: TELEWORK ARRANGEMENT

If I answer "NO" to questions #4, 5 or 6 on previous slide



# Telework Arrangement Process



# Telework Arrangement Process

## OPTION 2: TELEWORK ARRANGEMENT

If I answer "NO" to questions #4, 5 or 6 on previous slide

