

WASHINGTON COUNTY SCHOOL DISTRICT'S REOPENING PLAN

FY 2020-2021



A+ School District = Academics, Arts, and Athletics
Developing the Whole Child

Developed on June 10, 2020 (Low/No Spread Status)

Revised on June 28, 2020 (Minimal/Moderate Spread Status)

Revised on July 8, 2020 (Substantial Spread Status)

Revised on July 14, 2020 (Substantial Status and new 3-day data -5% decline in cases)

Revised on July 22, 2020 (Substantial Status with some positive local insights)

Revised on July 27, 2020 (Substantial Status with some positive local insights)

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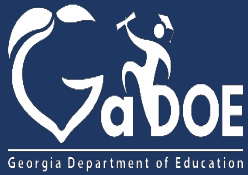
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WASHINGTON COUNTY SCHOOL DISTRICT REOPENING PLAN



The Washington County School District plan for reopening school for the FY 21 school term is designed with considerations and recommendations from Georgia Department of Education and Georgia Department of Public Health (DPH). We support the guidance provided for considering our students, parents, teachers, and staff safety and well-being during this pandemic situation. The focus of the district will be to reopen with:

1. Safety First
2. A focus of Social Emotional Wellness of students, parents, teachers, and staff members
3. Academic Recovery
4. Developing and nurturing our organizational efficacy (individual self-efficacy)

“The Georgia Department of Education, in partnership with the Georgia Department of Public Health, has developed guidance to support districts and communities in determining their plans and strategies for reopening schools. Georgia’s Path to Recovery for K-12 Schools provides a tiered approach with clear, actionable steps that are advisable before students and employees return to school buildings, along with guidance that is applicable throughout the 2020-2021 school year.”

This approach is built upon the guidance and recommendations of health officials; it is strongly aligned to the reopening guidelines that have been provided by our state and federal leaders; and it’s designed to help districts prioritize the health and safety of students and teachers as they open school buildings and deliver instruction for the 2020-2021 school year, again with safety be the top priority

“Georgia’s Path to Recovery for K-12 Schools focuses heavily on the health and physical requirements necessary for reopening school buildings. The Georgia Department of Education will continue to provide guidance and recommendations to districts and schools on navigating the academic, social, and emotional effects of the COVID-19 pandemic on students and employees.” Georgia Department of Education 2020

Washington County Present Spread Status as of 7/27/2020

Presently, Washington County is projecting to be in the category of **Substantial Spread** according to the DPH data tracking system. As the Washington County School District (WCSD) make plans to reopen; we will follow the listed safety protocols in August 2020 under the Substantial Spread category. In the event that our status changes before or during the school year, we will follow the stated guidelines below if the spread increases or if the DPH recommends short- or long-term closure.

Substantial Spread (SS)	Minimal/Moderate Spread (MMS)	Low/No Spread (LNSS)
Consider Temporary Closure	Enhanced Mitigation Measures	Preventive Practices
<ul style="list-style-type: none"> • Coordinate with local and state DPH health officials • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Strong considerations for closing schools for short or long-term periods or remain closed. • Implement distance/remote learning and shift back meal pick-up/feeding sites in the community (see <i>Serving School Meals and Supporting Teaching and Learning</i>). • Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting. • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see <i>Protecting Vulnerable Populations</i> for considerations) <p style="margin-top: 20px;"><i>Note: A 10-item rubric is used to validate data for decision-making and collaboration with local and regional medical experts to determine school closure.</i></p>	<ul style="list-style-type: none"> • Establish and maintain communication with local and state DPH health officials • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Implement enhanced social distancing measures (see <i>Transitioning, Large Group Gatherings, and Teaching and Learning</i>) • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see <i>When a Child, Staff Member, or Visitor Becomes Sick at School</i>) • Isolate and deep clean impacted classrooms and spaces • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see <i>Protecting Vulnerable Populations</i> for considerations) <p style="margin-top: 20px; color: red;"><i>Review options for closing school buildings and utilize distance/remote learning as needed.</i></p>	<ul style="list-style-type: none"> ▪ WCSD has established and maintain communication with local and state DPH health officials ▪ Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) ▪ Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols ▪ Has established a protocol for students/staff who feel ill/experience symptoms when they come to school (see <i>When a Child, Staff Member, or Visitor Becomes Sick at School</i>) ▪ Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness




Overview of the Document

The following document is designed to provide our students, parents, teachers, and staff with critical information about our tentative plans to reopen school in August 2020. It is important to remember that this plan was developed with collaborative input from our parents, teachers, paraprofessionals, staff, principals, district leader, and our Board of Education to meet the needs of all our students. This document is in a table format with the intent to make for an easy read and quick referencing by readers. The following topics will be expounded to school leaders, teachers, students, parents, and community stakeholders to have a common knowledge of possible actions the WCSD will take as new data is obtained and analyzed by the Governance Team and Districtwide Leadership SMART Team in order to make informed decision during the COVID-19 pandemic situation:

- Defining enhanced safety protocols
- WCSD's path and plan to reopen and recover
- Instructional options Decision Tree for parents
- WCSD's mitigation plan for increased spread
- Safety protocols and procedures for athletics, clubs, and arts (extracurricular activities)
- What actions will be taken if a student/child or employee becomes sick and/or display symptoms for possible COVID-19

This document will be very fluid and flexible in nature. Meaning, the health data collected on confirmed cases of COVID-19, Districtwide Leadership SMART recommendation, school nurses recommendation, age group, hospitalization, case increase per 1000, wellness of students and staff, school-based mitigation to the total district data, percent increase relative to State data, and recommendation from the Department of Public Health for Washington County will be considered for decisions forthcoming in FY 21 school-term. Generally, this document will be updated every 2.5-week period, combined with immediate public announcements. As needed, this document will be shared with parents and community-stakeholders when major events of spread warrants periods of closure during the school-term. WCSD will continue to have safety as a top priority for students, parents,

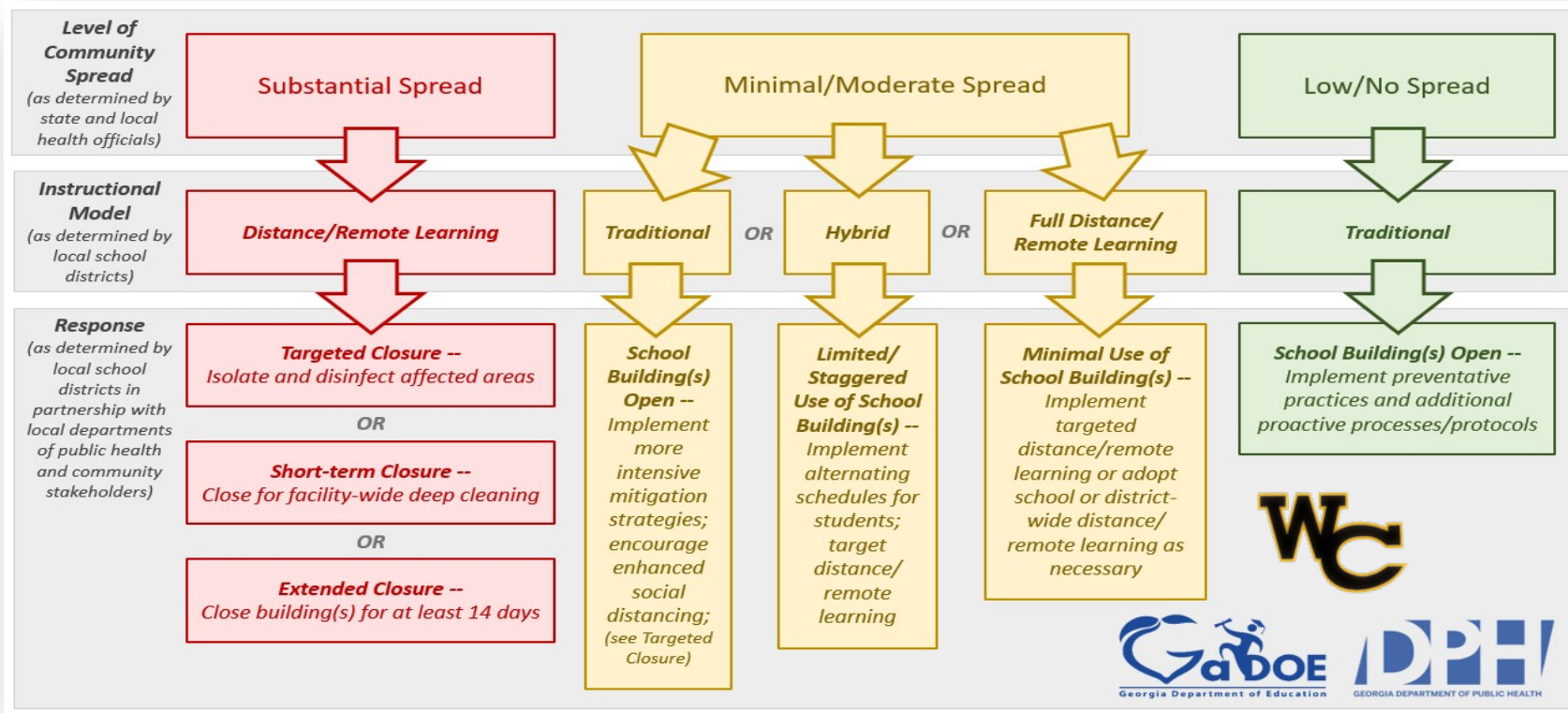
Definitions of Enhanced Safety Protocols

<p style="text-align: center;">Face Coverings</p> 	<p>WCSD has considered how best to allow the use of face coverings/masks. We are sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. We have considered the CDC Guidance and will expect all students wear a mask if they are within 6 feet of another person.</p>	<p style="text-align: center;">Hand Sanitizer</p> 	<p>Hand sanitizers will contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap will be used for younger children. Reference: > CDC Guidance.</p>	<p style="text-align: center;">Clean/Disinfect</p> 	<p>WCSD has developed a safe and correct application of disinfectants and procedures for storage to protect children. Reference: > CDC Guidance.</p>
<p style="text-align: center;">Temperature Checks</p>	<p>Temperature checks will be conducted as students enter the bus (pending a final review), entering the school building, before lunch, before getting on the bus, and as determined by the teacher in consultation with the school nurse. If the child or adult has a fever during any stage of the temperature checks the student or the adult will either be asked to stay at home, be picked-up, and/or placed in the staging room until pick-up. Our mitigation plan will be activated and medical approval is required before returning to school.</p>	<p style="text-align: center;">Increased awareness and handwashing promotions</p>	<p>Students and adults will be encouraged to wash their hands often throughout the day. The awareness will be supported with signage and morning/evening announcements.</p>	<p style="text-align: center;">Social Distancing as much as possible</p>	<p>Teachers will practice social distancing in the classroom, at recess, and transitioning between classes as much as possible and when social distancing is not possible, students and adults will be asked to put on their mask/covering.</p>

Definitions of Enhanced Safety Protocols

<p>Allowing classes to be held outside and use podding as much as possible</p>	<p>Teachers will have the option to have class outside when possible to support social distancing without the masks/coverings.</p>	<p>Apply the use of contact tracing when needed</p>	<p>Temperature checks will be tracked each day and maintained by the school support staff and nurses.</p>	<p>Use of different learning options</p>	<p>Parents have the option to select a new traditional, hybrid, or remote blending options to address students/parents' comfort levels for the learning environment in 2020.</p>
<p>Reduced lunchroom rotations</p>	<p>The classrooms will be placed on rotation to ensure social distancing actions during lunchtime each day (possible weekly rotations). Schools can design the option to have lunch in the classroom or outside as the weather permits.</p>	<p>Practice one-way hallway and staggered class changes</p>	<p>If possible, each school will implement the one-way hallway or staggered class change action(s) support social distancing.</p>	<p>Enhanced Busing</p>	<p>Students being transported by bus will experience a reduced number of students on the bus at the same time.</p>
<p>The option to use a 3-14 Day Mitigation Plan</p>	<p>The WCSD will use an established mitigation plan in collaboration with the local Health Department for students or adults that have a confirmed temperature of 100.4 degrees. This includes use of a safe staging room at each school when appropriate.</p>	<p>Application of GHSA guidelines for Athletics and Performing Arts</p>	<p>WCSD will align with the safety requirements established by the GHSA for all athletic programs. Our performing arts programs will follow the same guidelines.</p>	<p>Daily cleaning and deep fogging of schools and buses</p>	<p>Each school and all buses will be deep cleaned each day to support a safe environment for our students, parents, teachers, and staff.</p>

WCSD's Path to Reopening and Recovery



WCSD's Instructional Options Decision Tree

Instead of a one-size-fits-all approach, the parents will be given three options to select for their child's education to start the FY 21 school-term:

Option A – New Traditional Model (Monday – Friday with enhanced safety protocols)


Option B - Hybrid Blended Model (Tuesday – Thursday face-to-face and two days under the remote blended model with enhanced safety protocols)



Option C - Remote Blended Model (100% at home remote learning blended with learning packets and web-based platforms to interact with teachers)



Note: *The Superintendent, DPH's recommendation, and the Districtwide Leadership SMART will consider shifting to Option C for all teachers and students, if the data requires such actions based on significant in-school and/or community-wide spread.*



WCSD's Mitigation Plan for Increase Spread

Level of Community Spread (as determined by state and local health officials)

	<p style="text-align: center;">Determination Substantial Spread</p>	<p style="text-align: center;">Determination Minimal/Moderate Spread</p>	<p style="text-align: center;">Determination Low/No Spread</p>
<p style="text-align: center;"><u>Practicing Prevention</u></p> 	<p>District Actions if spread continues:</p> <ul style="list-style-type: none"> • The District may decide moving to a full Remote Blended Learning Model for a determined period of time for all students • Use social media and other communications to inform parents, students, and staff about COVID-19 impact and school/district specific protocols • Encourage COVID-19 testing • DPH & CDC Guidance <p>Georgia Department of Public Health website Find COVID-19 testing sites CDC COVID-19 Self-Checker</p> <p>Georgia's COVID-19 Hotline</p> <ul style="list-style-type: none"> • Call: 844-442-2681 <p>Crisis Contacts</p> <ul style="list-style-type: none"> • Support for people in distress, prevention and crisis resources <p>Return to School using our Districtwide Leadership SMART Team to guide that process.</p>	<p>District Actions to reduce the spread:</p> <ul style="list-style-type: none"> ▪ The District will or might determine the educational model, such as, moving to an A/B or reduced interaction model • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Provide masks and other appropriate PPE to staff • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Take steps to ensure all water systems and features are safe • Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff • Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks • DPH & CDC Guidance and stay at home requirements if needed 	<p>District Actions to prevent spread:</p> <ul style="list-style-type: none"> ▪ Parents select educational model • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Allow staff to wear face masks/covering • Take steps to ensure all water systems and features are safe • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff • Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable) • Use of a staging room if a student or adult temperature is 100.4 until removal can take place • Require a stay at home requirement 3-14 days and must provide a medical note before returning • Use of contact tracing information as needed

<p><u>Transporting Students</u></p>  <p>And Meals</p>	<p>District Possible Actions;</p> <ul style="list-style-type: none"> • School buildings are closed; buses used to deliver meals to students and families • Reduce contact by delivering a week’s worth of meals during a designated time (ex: delivering a week’s work of meals every Monday)² <p><i>²Subject to future USDA meal waiver approval</i></p>	<p>District Possible Actions:</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students and bus drivers • Provide face masks for bus drivers; allow students to wear face masks/coverings • Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable) • Eliminate field trips • Clean and disinfect frequently touched surfaces on the bus at least daily • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households • Apply DPH & CDC Guidance 	<p>District Actions:</p> <ul style="list-style-type: none"> • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ◦ Providing hand sanitizer for students and bus drivers ◦ Allowing bus drivers and students to wear facemasks/coverings ◦ Limiting field trips (to areas of limited/low transmission) ◦ Inspecting buses prior to students returning and as part of a regular rotation ◦ Cleaning and disinfecting frequently touched surfaces on the bus at least daily ◦ Airing out buses when not in use
<p><u>Entering School Buildings³</u></p>  <p>³<i>School Calendars: Local school districts have authority over school calendars – meaning they have full authority to set start and end dates, holidays/breaks, and school hours, provided instructional requirements are met.</i></p>	<p>School buildings are a closed campus; only <i>essential staff</i> report in-person to carry out functions that are <i>absolutely necessary</i>.</p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • District/school leaders will remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements • District/school leaders will leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures <p>GaDOE Guidance</p> <ul style="list-style-type: none"> • In-person Reporting and Employee Safety Guidance <p>Georgia Department of Public Health Guidance</p> <ul style="list-style-type: none"> • Pick-up of Essential Items 	<p>District Actions:</p> <ul style="list-style-type: none"> • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Activate protocol for students/staff who feel ill/experience symptoms when they come to school • Mark spaced lines to enter the building and designate entrance and exit flow paths • Screen students and staff (to the extent practicable): <ul style="list-style-type: none"> ◦ Take temperatures ideally before entering buildings ◦ Isolate and send home if internal temperature over 100.4°F (38°C) ◦ Consider safety and privacy concerns (confidentiality should be maintained) • Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers. • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup 	<p>District Actions:</p> <ul style="list-style-type: none"> • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ◦ Provide hand sanitizer for students and staff ◦ Limit unnecessary congregations of students and staff ◦ Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols ◦ Establish a protocol for students/staff who feel ill/experience symptoms when they come to school ◦ Use protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc. <p>American Health Care Association</p> <ul style="list-style-type: none"> • COVID-19 Screening Checklist for Visitors <p>Society for Human Resources Management (SHRM)</p> <ul style="list-style-type: none"> • Coronavirus Warning Poster for Entrances

<p>Serving Meals</p> 	<ul style="list-style-type: none"> Practice established social distancing protocols to the greatest extent practicable Provide PPE to participating staff Reduce contact by delivering a week's worth of meals during a designated time (ex: delivering a week's worth of meals every Monday)² Distribute printed instructional packets/materials and district/school communications along with meals <p>GaDOE Guidance</p> <ul style="list-style-type: none"> Employee Safety Guidance for School Nutrition Programs <p>²Subject to future USDA meal waiver approval</p>	<p>District Actions:</p> <ul style="list-style-type: none"> Allow student hand washing before and after meal service Provide hand sanitizer for students and staff Use disposable plates, utensils, etc. Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use Conduct cleaning of cafeterias and high-touch surfaces throughout the school day <p>Alternative Serving Models:</p> <ul style="list-style-type: none"> Serving meals in classrooms Serving meals in cafeterias with: <ul style="list-style-type: none"> Spaced serving lines (marked on floors) Spaced seating (utilize outdoor space as practicable and appropriate) Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods) Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils. 	<p>District Actions:</p> <ul style="list-style-type: none"> Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> Providing hand sanitizer for students and staff Allowing students and staff to wear face masks/coverings while in large group gatherings Conducting cleaning of cafeterias and high-touch surfaces throughout the school day
<p>Transitioning</p> 	<p>School buildings are closed.</p>	<p>District Actions:</p> <ul style="list-style-type: none"> Limit mixing between groups (to the extent practicable) For class changes and other transitions throughout the school day: <ul style="list-style-type: none"> Provide additional time for transitions (utilizing state seat time waiver to extend transition period) Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students Plan staggered class (ex: by hall, odd/even room numbers, grade/discipline) changes to decrease number of students in hallways at one time Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children) 	<p>District Actions:</p> <ul style="list-style-type: none"> Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> Allowing students and staff to wear face masks/coverings while in large group gatherings Conducting cleaning of hallways and high-touch surfaces throughout the school day Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable) One-way hallways Stagger class changes

<p><u>Conducting Large Group Gatherings</u></p> 	<p>School building are closed, if needed.</p> <p>Abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order when applicable.</p>	<p>District Actions:</p> <ul style="list-style-type: none"> • Abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order • Discourage the congregation of students in parking lots and common areas • Stagger the schedule for large group gatherings (i.e. recess and school meals) • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing • Follow <i>Georgia High School Association</i> guidelines for sporting events and practices 	<p>District Actions:</p> <ul style="list-style-type: none"> • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ◦ Providing hand sanitizer for students and staff ◦ Allowing students and staff to wear face masks/coverings ◦ Limiting unnecessary congregations of students and staff ◦ Follow <i>Georgia High School Association</i> guidelines for sporting events and practices
<p><u>Supporting Teaching and Learning</u></p> 	<p>School buildings are closed, if needed.</p> <ul style="list-style-type: none"> • Implement our Option 3: Remote Blending Model • Distribute printed instructional packets/ materials and district/school communications along with meals; designate and communicate collection/drop off points (2-WEEKS) <p>Resources</p> <ul style="list-style-type: none"> • Digital Learning Plan template (MDE) • Deploying Devices, Ensuring Connectivity, and Expanding Access (GaDOE) • Distance Learning Resources (GaDOE) • Return to School Roadmap for Technology • Individualized Digital Learning Plan for students with disabilities (GaDOE) • Educator’s Guide to Safe and Effective Video Conferencing (Education Week) • Public WIFI locations across Georgia 	<p>District Actions:</p> <ul style="list-style-type: none"> • Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses or enroll students through the Georgia Virtual School (schools earn FTE while students stay at their home school) <p><u>Hybrid Instructional Model</u></p> <ul style="list-style-type: none"> • <i>Hybrid model will be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as day care requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as these students often rely on face-to-face interactions.</i> 	<p>District Actions:</p> <ul style="list-style-type: none"> • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ◦ Providing hand sanitizer for students and staff ◦ Conducting cleaning of classrooms and high-touch surfaces each day ◦ Limiting physical interaction through partner or group work ◦ Surveying families’ interest in continuing online learning to reduce the number of students requiring face-to-face, traditional instruction • Establish an academic baseline: <ul style="list-style-type: none"> ◦ Administer formative assessments toward the start of the school year ◦ GaDOE provides: <ul style="list-style-type: none"> ▪ GKIDS 2.0 (kindergarten) ▪ Keenville (grades 1 and 2) ▪ BEACON (grades 3-8) ▪ WCSD Model(s) ◦ Conduct meetings with teachers to identify where students are academically • Discuss the shared experience: <ul style="list-style-type: none"> ◦ When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series) ◦ Helping Children Cope with Changes Talking to Children about COVID-19 Teaching Through a Pandemic ◦ Suite 360 and Ripple Effect via MTSS

Supporting Teaching and Learning (cont.)



Professional Learning for Teachers

- [Making the Shift to Online Teaching and Learning](#)
- [Supporting Students with Disabilities Online](#)

American School Counselor Association

- [School Counseling During COVID-19: Online Lessons and Resources](#)

School Library Media Specialists

- [School Media Specialists Can Help During Crisis \(School Library Journal\)](#)
- [Digital Resource Ideas \(GLMA\)](#)

A/B schedules

- *Alternating Days:* Group A Students-- Monday/Wednesday and Group B Students-- Tuesday/Thursday; Friday-- distance learning for all students, professional learning for staff, 'off' day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable
- *Alternating Weeks:* Group A Students-- Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable
- *Half Days:* AM/PM Schedule -- prioritize students on free and reduced breakfast for AM section; shared lunch; end of the day meal for PM students; using certification flexibility to relocate teachers as needed and allowable

Targeted Distance/Remote Learning

- *Elementary Face-to-Face with Secondary Distance Learning:* Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to-face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable; see *Serving Meals under Substantial Spread* for preparing/delivering school meals for students who are remote learning.

Target interventions and supports:

- Provide additional instructional supports to:
 - students at-risk of not graduating on time
 - students with disabilities (compensatory services)
 - students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
 - other students identified as being behind academically by teachers and parents.
- Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)
- Address learning loss:
 - Help students catch up/get ahead through various options
 - Provide extended learning opportunities through before/after school programs, Saturday school, etc.
- Prepare for potential future distance/remote learning by increasing current blended learning:
 - Develop a digital learning plan
 - Integrate virtual learning practices:
 - digitizing lessons
 - requiring a certain number of online assignments for each grading period
 - Provide virtual learning-specific professional learning for educators:
 - [Making the Shift to Online Teaching and Learning](#)
 - [Supporting Students with Disabilities Online](#)
 - Schedule specific planned district-/school-wide digital learning days as part of the traditional school calendar

Protecting Vulnerable Populations¹



¹ **Vulnerable Populations** -- Elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy.

School buildings are closed, if needed.

See *Entering School Buildings* for district/school staff guidance.

District/School Considerations:

- Employ additional nurses, health care aides, and full-time substitute employees

Society for Human Resources Management (SHRM)

- [Employment FAQ](#)
- [What to Do When Scared Workers Don't Report to Work Due to COVID-19](#)

National Association of School Nurses

- [Role of school nurses, providing care, and participating in return to school planning](#)

District Actions:

- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials
- Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations
- Adhere to FERPA and HIPPA requirements
- Adhere to state and federal employment law and extended leave allowances
- Offer an Employee Assistance Program to all staff members

District Actions:

- Implement standard operating procedures while taking preventative measures such as:
 - Establish a point-of-contact with the local health department
 - Identify local COVID-19 testing sites
 - Provide hand sanitizer for students and staff
 - Provide PPE to vulnerable students and staff as appropriate
 - Allow vulnerable students to complete their coursework virtually
 - Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable)
 - Establish a process for regular check-ins with vulnerable students and staff
 - Allow an early transition for vulnerable students to go to classes
 - Limit large group gatherings/ Interactions for vulnerable students and staff

**When a Child,
Staff Member, or
Visitor Becomes
Sick at School**



District Actions:

- School administrators, school nurses, teachers, staff members, and other healthcare providers will help to identify and isolate students and/or adults in the staging room to separate anyone who exhibits COVID-like symptoms.
- School nurses and other healthcare providers should use *Standard and Transmission-Based Precautions* when caring for sick people. See: *What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection*
- Students and adults must be safely transported home or to a healthcare facility.
- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws use appropriate public announcement protocols.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members and children not to return until they have met state DPH criteria to discontinue home isolation
- 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.

CDC Guidance

- [Symptoms of Coronavirus](#)
- [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#)
- [Standard Precautions](#)
- [Transmission-based Precautions](#)

The next few pages will address in more details our enhanced safety protocols.

#RISEUPWACOSAFETYFORALL



Preventative and Responsive Mitigation Plan

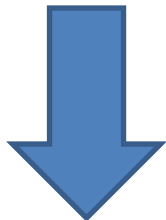
1st ACTION STEP: Before participating with any summer activity, riding a school bus, performing arts activity, practice, group gathering or entering a school building all staff members, students, and participant must complete a temperature check and answer screening questions. Note: The staff screener is asked to wear a mask during pre-screening.

If the student or coach/sponsor has no fever and answers “NO” to all the screening questions, they may participate in the activity and practice following the established safety protocols.

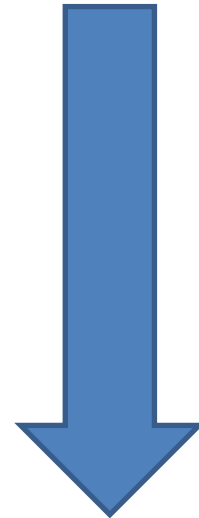
OR

If the student or coach/sponsor has a fever and answers yes to any of the screening questions, they may not participate in the activity and follow the established safety protocols for mitigation. Move to 2nd Action Step.

- Wash hands often as possible.
- Wear a mask if there are prolonged human-to human interactions within six feet (generally, for 15 minutes or greater).
- Use hand sanitizer as needed.
- Wipe down all equipment and supplies used (e.g. desks, bench press, tools, & etc.).
- Staff member continues monitoring student or person.
- Cough or sneeze into forearm, cover mouth, and wash hands immediately.



Full Participation Allowed
STOP: Do not go to the 2nd Action Step



SEE THE NEXT PAGE

NOTE: SEE BUS AND IN-SCHOOL PROTOCOLS

2nd ACTION STEPS:

Note: Please initial upon completion of each step below.

- Staff member/nurse directs the person/student to the staging area.
- Conduct a second temperature check and screening with a face covering/mask for protection. If after the second temperature check confirms a temperature over 100, please call the parent/guardian or emergency contact person to pick-up the student or staff member. If the person/student notes not feeling well or the temperature is above normal will require the same actions. Inform the parent to contact their medical provider or the health department and quarantine 3-14 days as directed. School representative will be making contact during monitoring/quarantine period.
- Sanitize and wash your hands and disinfect the staging area.
- Log all information for review and contact tracing.
- Inform the supervisor and disinfect the area.
- Do not allow anyone the staging area/room for 20-35 minutes

3rd ACTION STEPS:

- Staff member, nurse, and principal or designee begin compiling all information to conduct contact tracing report to determine the appropriate migration actions.
- The school principal or designee will inform the Superintendent and conduct a formal review to determine next steps.
- In general, the Parent Coordinator, counselor, and social worker will activate to bridge home and school with the parent to monitor the status of the child over the first three days of the mitigation plan as needed.
- After a complete review; the Superintendent, principal, PR Director, or designee(s) will determine the response level:

LEVEL 1 RESPONSE: RISK FOR WIDE SPREAD OF 10 OR MORE INDIVIDUALS

LEVEL 2 RESPONSE: RISK POTENTIAL FOR A MODERATE GROUP SPREAD OF 5-9 INDIVIDUALS

LEVEL 3 RESPONSE: RISK POTENTIAL FOR A SMALL GROUP SPREAD OF 1-4 INDIVIDUALS

DETERMINATION LEVEL	Possible Situation	Communication Actions
LEVEL 1 (10 or more)	Person in question has been confirmed/suspect to be COVID-19 positive based on parent notification, DPH, self-notification, or another medical agency/doctor. The possible contraction cannot be determined if it was at school or out of school.	<ul style="list-style-type: none"> - Principal informs the Superintendent. - Determine the timeline, compile a list of potential exposure and apply contact tracing. - Contact local Health Department for notification/contact tracing options.
LEVEL 2 (5-9)	Person in question has been confirmed/suspect to be COVID-19 positive based on parent notification, DPH, self-notification, or another medical agency/doctor. The possible contraction cannot be determined if it was at school or out of school.	<ul style="list-style-type: none"> - Contact the parents or persons that may need to be quarantined/monitored for 3-14 days to inform them first about contact tracing and the potential exposure before a formal press release. - Close the area for disinfection for 24-hours up to short-term or long-term school closure with collaboration with DPH.
LEVEL 3 (1-4)	Person in question has been confirmed to be COVID-19 positive/suspect based on parent notification, DPH, self-notification, or another medical agency/doctor. The possible contraction cannot be determined if it was at school or out of school.	<ul style="list-style-type: none"> - Release a general notice to the public and reference that all potential persons that may have been exposed have been contacted and our migration plan has been activated and being monitored.

NOTE: “Exposure is any person that has had close contact with a positive person within 6 feet for 15 minutes or greater length. This list should provide first and last name, date of birth, a good contact number and, in the case of a minor the name and contact number of a parent or guardian that can speak medically on behalf of the minor.” DPH, 2020

School Actions: Potential or Active Case(s)

Post evaluation of the symptomatic and asymptomatic individuals, if testing shows positive:

The following guidance will be used to make decisions about “return to school” for students or staff:

- with laboratory-confirmed COVID-19;
- who have suspected COVID-19 (e.g., developed symptoms of a respiratory infection [e.g., cough, shortness of breath, fever] but did not get tested for COVID-19 and have been exposed to a person with COVID-19 or live in an area with local or widespread transmission;
- who have been exposed to COVID-19 without appropriate personal protective equipment (PPE).

The following guidance below from DPH (2020) recommends a time-based return to school strategy that is determined based on a person’s health status. Decisions about “return to school” for persons with confirmed or suspected COVID-19 should be made in the context of local circumstances (community transmission, resource needs, etc.).

Return to Work Guidance After COVID-19 Illness or Exposure for Persons Who Are Not Healthcare Personnel

The following guidance should be used to make decisions about “return to work” for persons who are **not Healthcare Personnel**:

- with laboratory-confirmed COVID-19;
- who have suspected COVID-19 (e.g., developed symptoms of a respiratory infection [e.g., cough, shortness of breath, fever] but did not get tested for COVID-19 and have been exposed to a person with COVID-19 or live in an area with local or widespread transmission;
- who have been exposed to COVID-19 without appropriate personal protective equipment (PPE).

Return to Work Strategy

Symptomatic persons who are not healthcare personnel with confirmed COVID-19 or suspected COVID-19

- Who **had mild or moderate illness*** and are not severely immunocompromised[†] can return to work after:
 - At least 10 days have passed since *symptoms first appeared* and
 - At least 24 hours have passed since last fever without the use of fever-reducing medications and
 - Symptoms (e.g., cough, shortness of breath) have improved
- Who **had severe to critical illness** (if they were hospitalized for shortness of breath, pneumonia, low oxygen levels, respiratory failure, septic shock, and/or multiple organ failure) * or who are severely immunocompromised[†] can return to work after:
 - At least 20 days have passed since *symptoms first appeared*
 - At least 24 hours have passed since *last* fever without the use of fever-reducing medications and
 - Symptoms (e.g., cough, shortness of breath) have improved

Asymptomatic persons who are not healthcare personnel with confirmed COVID-19:

- Who are **not severely immunocompromised[†]** can return to work after:
 - At least 10 days have passed since the positive laboratory test and the person remains asymptomatic
- Who are **severely immunocompromised[†]** can return to work after:

- At least 20 days have passed since the positive laboratory test and the person remains asymptomatic

(Note: asymptomatic persons who test positive and later develop symptoms should follow the guidance for symptomatic persons above.)

Asymptomatic persons who are not healthcare personnel, and who do not work in critical infrastructure who have a known exposure to a person with COVID-19 without appropriate PPE can return to work after:

- After they have completed all requirements in the DPH guidance for persons exposed to COVID-19 found at <https://dph.georgia.gov/contact>
- Of note, if this person is tested for COVID-19 during the 14-day quarantine period, a negative test result would not change or decrease the time a person is monitored.

Asymptomatic persons who are not healthcare personnel, but who do work in critical infrastructure who have a known exposure to a person with COVID-19 can follow the CDC guidance for return to work:

- <https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html>

Both CDC and DPH **DO NOT** recommend using a test-based strategy for returning to work (2 negative tests at least 24 hours apart) after COVID-19 infection for non-healthcare personnel. [‡] CDC has reported prolonged PCR positive test results without evidence of infectiousness. In one study, individuals were reported to have positive COVID-19 tests for up to 12 weeks post initial positive.

DRAFT

Return to Work Practices and Work Restrictions

Persons who are not healthcare personnel who complete the above conditions and can return to work should:

- Wear a face covering if social distancing cannot be maintained in the workplace, per current CDC guidelines: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover.html>. Note: A facemask, instead of a cloth face covering, should be used by healthcare providers only. Cloth face coverings are appropriate for persons who are not healthcare personnel and are recommended by CDC to help prevent asymptomatic spread of COVID-19 in settings where social distancing cannot be practiced.
- Adhere to hand hygiene, respiratory hygiene, and cough etiquette in [CDC's interim infection control guidance](#) (e.g., cover nose and mouth when coughing or sneezing, dispose of tissues in waste receptacles)
- Self-monitor for symptoms and seek re-evaluation from occupational health if respiratory symptoms recur or worsen.

CDC guidance for discontinuation of home isolation for persons with COVID-19 infection not in a healthcare setting can be used in conjunction with this guidance for returning to work and can be found at <https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

The definitions in the [National Institutes of Health \(NIH\) COVID-19 Treatment Guidelines](#) are one option for defining severity of illness categories. The highest level of illness severity experienced by the patient at any point in their clinical course should be used when determining the duration of Transmission-Based Precautions.

Mild Illness: Individuals who have any of the various signs and symptoms of COVID-19 (e.g., fever, cough, sore throat, malaise, headache, muscle pain) without shortness of breath, dyspnea, or abnormal chest imaging.

Moderate Illness: Individuals who have evidence of lower respiratory disease by clinical assessment or imaging, and a saturation of oxygen (SpO₂) ≥94% on room air at sea level.

Severe Illness: Individuals who have respiratory frequency >30 breaths per minute, SpO₂ <94% on room air at sea level (or, for patients with chronic hypoxemia, a decrease from baseline of >3%), ratio of arterial partial pressure of oxygen to fraction of inspired oxygen (PaO₂/FiO₂) <300 mmHg, or lung infiltrates >50%.

Critical Illness: Individuals who have respiratory failure, septic shock, and/or multiple organ dysfunction.

In pediatric patients, radiographic abnormalities are common and, for the most part, should not be used as the sole criteria to define COVID-19 illness category. Normal values for respiratory rate also vary with age in children, thus hypoxia should be the primary criterion to define severe illness, especially in younger children.

† The studies used to inform this guidance did not clearly define “severely immunocompromised.” For the purposes of this guidance, CDC used the following definition:

- Some conditions, such as being on chemotherapy for cancer, untreated HIV infection with CD4 T lymphocyte count < 200, combined primary immunodeficiency disorder, and receipt of prednisone >20mg/day for more than 14 days, may cause a higher degree of immunocompromise and inform decisions regarding the duration of Transmission-Based Precautions.
- Other factors, such as advanced age, diabetes mellitus, or end-stage renal disease, may pose a much lower degree of immunocompromise and not clearly affect decisions about duration of Transmission-Based Precautions.
- Ultimately, the degree of immunocompromise for the patient is determined by the treating provider, and preventive actions are tailored to each individual and situation.

‡ Completing a test-based strategy is contingent upon the availability of ample testing supplies, laboratory capacity, and convenient access to testing and requires two samples taken at least 24 hours apart. If a facility requires the test-based strategy for return (**which is discouraged by DPH**), this should be done by a private physician through a commercial lab. The test-based strategy is not fulfilled by a single test, nor should it be used for screening of all persons returning to work.

(Retrieved and adapted from Department of Public Health, July 22, 2020)

Students and Employees Temperature Monitoring and Pre-screening Procedures on School Days

Purpose: To establish guidelines on management of temperature monitoring for students and employees.

Temperature Monitoring for Morning Car and Bus Riders

- Bus riders should have their temperature checked by the bus driver or designated responsible competent individual prior to loading the bus via temporal scanner. If the temperature is equal to or greater than 100.4°F (38°C), the bus driver will contact parent(s) and/or guardian(s) to assist student back to the home and return to school per CDC/DPH guidelines.
 - In the event the student's parent(s) and/or guardian(s) are not at home, the student will be transported to the designated school's Staging Room and contact will be made with parent(s) and/or guardian (s).
- Car riders should have their temperature checked by designated responsible competent individual upon arriving in Drop Off Zone via temporal scanner. If the temperature is equal to or greater than 100.4°F (38°C), the student will remain with the parent and/or guardian and return to school based on CDC/DPH guidelines.
- Documentation of students with temperatures equal to or greater than 100.4°F (38.0°C) should be completed.

Temperature Monitoring During the School Day **Students Attending Primary and Elementary Schools**

- Temperature monitoring should occur upon morning entrance prior to entering the building and then follow random if the student stays in one classroom. In the event the student's dismissal time is prior to the last temperature check for the day, a temperature check should be done prior to the dismissal time. If the student changes class during the school day, temperature monitoring can occur as needed.
- If the student leaves the school prior to dismissal and returns, the student's temperature will be checked upon entrance into the building.
- If a student or staff member is displaying signs/symptoms of possible illness during the school day, the person must be sent to the nurse's station with a nurse pass if needed. A second temperature check and screening will occur in the Staging Room for mitigation.

Students Attending Middle and High Schools

- Temperature monitoring/screening should occur each morning prior to entering the building.
- Temperature monitoring/screening should occur as needed during the day and prior to dismissal.

- If the student leaves the school prior to dismissal and returns, the student's temperature will be checked upon entrance into the building.
- If a student is displaying signs/symptoms of possible illness during the school day, temperature monitoring/screening will occur at nurse's station and/or Staging Room.

Student Temperatures Equal to or Greater Than 100.0°F (38°C)

- Students with a temperature equal to or greater than 100.4°F (38.0°C) via the full body thermal or temporal scanner need to be sent to the nurse's station for further evaluation. If the elevated temperature is confirmed by the nurse, the student will then proceed to the Staging Room and immediate contact will be made with the parent and/or guardian. The student will be continually monitored by designated personnel until pick up by the parent and/or guardian.
- Due to the possible severity of signs and symptoms of elevated temperatures, parent(s) and/or guardian(s) will be contacted immediately. If the student is not picked up within 30 minutes of the first contact, a second contact attempt will be made. A third and final attempt will be made if the student is not picked up within the 30 minutes of the second attempt. Administrators will be notified after the second attempt.
- In the interest of the student and the entire school population; the necessary authorities will be notified after three unsuccessful attempts.

Temperature Monitoring for Employees

- Each employee should have their temperature/screening monitored each morning prior to entering the building, each time he or she leaves and returns into the building and/or on an as needed basis. A temperature greater than 100.4°F (38°C) will result in the employee being sent home and encouraged to see their medical provider for further evaluation. The employee will be able to return based on CDC/DPH guidelines.

Beck Janitorial Services

Temperature/Screening Monitoring for Employees

- Screener for the Beck Company will use the appropriate form to document temperature checks/screening each morning and afternoon at the close of the workday.
- If a person fails the temperature check or screening questions, that person must go directly to the staging room/area and follow WCSD's mitigation process as stated above.
- The temperature checks/screening forms will be submitted to the nurses each morning for logging for possible contact tracing if needed.
- The Beck Company will collaborate and communicate with the WCSD & DPH with all mitigation protocols.

Beck Janitorial Services Cleaning

Enhanced Disinfecting and Sanitizing Procedures

- Each school morning each employee will be cleared with temperature checks/screening questions before entering the building and log and submit to the nurses.
- Re-disinfect and sanitize restrooms, door handles, and support the lunchroom staff with wiping the tables and countertops as needed.
- Upon school starting the Beck Team will revisit the restroom for a cleaning and check soap supply and other items for staff and student use for the day.
- Throughout the day as much possible wipe down door knobs and make connections with the teachers and support their safety needs.
- At the end of a week, the Beck Team will have a designed person to deep clean and fog each school and log for documentation. Beck will use EPA & CDC approved products in their cleaning procedures.

SAMPLE LETTER TO PARENTS ON PICK-UP OR STAY HOME

Dear Parents,

Watch for some of these symptoms while your child is out. According to latest updates from the Center for Disease Controls (CDC), people with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 3-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever (100.4) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

When to Seek Emergency Medical Attention

Look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you. **Call 911 or call ahead to your local emergency facility.** Notify the operator that you are seeking care for someone who has or may have COVID-19. The school will work in collaboration with you, your health care provider, and DPH to follow the approved procedures for returning to school. See additional provided guidance documents.

Thank you,

Dr. Rickey L. Edmond
Superintendent of Schools

#RISEUPWACO

NOTE: This is a fluid document and may change as new information and guidance is provided.