CARTERSVILLE CITY SCHOOLS REOPENING PLAN

INTRODUCTION

Cartersville City Schools (CCS) has always set out to maintain a tradition of excellence while making things as personal as we can for our students, families, employees and other stakeholders. Through a collaborative process involving our district and school leaders, as well as using survey data gathered from our teachers/staff and parents, we have developed a **Reopening Plan** to provide learning environments that allow for academic successes while emphasizing health and safety. The primary guidelines referenced in our plan are based on guidance from the Georgia Department of Education (GaDOE), Department of Public Health (DPH) and American Academy of Pediatrics (AAP). We also considered many additional resources including guidance from Centers for Disease Control and Prevention (CDC) and Cartersville Medical Center (CMC). This plan will continue to be evaluated and modified as more relevant information becomes available and conditions change.

SECTION 1:
MAKING A DECISION AND GETTING STARTED

CCS REOPENING MODELS

Cartersville City Schools, utilizing relevant guidance, research and collaborative planning has created a local plan that maximizes safety, learning opportunities and social and emotional protections for our students and staff. Through a collaborative effort, this plan will allow Reopening of School options designed to meet the needs of our community. Reference the *CCS Reopening 2020* infographic (Appendix A) for a graphical representation of the reopening models.

On June 1, the Georgia Department of Education released Georgia's K-12 Recovery Plan, which was completed in collaboration with the Georgia Department of Public Health. The intent of this document was to provide guidelines on how schools could open in a flexible manner. This Path to Recovery provided considerations, recommendations, and best practices for a safe and successful school year and was based upon three levels of the spread of the virus (little to no spread was green, minimal/moderate spread was yellow, and substantial spread was red). Each community is different, and community spread levels are determined by Department of Public Health officials.

On July 13, the Georgia Department of Education released a slightly updated K-12 Path to Recovery Plan. The updates included a new district decision tree and screening and closure considerations. The updates equipped districts and schools with information to mount a targeted response based on confirmed COVID-19 cases or exposures within a school community. *Reference K-12 Path to Recovery (Appendix B).*

We all know that schools are parts of the larger community, so both community spread and specific cases in schools should both be considered in reopening decisions. We also know the spread of COVID-19 can ebb and flow. For these reasons, we feel that being able to operate in one of several ways based upon positive COVID-19 cases in our schools, while also considering community cases as well, will allow us to meet the needs of our students and staff at any given time. We have strongly considered several options which can pivot into different approaches.

OPTION 1: TRADITIONAL

Includes three models that can be implemented to address the local impact of COVID-19.

- Fulltime In-Person Learning: This model is what we are used to (daily, in-person, 5 days/week). Our hope is to operate this way as much as possible throughout the year, with mitigation strategies in place, as we know this is the most ideal and beneficial for students. Social distancing, the recommended use of PPE by students and staff, and enhanced hygiene and cleaning/disinfecting protocols will be in place. After-school programs, recess, clubs and athletics will continue if practical with feasible safety measures in place. Programming and student services will continue with as little interruption as required.
- Hybrid Learning: If the number of positive cases increases in our school and/or community enough that our local Department of Health and local hospital advise us to consider other options, we could then implement a Hybrid Learning Model. Our Hybrid Learning Model is one where approximately half of our students attend school on certain days of the week and the other half attend on different days of the week. This situation, although not perfect, would allow us to maintain reasonable normalcy by having our students attend two days each week instead of not attending and it would allow us to further distance the proximity of individuals in the buildings.
- Digital Learning: This model would be utilized if Fulltime In-Person or Hybrid models are deemed to be unsafe or necessary (i.e. lack of substitutes available, etc). The Digital Learning Model would be somewhat similar to the end of last school year with students learning and completing 100% of work at home.

Students who choose the Traditional Option do not need to take any further steps as they are already enrolled.

OPTION 2: CARTERSVILLE VIRTUAL ACADEMY

In response to the needs of our community, Cartersville City Schools has added a new full-time virtual academy option for our K-12 students for the 2020-21 school year. Unlike our previous digital learning implemented under emergency conditions during last spring's school shutdown, students in the Cartersville Virtual Academy will have a normal daily instructional schedule, earn grades, and receive timely teacher feedback in response to class assignments and homework. Teachers will guide and support student engagement using a variety of live and pre-recorded standards-based age-appropriate content. Students will also have access to subject matter seven days a week as well as tech support. Parents/Guardians who select Cartersville Virtual Academy must do so by July 24. Applications can be found at https://www.cartersvilleschools.org/cva.

FIRST THREE WEEKS OF SCHOOLS – HYBRID LEARNING MODEL

The reality of our current situation is that we have not been in school for five months. Furthermore, COVID-19 has not gone away. We must look at the past and present of our

community regarding how we navigate and serve our students through this pandemic. Next year will be a different normal for all of us. For these reasons, we are delaying the start of school to August 18 in an effort to give our teachers more pre-planning days. Staff members need time to prepare for the uncertainties of this year and it is important we give them that time. Being prepared will allow us to handle any uncertainty with confidence and best serve the educational needs of our students. Furthermore, we intend to start the school year in a Hybrid Model. Our current Hybrid Model will run for three weeks up to Labor Day and then all students will start back together on Tuesday, September 8. We strongly feel it will be important to slowly and intentionally work our way back into our buildings with new protocols in place with half of our students present at a time allowing us to make connections with our students while also closely monitoring the effectiveness of our new procedures.

As we start school all student grading will be consistent with CCS Policy and protocols no matter the instructional model chosen. All students will be expected to follow the same grading and course work submission processes in both instructional models.

SECTION 2:
SAFETY OF STUDENTS, STAFF AND VISITORS

EMPLOYEE AND STUDENT SAFETY

VOLUNTEER AND VISITOR RESTRICTIONS

CCS will have limited access for volunteers and visitors to reduce the risk of exposure to the COVID-19 virus. Breakfast and lunch visitors as well as classroom visitors will not be permitted during at least the first nine weeks of the school year. Only visitors determined essential to the educational program will be allowed in school buildings.

All visitors will be required to check-in with the front office and be screened for COVID-19 symptoms and possible exposure. Reference Cartersville City Schools *COVID-19 Guidelines and Best Practices for Visitors and Volunteers for Preventing and Reducing the Spread of Respiratory Illness (Appendix C)* for more information.

TRAVEL RESTRICTIONS

CCS will suspend student and staff travel including field trips, conferences and workshops until further notice unless pre-approved due to extenuating circumstances by the superintendent. The CDC has a travel site with updated advisory areas, https://wwwnc.cdc.gov/travel.

EMPLOYEE SCREENING AND PROTOCOLS

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees, we will require all employees to complete a self-screening daily which includes a temporal scan (temperature not to exceed 100.4°F) and answering a set of questions related

to COVID-19 symptoms including:

- Positive or pending test for COVID-19
- New respiratory symptoms including cough or shortness of breath
- Recent changes in sense of taste or smell
- Close contact with or caring for someone diagnosed with COVID-19
- Travel to a COVID-19 Advisory Area in the past 14 days (as defined by CDC)

Employees who have a positive response to the self-screening will not report to work and are directed to contact their supervisor immediately. Please see the *COVID-19 Employee Self-Screening Guidelines* (Appendix D). More information regarding employees returning to work and continuing to work can be found in the Employee Frequently Asked Questions Guidance document, which will be emailed to employees as soon as it's available.

HEALTH PROTOCOLS: EXPOSURE AND POTENTIAL SCHOOL CLOSING

DPH is continuing to update its guidance regarding COVID-19 and CCS will continue to monitor and evaluate applicable guidance and requirements.

EMPLOYEE HEALTH PROTOCOL

- If an employee becomes ill at work or is exhibiting symptoms of COVID-19 at work, they must notify their supervisor and go home immediately.
- Employees will then notify Ken Clouse, who will work with appropriate health officials to provide guidance to employees and schools on current protocols and requirements.

STUDENT HEALTH PROTOCOL

- If a student becomes ill at school or begins exhibiting symptoms of COVID-19, they must notify their teacher immediately.
- The teacher will notify the school nurse or school administrator immediately who will come to escort the student using appropriate safety protocol measures to the nurse's office area where screening and quarantine protocols will be administered.
- Parents/Guardians will be contacted immediately for student pick-up and information will be provided regarding contacting appropriate health officials.

COVID-19 CASES AND POTENTIAL SCHOOL CLOSURES

- School nurses or a school administrator will immediately contact DPH upon confirmation or a potential exposure of a COVID-19 case for guidance and to begin contact tracing as required.
- CCS will notify affected parents/guardians in the event of a positive COVID-19 case in the classroom. However, CCS must adhere to federal privacy and confidentiality laws

and regulations concerning the identity and personal information of its students.

- Per current DPH guidance, CCS can institute closures at the class, school or district level depending upon student and staff exposures and positive COVID-19 cases with the following options:
  - Target closures within a school (i.e., individual classroom or impacted classrooms);
  - Short term closures; and/or,
  - Extended closures.

Closures will be addressed in a case-by-case manner based on guidance from health officials.

QUARANTINING

Based on Georgia Department of Public Health Guidelines, protocol is as follows:

Effective immediately, CCS will use the latest CDC guidelines regarding COVID-19 quarantining.

- A person who needs to be quarantined because of exposure (< 6 feet for more than 15 minutes) now is to be quarantined for ten (10) days from the exposure instead of 14. They have the option of reducing it to seven (7) days IF they can produce a negative test result that was taken within 48 hours of returning after the 7 days AND they are symptom free.

- Testing needs to occur within 48 hours of their eligibility to return. Therefore, testing on day 6-7 will suffice. A written test result is necessary to return along with being symptom free.

- After the 10 days of quarantining, no test result is necessary to return; only being symptom free.

- Students/staff/parents should still watch for symptoms for the 14-day period after exposure.

- The isolation period of ten (10) days for testing positive for COVID-19 has NOT changed. It is still at least 10 days isolation if you are positive. The person also needs to be symptom free upon returning beginning day 11 or thereafter.

- Contact tracing guidance has not changed...so, still less than 6 feet for more than 15 minutes is the guideline.

- The current guidelines will be effective for those students or employees currently being quarantined. Therefore, schools may need to contact those individuals to tell them the new CDC applicable guidance.

SOCIAL DISTANCING AND PERSONAL HYGIENE

Social distancing is an effective way to prevent the spread of COVID-19 and other communicable diseases. CCS employees, students, parents and visitors are encouraged to stay six feet away from others and limit contact with others whenever possible. The following precautions will be implemented in CCS Schools:

- Various strategies to limit traffic congestion in hallways;
- Avoiding large gatherings and discouraging congregating of students and staff;
- Eating meals in classrooms
- Establishing classrooms and workspaces that promote social distancing;
- Washing hands frequently or using hand sanitizer when hand washing is not possible;
- Covering of nose and mouth when sneezing or coughing;
- Avoiding touching face;
- Avoiding greetings involving physical contact;
- All students will have assigned seats;
- Avoiding using shared equipment when possible; and,
- Wearing a face covering/mask when social distancing is not achievable

PERSONAL PROTECTIVE EQUIPMENT (PPE)/FACILITY UPGRADES

In order to minimize exposure to COVID-19, PPEs should be utilized to limit exposure. These can include:

Face Coverings/Masks: Face coverings are an important part of employee protection, as well as personal hygiene, social distancing and frequent cleaning efforts. Along with social distancing and good hygiene practices, face coverings can play a role in keeping CCS schools safe.
- At this time, CCS requires all employees to wear face coverings in situations where social distancing cannot be achieved.
- At this time, CCS strongly encourages and expects that students wear face coverings in situations where social distancing cannot be achieved (such as arrival to school, in hallways during class changes, school dismissal, and riding the bus to/from school). Guidance regarding student use of face coverings/masks will be modified if necessary or as conditions change.

- **Will masks be provided for students and/or staff?**
  A limited number of masks will be available for students and staff who need one. All masks must abide by the dress code. Furthermore, students in grades in 6-12 are only permitted to wear an appropriate, solid-colored mask or one only featuring a Canes logo. Schools may also consider clear masks.

Additional PPE (Gloves, etc.): PPE will be provided to staff members who need additional protections to fulfill job responsibilities.
- Nurses, cafeteria staff and personnel conducting temporal scans will be required to wear gloves.

In addition to using PPEs, students and staff must remember to:

- Wash hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid touching eyes, nose and mouth.
- Cover mouth and nose with a tissue or the inside of the elbow when coughing or sneezing.

Social distancing should still be practiced even with the use of PPE including gloves and face coverings/masks.

Protective Barriers/Sneeze Guards: Plexiglass barriers have been installed in office areas where needed.

PLAYGROUNDS

Cartersville Primary and Elementary schools will have the ability to schedule recess. Modifications in the amount of time and availability of equipment on the playgrounds may be made to encourage health and safety. The number of students on a playground and in specific outdoor areas should be smaller in number than in the past. Regular cleaning will take place.

PERSONAL WORKSPACE/CLASSROOM

All teachers and students will limit visits to other classrooms and work areas outside of their team or grade level. To promote the timely and effective cleaning of classrooms and high-touch areas, additional custodial support will be assigned to each school. Teachers will be asked to continually access their areas for maximum health and safety as well as mitigating the circumstances.

MEETINGS/GATHERINGS

Employees may be asked to attend an in-person meeting with limited attendees in a space that is large enough to allow for distancing between participants. In addition, some meetings may include, where feasible, a virtual option for employees to participate from their personal workspaces. The meeting organizer and/or supervisor can provide employees with specific guidance regarding attendance/participation.

Employees should avoid social gathering in breakrooms, lunch spaces, hallways and work rooms.

SECTION 3:
FACILITIES CLEANING AND DISINFECTION MEASURE

SCHOOL FACILITY PROTOCOLS

FACILITIES CLEANING

Our custodial provider, Service Solutions, increased its disinfection procedures in the days after the school closure last spring, including a deep cleaning of all schools. Service Solutions will continue to increase staffing levels and focus on frequent disinfection of high-touch areas. All classrooms have been provided with hand-sanitizer.

> **In the event of a COVID-19 exposure, all affected areas will be deep cleaned and sanitized per appropriate protocols. Students and staff will be unable to access any affected area until all proper cleaning and disinfecting measures have been completed.*

BUS DRIVERS/BUS PROTOCOLS

Bus drivers and/or transportation staff will clean and disinfect the buses after each route. Transportation staff, including bus drivers, will be required to wear a mask/protective shields, unless health reasons prevent them from doing so. Bus drivers will also have hand sanitizer available.

Bus drivers will wipe high touch areas between tiered routes.

- Bus drivers will spray all seats and high touch areas after the AM and PM routes.
- Transportation staff will fog buses with disinfectant weekly.
- Bus drivers will assign seating to students to improve loading and unloading efficiencies.

SECTION 4:
SCHOOL OPERATIONS AND STUDENT SERVICES

SOCIAL AND EMOTIONAL WELL-BEING OF STUDENTS AND STAFF

CCS believes strongly in the importance of social and emotional supports for our students and staff. We know that Social and Emotional Learning (SEL) will be crucial in engaging our learners and building positive relationships with them, supporting our staff, and creating a strong, relevant foundation for academic learning and achievement. Focusing on the work we have done with Capturing Kids Hearts, promoting our Positive Behavior Strategies, focusing on equity and cultural competency, and emphasizing the importance of staff care will be essential to our success during the upcoming school year.

EXTRACURRICULAR ACTIVITIES AND AFTER-SCHOOL PROGRAMS

CCS will offer After-School Programs (ASP) for families in need of after school care like we have done in the past. Costs for ASP will be the responsibility of those utilizing this program and will continue as in previous years. If/When the district has to implement a Hybrid Model, after-

school care will be available on the days the student is scheduled to be in attendance. Additionally, schools will continue to offer clubs and athletics adhering to CCS protocols based on guidance from GaDOE, DPH, AAP, CDC and Georgia High School Athletic Association (GHSA).

STUDENT MEALS

To ensure proper social distancing, CCS Nutrition staff is prepared to serve breakfast and lunches in our classrooms. We will re-evaluate this after the first nine weeks of school.

For students choosing Cartersville Virtual Academy and with the alternate school models (i.e. hybrid or digital), meals will be available via curbside pickup and/or delivery as allowable by state and federal guidelines and the logistics of the district in accommodating the need.

HEALTH/NURSING SERVICES

Our school nurses will serve as the school's main contact in dealing with students and staff exhibiting COVID-19 symptoms. In addition to the aforementioned protocol for symptom checking, school nurses will utilize designated quarantine areas at each school to temporarily house students or staff who are ill or displaying symptoms.

SIGNAGE FOR SCHOOLS AND OFFICES

All CCS schools and offices will be provided with the following signage for information use:

SECTION 5: TECHNOLOGY

Students who elect to enroll in the Cartersville Virtual Academy may have the opportunity to check-out laptop devices from the CCS Technology Department through their home school once the district has determined need and availability. Students and parents will be responsible for the care of borrowed technology devices as defined in the *CCS Technology Acceptable Use Guidelines (Appendix E).*

Additional information will be provided to parents/guardians of students who select the full-time Virtual School options regarding technology resources.

SCHOOL YEAR 2020-21

OPTION 1: TRADITIONAL

Includes three models to be determined due to local impact of COVID-19:

- **Fulltime In-Person**: Students report to school five days a week with mitigation strategies in place.
- **Hybrid**: Students with last names A-K report to school on Tuesday/Wednesday. L-Z students report on Thursday/Friday. Students work from home on the other days of the week. For immediate families with students of different last names in the same household, students will attend on the days of the oldest child's last name.
- **Digital Learning**: All students learn online.
ALL STUDENTS WILL OBSERVE HYBRID MODEL UNTIL AT LEAST SEPT. 8.

OPTION 2: CARTERSVILLE VIRTUAL ACADEMY

- Students learn 100% online
- Normal daily instructional schedule, earn grades, and receive timely teacher feedback.
- Grades K-5 commit for each semester
- Grades 6-12 commit for entire school year.
- Pre-K is not available for CVA.
- Teachers will guide and support student engagement using a variety of live and pre-recorded standards-based age-appropriate content.
- You are still a CANE!
- Must register by July 24 at 5 pm

SOCIAL DISTANCING PROCEDURES

Eating in classrooms

Additional protocols in place for cleaning and sanitizing schools, as well as special attention to high contact areas and shared items

Essential visitors only permitted and must submit to a health screening prior to entry.

Strongly encourages and expects that students wear face coverings in situations where social distancing cannot be achieved

Aug. 18 School begins for Traditional and Cartersville Virtual Academy students.

Georgia's Path to Recovery for K-12 Schools

Considerations and Recommendations for Georgia's Schools

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.

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's Path to Recovery for K-12 Schools provides considerations, recommendations, and best practices to ensure a safe and successful 2020-2021 school year. This guidance is not mandated, or state required. Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities. School leaders should engage and communicate with their students, staff, and communities in the development and implementation of their plans.

Practicing Prevention and Responding to COVID-19 in K-12 Schools
Levels are aligned to DPH's 'Return to School Guidance After COVID-19 Illness or Exposure' issued on June 13, 2020
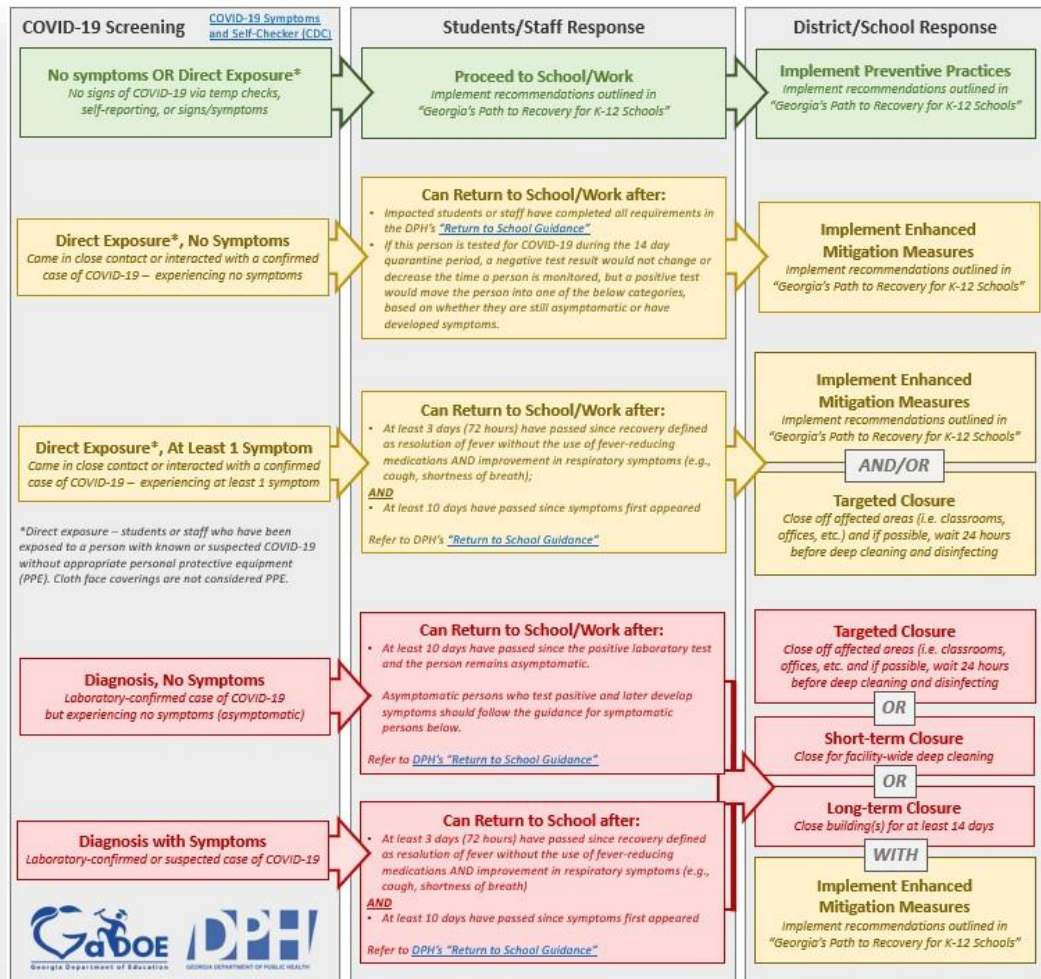
Temporary Closure(s)	Enhanced Mitigation Measures	Preventive Practices
• Consult with local and state DPH health officials • Report closures to GaDOE • Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible) • Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting. • Determine partial or total closure by evaluating size and characteristics of students and staff, setting characteristics and environmental factors that affect transmission, increased absenteeism, and trends of suspected/confirmed cases of COVID-19 (see *Considerations for Temporary Closures)* • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting Vulnerable Populations* for considerations)	• 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 *Transitioning, Large Group Gatherings, and Teaching and Learning*) • 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 *When a Child, Staff Member, or Visitor Becomes Sick at School)* • 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 *Protecting Vulnerable Populations* for considerations)	• 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) • 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 *When a Child, Staff Member, or Visitor Becomes Sick at School*) • Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting Vulnerable Populations* for considerations)
For additional guidance, see the CDC's Considerations for Schools	*Districts have the authority and flexibility to close school buildings and utilize distance/remote learning as needed.*	

DPH DOES NOT recommend using a test-based strategy for returning to school for children or adults (2 negative tests at least 24 hours apart) after COVID-19 infection. CDC has reported prolonged PCR positive test results without evidence of infectiousness. Although persons may have PCR-positive tests for up to 6 weeks, it remains unknown whether these PCR-positive results represent the presence of infectious virus. At this time, PCR positive specimens capable of producing disease have not been isolated more than 9 days after onset of illness.

Recommendations

Face Coverings	Per the Governor's Executive Order, the use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult to accomplish (i.e. during hallway transitions, drop-off/pick-up, etc.). Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. > CDC Guidance	**Hand Sanitizer**	Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap should be used for younger children. > CDC Guidance	**Clean/Disinfect**	Ensure safe and correct application of disinfectants and keep out of reach of children. > CDC Guidance

Screening for and Responding to COVID-19 in K-12 Schools

School District Decision Tree

This *District Decision Tree* equips local school and public health leaders to mount a targeted response based on confirmed COVID-19 cases or exposures within a school community.

- CDC's COVID-19 Symptoms and Self-Checker
- DPH's Return to School Guidance After COVID-19 Illness or Exposure (issued June 13, 2020)

Districts continue to have the flexibility to implement prevention strategies above and beyond the recommendations laid out in this guidance and adopt instructional models that best serve their students, teachers, and community.

Click here to enlarge the 'Screening for and Responding to COVID-19 in K-12 Schools' District Decision Tree

State and local public health officials may recommend that school districts adopt more enhanced mitigation strategies in response to community 'flare ups' or 'hot spots' of COVID-19 spread and in accordance with issued public health advisories.

Screening

Conducting regular screening for symptoms and ongoing self-monitoring throughout the school day can help reduce exposure. Teachers, staff, and students should be encouraged to self-monitor for symptoms such as fever, cough, or shortness of breath. If a student develops symptoms throughout the day, they MUST notify an adult immediately. More information on how to monitor for symptoms is available from the CDC.

Schools are **required** to:
□ Enforce teachers, staff, and students stay home if:
- They have tested positive for OR are showing COVID-19 symptoms, until they meet DPH's "Return to School Guidance After COVID-19 Illness or Exposure".
- They have recently had close contact with a person with COVID-19, until the meet DPH's "Return to School Guidance After COVID-19 Illness or Exposure".
- Advise positive or ill individuals of DPH's home isolation criteria: https://dph.georgia.gov/document/document/return-school-guidance/download.

□ Keep a daily log of teachers, staff, and students who a) did not attend school due to COVID-19-related illness or b) were sent home due to displaying COVID-19 symptoms and report cases to local public health officials.

DPH Guidance
- Quarantine Guidance: What to do if you were exposed to someone with COVID-19
- Isolation Guidance: What to do if you are sick with COVID-19
- Return to School Guidance After COVID-19 Illness or Exposure

Considerations for Temporary Closures

□ When 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 appropriate school official may decide whether school closure is warranted, including the length of time closure may be necessary. Consider the following when determining the need for partial or total closure:
- Size and characteristics of student and staff population (e.g., population includes individuals with special healthcare needs and/or who are at higher risk for severe illness)
- Setting characteristics and environmental factors that affect transmission (e.g., length of school day, intensity of hands-on instruction, ability to maintain social distancing, need for/sharing of common equipment, physical spacing in classrooms, movement through buildings, proportion of time spent outdoors, involvement in activities that may be more likely to generate aerosols)
- Possibility of spread to others, including to additional individuals outside of the facility (e.g., exposures at large assemblies, on field trips, at extracurricular activities that include students from other schools, on school buses that transport riders from multiple schools)
- Absenteeism among educators, students, and/or staff that is high enough to limit the ability of the school to function effectively
- High suspected number of cases or greater case rate within the educational setting compared to the case rate in the community
- Additional indicators (e.g., increased absenteeism) that might suggest undiagnosed or unreported COVID-19-like activity among students or staff

See the District Decision Tree on page 5 of this document for a menu of responses.

Georgia's Path to Recovery for K-12 Schools
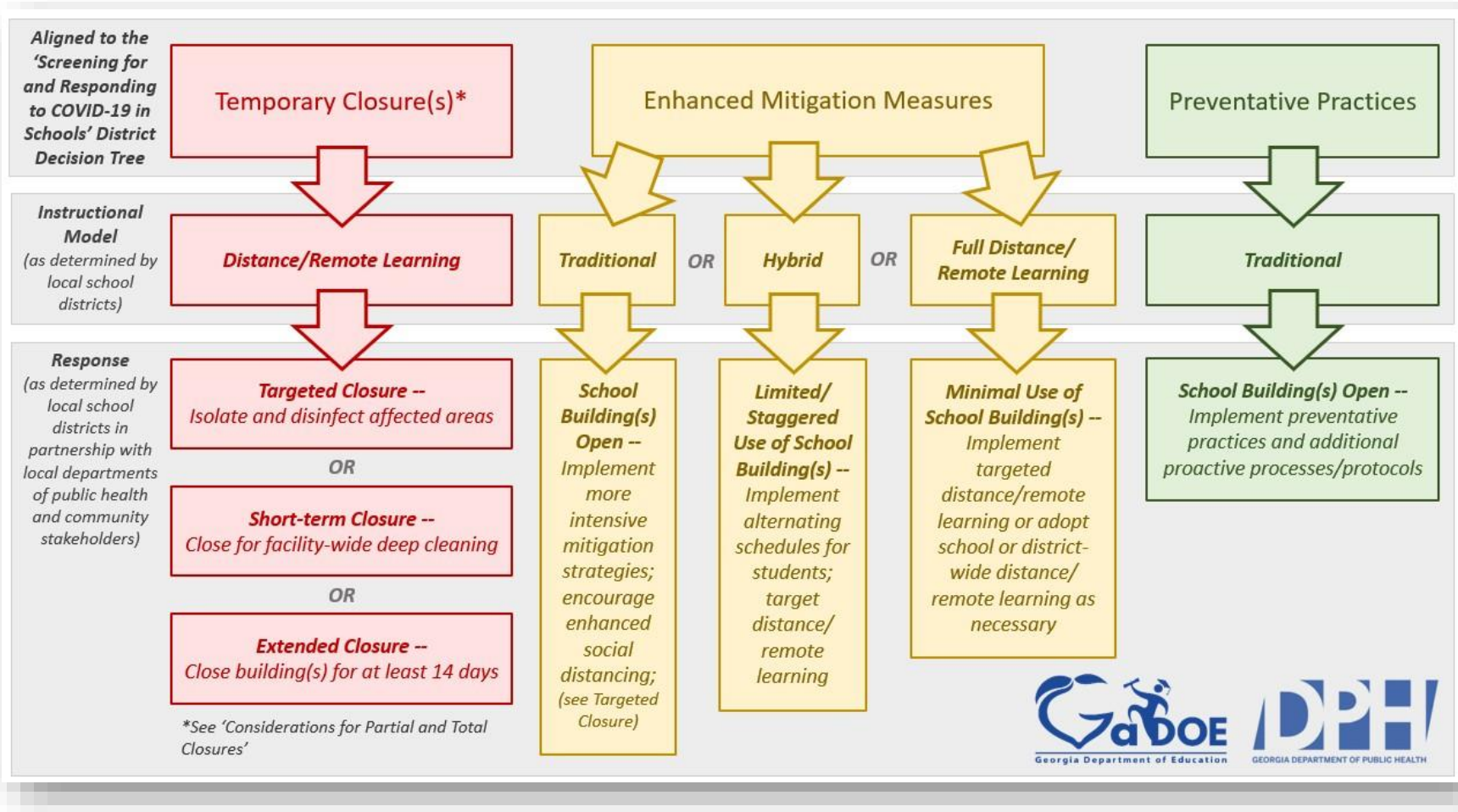
School District Decision Tree

Georgia's Path to Recovery for K-12 Schools not only provides considerations for school leaders as they develop their own plans for restarting school this fall but provides a flexible framework to address challenges that may develop throughout the 2020-2021 school year. Instead of a one-size-fits-all approach, the above *District Decision Tree* provides a menu of instructional models and responses districts can adopt to ensure the continued success and safety of students

Georgia's Path to Recovery for K-12 Schools

Aligned to the 'Screening for and Responding to COVID-19 in Schools' District Decision Tree	**Temporary Closure(s)** RECOMMENDATIONS	**Enhanced Mitigation Measures** RECOMMENDATIONS	**Preventive Practices** RECOMMENDATIONS
Practicing Prevention	**District/School Considerations:** • Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols • Encourage COVID-19 testing CDC Guidance • How to Protect Yourself and Others • COVID-19 Symptoms • COVID-19 and Children • Communication Tools Georgia Department of Public Health website	Find COVID-19 testing sites CDC COVID-19 Self-Checker Georgia's COVID-19 Hotline • Call: **844-442-2681** Crisis Contacts • Support for people in distress, prevention and crisis resources Return to School • Launching a Return to School Committee • Roadmap for Wellness Georgia Department of Economic Development • State's PPE Suppliers List Georgia Department of Administrative Services • Statewide contracts for supplies/equipment	**District/School Considerations:** • 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 CDC Guidance • Reopening Guidance for Cleaning and Disinfecting Schools • Guidance for Reopening Buildings After Prolonged Shutdown	**District/School Considerations:** • 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, and other appropriate PPE as desired • 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) CDC Guidance • Reopening Guidance for Cleaning and Disinfecting Schools • Guidance for Reopening Buildings After Prolonged Shutdown Return to School • Roadmap for Facilities

Transporting Students
 	
Additional [Transportation](#) guidance from Georgia's K-12 Restart Working Group.
	Temporary Closure. Buses used to deliver meals to students and families
	
	District/School Considerations:
	• 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]
	
	[2] *Subject to future USDA meal waiver approval*
		District/School Considerations:
		• 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
		
		CDC Guidance
		• [What Bus Operators Need to Know](#)
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  o Providing hand sanitizer for students and bus drivers
			  o Allowing bus drivers and students to wear face masks/coverings
			  o Limiting field trips
			  o Inspecting buses prior to students returning and as part of a regular rotation
			  o Cleaning and disinfecting frequently touched surfaces on the bus at least daily
			  o Airing out buses when not in use
			  o Lowering windows and allowing fresh air in during routes as weather permits

Entering School Buildings[3]
 	
Additional [Facilities and Equipment](#) guidance from Georgia's K-12 Restart Working Group.
 	
[3] ***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.*
	Temporary Closure. Districts should require only that *essential staff* report in-person to carry out functions that are *absolutely necessary*.
	
	District/School Considerations:
	• District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements
	• District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures
	
	GaDOE Guidance
	• [In-person Reporting and Employee Safety Guidance](#)
	
	Georgia Department of Public Health Guidance
	• [Pick-up of Essential Items](#)
		District/School Considerations:
		• 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 *When a Child, Staff Member, or Visitor Becomes Sick at School*)
		• Mark spaced lines to enter the building and designate entrance and exit flow paths
		• Screen students and staff (to the extent practicable):
		  o Take temperatures ideally before entering buildings
		  o Isolate and send home if internal temperature over 100.4°F (38°C)
		  o 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
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  o Provide hand sanitizer for students and staff
			  o Limit unnecessary congregations of students and staff
			  o 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
			  o Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*)
			  o Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc.
			
			American Health Care Association
			• [COVID-19 Screening Checklist for Visitors](#)
			
			Society for Human Resources Management (SHRM)
			• [Coronavirus Warning Poster for Entrances](#)

Serving Meals
 	
Additional School Meals guidance from Georgia's K-12 Restart Working Group.
	Temporary Closure.
	District/School Considerations:
	• 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
	
	GaDOE Guidance
	• Employee Safety Guidance for School Nutrition Programs
	
	[2] Subject to future USDA meal waiver approval
		District/School Considerations:
		• Strongly encourage 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
		Alternative Serving Models:
		• Serving meals in classrooms
		• Serving meals in cafeterias with:
		  ○ 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.
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  ○ Providing hand sanitizer for students and staff
			  ○ The use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult to accomplish (i.e. during hallway transitions, drop-off/pick-up, going to and from the cafeteria, etc.).
			  ○ Conducting cleaning of cafeterias and high-touch surfaces throughout the school day

Transitioning	**Temporary Closure.**	**District/School Considerations:**
		• Limit mixing between groups (to the extent practicable)
		• For class changes and other transitions throughout the school day:
		  ○ 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 students 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)
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  ○ Use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult (i.e. class transitioning)
			  ○ 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)

	Temporary Closure.	District/School Considerations:	District/School Considerations:

Conducting Large Group Gatherings	**Temporary Closure.** Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order	District/School Considerations:
		• 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 *Georgia High School Association* guidelines for sporting events and practices
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  o Providing hand sanitizer for students and staff
			  o Use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult
			  o Limiting unnecessary congregations of students and staff
			  o Follow *Georgia High School Association* guidelines for sporting events and practices

Supporting Teaching and Learning
 	
Additional [Connectivity and Devices guidance](#) from Georgia's K-12 Restart Working Group.
	Temporary Closure.
	District/School Considerations:
	• Implement a robust Distance Learning Plan
	• Distribute printed instructional packets/ materials and district/school communications along with meals; designate and communicate collection/drop off points
	Resources
	• [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](#)
		District/School Considerations:
		• 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 student stays at their home school)
		Traditional Instructional Model
		• *Schools can deliver traditional instruction under 'Exposure' by implementing the recommendations outlined in this guidance. District or school-wide distance/remote learning is allowable and a local decision.*
		• Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)
		• Limit physical interaction through partner or group work
		• Establish distance between the teacher's desk/board and students' desks
		• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing
		Hybrid Instructional Models
		• *Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as childcare requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in*
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  o Providing hand sanitizer for students and staff
			  o Conducting cleaning of classrooms and high-touch surfaces each day
			  o Limiting physical interaction through partner or group work
			  o Surveying families' interest in continuing online learning to reduce number of students requiring face-to-face, traditional instruction
			• Establish an academic baseline:
			  o Administer formative assessments toward the start of the school year
			  o GaDOE provides:
			    ▪ [GKIDS 2.0](#) (kindergarten)
			    ▪ [Keenville](#) (grades 1 and 2)
			    ▪ [BEACON](#) (grades 3-8)
			  o Conduct meetings with teachers to identify where students are academically
			• Discuss the shared experience:
			  o [When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)](#)
			  o [Helping Children Cope with Changes](#)
			  o [Talking to Children about COVID-19](#)
			  o [Teaching Through a Pandemic](#)

| **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)](#) | *person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.*
• *A/B schedules*
  o *Alternating Days:* students would be divided into 2 groups, likely geographically. Groups would alternate face-to-face and virtual instruction during the week. One example: Group A would attend Monday and Tuesday and work virtually the remainder of the week. Group B would attend Thursday and Friday and work virtually the other days of the week. Wednesday would be a virtual day for most employees so buildings could be cleaned during the week between groups. Another example: 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
  o *Alternating Weeks*: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable
  o *Half Days:* AM/PM Schedule – consult with School Nutrition Director regarding best approach to serving school meals
• *Targeted Distance/Remote Learning*
  o *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 '*Confirmed Case(s)'* for preparing/delivering school meals for students who are remote learning. | • Target interventions and supports:
  o 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.
  o 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:
  o Help students catch up/get ahead through the [Georgia Virtual School](#)
  o Provide extended learning opportunities through before/after school programs, Saturday school, etc.
• Prepare for potential future distance/remote learning by increasing current blended learning:
  o Develop a digital learning plan
  o Integrate virtual learning practices:
    ▪ digitizing lessons
    ▪ requiring a certain number of online assignments for each grading period
  o Provide virtual learning-specific professional learning for educators:
    ▪ [Making the Shift to Online Teaching and Learning](#)
    ▪ [Supporting Students with Disabilities Online](#)
  o Schedule specific planned district-/school-wide digital learning days as part of the traditional school calendar
Return to School
• Roadmap for [School Operations](#) and [Instruction](#) |

| **Protecting Vulnerable Populations**[1]   [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.* | **Temporary Closure.** 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 • Where can I find government and other reliable resources for workplace issues related to the coronavirus? National Association of School Nurses • Role of school nurses, providing care, and participating in return to school planning | **District/School Considerations:** • 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/School Considerations:** • Implement standard operating procedures while taking preventative measures such as: o Establish a point-of-contact with the local health department o Identify local COVID-19 testing sites o Provide hand sanitizer for students and staff o Provide PPE to vulnerable students and staff as appropriate; the use of face coverings/masks is not mandated but is strongly recommended, particularly in settings where social distancing is difficult to accomplish o Allow vulnerable students to complete their coursework virtually o Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable) o Establish a process for regular check-ins with vulnerable students and staff o Allow an early transition for vulnerable students to go to classes o Limit large group gatherings/ Interactions for vulnerable students and staff |

See also GaDOE's Pandemic Planning: Information for Public School Districts

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

Also see the '*Screening for and Responding to COVID-19 in K-12 Schools*' District Decision Tree.

District/School Considerations:

- Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area 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 COVID19 Infection*
- Establish procedures for safely transporting anyone who is sick 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.
- 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 and return to school guidance.
- Notify local public health immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.
- 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.
- Notify student's parents, staff, and teachers of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA.

CDC Guidance

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

" In partnership with the Georgia Department of Public Health, we created these guidelines to give school districts a blueprint for a safe reopening that is realistic in the K-12 setting. We have a responsibility to keep our students, teachers, school staff, and families safe and to provide the best possible education for our children.

Richard Woods, State School Superintendent

For additional information, go to:

GaDOE.org/coronavirus | Georgia Department of Public Health

APPENDIX C: GUIDELINES AND BEST PRACTICES FOR VISITORS & VOLUNTEERS FOR PREVENTING AND REDUCING THE SPREAD OF RESPIRATORY ILLNESS

Promote Behaviors that Reduce the Chance of Illness

- **DO NOT** enter any CCS facility during regular school/work hours without participating in a temporal screening at each location's visitor receiving area. In an effort to maximize protecting our students and staff, visitors will have limited access to the facility.
- **DO NOT** enter a CCS facility during regular school/work hours if you exhibit signs of illness such as fever, shortness of breath and/or persistent cough.
- Practice social distancing. Stay at least six feet (about two arms' length) from other people.
- Required to wear a mask, face shield or cloth face covering which covers both nose and mouth when social distancing is not possible.

Practice Healthy Hygiene

- Wash your hands frequently with soap and water for at least 20 seconds.
- Use hand sanitizer when handwashing is not possible.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands. If a tissue is not available, cough or sneeze in the elbow of your arm.
- Avoid touching your eyes, nose and mouth.
- Clean and disinfect frequently touched objects and surfaces.
- Disinfect common surfaces regularly.

Maintain a Healthy Environment

- Consider taking breaks/lunch outside, in your office or personal workspace or in such other areas where proper social distancing is attainable.
- Avoid using other employees' phones, desks, offices or other work tools and equipment.
- Avoid handshaking and other unnecessary person-to-person contact.

For additional information or guidance, visit www.cdc.gov or www.georgia.org.

APPENDIX D: EMPLOYEE SELF-SCREENING GUIDELINES

Before reporting to work, every employee must self-screen for the following symptoms:

> Do you have a fever (100.4°F or higher), or a sense of having a fever (e.g. chills, body aches?)

> Do you have a positive or pending case for COVID-19?

> Do you have a new or worsening cough that you cannot attribute to another health condition?

> Do you have new or worsening shortness of breath that you cannot attribute to another health condition?

> Do you have a sore throat that you cannot attribute to another health condition?

> Do you have a headache that you cannot attribute to another health condition?

> Do you have a recent loss or change in your sense of smell or taste?

> Do you have nausea, vomiting or diarrhea that you cannot attribute to another health condition?

> Have you traveled to a COVID-19 Advisory Area in the last 14 days (as defined by the CDC)?

If you answer "YES" to any of the questions above, do NOT go to work and call your Supervisor.

For additional information or guidance, visit www.cdc.gov or www.georgia.org.

APPENDIX E: Technology Use Agreement

TECHNOLOGY USE AGREEMENT

Students in the Cartersville School System may be issued and/or have the use of certain system-owned technology equipment and associated peripheral equipment (e.g., power cords, cases, etc.). With the issuance and use of such equipment certain requirements and assurances are necessary for its care and appropriate use. Therefore, the student agrees to adhere to the guidelines of this policy at home and at school. This list is not exhaustive and may be added to by verbal or written instructions from the teacher or administrator. Also, refer to Policy JCDE – Technology Use Agreement.

The student:

- Will make readily available for inspection by an administrator or teacher any equipment issued and/or assigned to the student.
- Will use appropriate language in all communications avoiding profanity, obscenity, threatening, bullying, offensive, or inflammatory speech. Cyber bullying such as personal attacks and/or threats on/against anyone using the system's equipment will not be tolerated.
- Will follow all copyright laws and will only download/import music, documents, or other files that he/she is authorized and legally permitted to reproduce.
- Will not share passwords or attempt to discover passwords of others or of the system.
- Will not download and/or install programs, files, games from the internet or other sources without express permission from the teacher or administrator.
- Will not tamper with hardware or software, attempt unauthorized entry, vandalize, or cause damage of the equipment or its files. Damage to equipment may result in criminal charges, restitution, and/or other disciplinary actions.
- Will not attempt to override, bypass or otherwise change any internet filtering software or other configurations or settings associated with the equipment.
- Will use the technology for academic-related purposes: refraining from use related to illegal, commercial, political, and/or other private matters.
- Will keep equipment secure and damage free.
- Will hold the school and school system harmless from any loss or damage liability or expense that may arise as a result of the loan or use of the equipment.
- Will pay for any loss or damage up to the replacement value of the equipment as determined by the system within thirty (30) calendar days.
- Will not use the equipment for any illegal, immoral, or commercial purpose.
- Will return the equipment and any peripherals (e.g., charge cord, adapters, etc.) immediately upon withdrawal from school, expulsion, or at the request of the administrator or teacher.

_____   _____
System/School Representative (Signature)   PRINT Student Name

_____   _____
Parent Signature   Date   Item/Serial Number/System Barcode

_____   _____
Student Signature   Date   School