APS OnCourse

ATLANTA PUBLIC SCHOOLS

Comprehensive Strategies to Return + Learn for SY 2020

ATLANTA PUBLIC SCHOOLS

Dear Atlanta Public Schools Community:

As we continue to move through unprecedented times amid a global pandemic, Atlanta Public Schools faces considerable challenges as we consider the most effective, most efficient, and safest measures to start the 2020-2021 school year.

These unusual circumstances require that we make important decisions about what teaching and learning will look like in APS and how we ensure the district remains true to its mission to graduate every student ready for college, career, and life. We do not take these decisions lightly. We have approached this work through deep research, embraced with an enormous sense of responsibility and a spirit of collaboration.
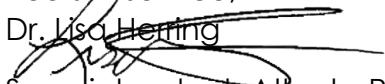
During this particular moment of crisis, the health and wellness of our students, educators, and professional staff remain the top priority. And the trajectory of new cases in Atlanta, Fulton County, and Georgia more than suggests – it demands – that we take the utmost of caution and delay any in-person return to our schools.

Even as we move forward into the new school year, we will be teaching and learning within the context of a future that is highly uncertain, unpredictable, and possibly unfamiliar. Therefore, APS must be nimble in our ability to adapt to new, ever-changing situations.

With that in mind, APS leadership has prepared this comprehensive guidance document *APS OnCourse: Comprehensive Strategies to Return + Learn for Fall 2020* that outlines the criteria, processes, and guidelines across every element of the district for how we develop, implement, and evolve a plan that keeps our priorities in academics, school operations, and the health and wellness of our community at the forefront of everything we do.

Even after we commit to a final plan for a return to school, more work remains for APS, our students, our families, and our staff to prepare for a successful and safe school year.

We will continue to keep you informed at every stage of the work throughout the year. Together, we will ensure that neither a pandemic nor ongoing unrest will impede our efforts to prepare every student for college, career, and life.

Yours in service,
Dr. Lisa Herring
Superintendent, Atlanta Public Schools

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1.1. Health Screening Procedures

Screening Students

Persons who have a fever of 100.4 F (38.0 C) or above or other signs of illness should not be admitted to the building. School personnel will assess temperature and conduct health screenings for students upon arrival. Students will also be encouraged to sanitize their hands after the screening process is complete.

There are several methods that schools can use to protect staff while conducting temperature screenings. The most protective methods incorporate social distancing (maintaining a distance of 6 feet from others) or physical barriers to eliminate or minimize exposures due to close contact to a child who has symptoms during screening.

Examples of Screening Methods

Reliance on Barrier/Partition Controls (Example 1)
- Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks.
- Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), or fatigue.
- Conduct temperature screening (follow steps below)
  - Perform hand hygiene by washing hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol.
- Disposable gloves must be available for use if direct physical contact is required during the screening.
- Check the child's temperature with a non-contact thermometer by reaching around the partition or through the window.
- Make sure your face stays behind the barrier at all times during the screening.
- If performing a temperature check on multiple individuals, ensure that you clean the thermometer as required if contamination occurs. Non-contact thermometers, may be cleaned with an alcohol wipe (or isopropyl alcohol on a cotton swab).

Reliance on Personal Protective Equipment (example 2)
- If social distancing or barrier/partition controls cannot be implemented during screening, personal protective equipment (PPE) must be used when within 6 feet of a child.
- Upon arrival, perform hand hygiene as indicated, put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and disposable gloves must be available in the event direct physical contact is required. A gown should be considered if extensive contact with a child is anticipated.
- Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), or fatigue, and confirm that the child is not experiencing coughing or shortness of breath.
- Take the child's temperature.
  - Use a non-contact thermometer to assess temperature and clean the thermometer with and alcohol wipe (or isopropyl alcohol on a cotton swab) if contaminated.
  - Disposable gloves should be available if direct physical contact is required during the screening
  - After each screening, if PPE is soiled or compromised, remove and discard PPE and perform hand hygiene by washing hands with soap and water for 20 seconds. If soap and water is not available, use a hand sanitizer with at least 60% alcohol.
  - Put on clean PPE as necessary.

1.2. Personal Protective Equipment

The District plans to procure and distribute personal protective equipment for students and employees to use when in buildings. This equipment will include a mask, hand sanitizer, non-contact thermometers, and disposable gloves. Guidance will be provided to employees regarding the specific PPE needed based on their role and responsibilities. All PPE will be purchased centrally and delivered to locations before students and employees restart school and work.

Students and staff will be provided with (2) reusable cloth masks. In the event that students or staff soil their mask during the day, or otherwise do not have them available for use, a disposable, single-use mask will be provided. In addition to the masks provided by the district, students and staff are allowed to provide their own for personal use. Hand sanitizer will be available in classrooms to promote hand hygiene.

1.3. Social Distancing

Social distancing has two main goals: (1) *Keeping individuals at a safe distance from one another (6 feet)* and (2) *minimizing the number of face-to-face interactions*. Some examples of how social distancing should be practiced in schools include the following:

- Markings and signage will be posted on floors and walls to ensure that students and employees remain six feet apart when waiting to enter the building, standing in line for elevators, walking in hallways, etc.
- Adjustments will be made to seating and desks, when necessary, to allow for employees to maintain a six-foot distance when completing work.
- When feasible, in-person class size will be reduced and adjustments to seating/desks will be made in support of social distancing practices.
- During transitions from classroom to classroom, building administration will control the dismissal of classes using a staggered release.
- Public health guidelines will be followed for the assembly of students in common areas (e.g. gymnasium, cafeteria, library, labs and playgrounds).

1.4. Data Tracking, Tracing and Reporting of COVID-19

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

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

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

1.5. Training for Employees Conducting Health Screenings

The Comprehensive Health Services department has developed mandatory training for school nurses and/or designees to conduct health screenings based on CDC assessment criteria. The required health screening training list of trained individuals will be maintained at the school level, and in the Comprehensive Health Services department. All records will be maintained and adhere to confidentiality and the applicable records retention policy for the district.

School CARE (Isolation) Room Guidelines

Staff or students who present with symptoms of communicable disease while at school should be evaluated by the school nurse or trained designee. The individual should be familiar with:
- How disease spreads
- How to identify disease symptoms
- How to protect themselves
- Environmental cleaning and disinfection procedures
- When to contact District Health Services

Student Isolation Checklist

In the event that students or staff members present with symptoms while in the school building, these steps should be followed:
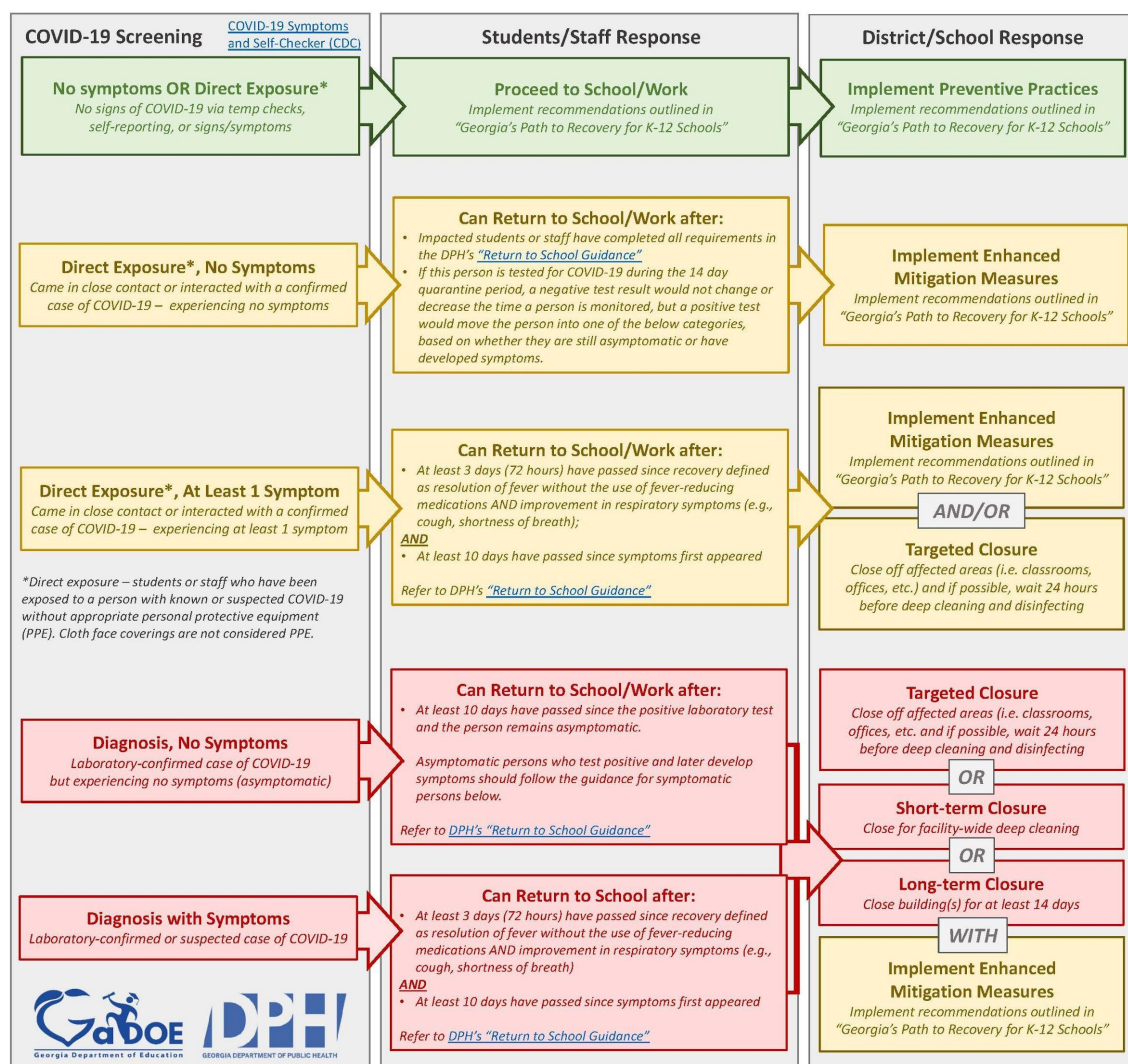
❑ If symptomatic, staff/student should be placed in a controlled room with the door closed, adhere to social distancing and wear a facemask at all times. They should have access to a dedicated bathroom.
❑ Anyone entering designated rooms must use appropriate Personal Protective Equipment (PPE).
❑ Parents or guardians of a symptomatic student are to be notified immediately of their child's status and should be asked to remove the student from the premises.
❑ As a measure to limit exposure and conserve PPE, the Principal should designate CARE (isolation) rooms with ventilation systems that operate properly and increase circulation of outdoor air within the facility to hold known and suspected staff/student cases separately, if possible. The room should be near outside access doors for retrieval of staff/students without contaminating additional school areas.
  - Staff/students with a highly infectious communicable disease should not be held in the same room as someone who is showing signs of respiratory infection.
❑ During times of respiratory or facemask shortages, schools should consider having the school nurse or designee remove only their gloves and gowns (if used), and perform proper hand hygiene between visits with people who have the same diagnosis (e.g., confirmed communicable disease). They should consider extended use of eye protection, face-shields, respirators or facemasks, as the risk of transmission from this type of equipment during extended use is expected to be very low.
  - The school nurse or trained designee must take care not to touch their eye protection and respirator or facemask. Eye protection and the respirator or facemask should be removed. Hand hygiene should be performed if eye protection or facemasks become damaged, if personnel come into contact with bodily fluids, and when exiting the CARE (isolation) rooms.

- o The school nurse or trained designee should strictly follow basic infection control practices between staff/students (e.g., hand hygiene, cleaning and disinfecting shared equipment).

- Affected staff/students are required to wear a facemask to contain secretions while in isolation. If a facemask cannot be tolerated or one is not available, they should use tissues to cover their mouth and nose. A face shield may be provided if available as a protective measure.
- Once staff/student has vacated the room, ventilate well before entering and cleaning. Rooms should be cleaned as recommended per CDC guidance for cleaning and disinfecting school settings.

We are continuing to monitor the evolving situation and will follow guidelines issued by local healthcare and government officials, like the Centers for Disease Control and Prevention (CDC) and The Department of Public Health (DPH) and local Boards of Health (Fulton and DeKalb). The recommendations above are our interpretation of the latest guidelines and are subject to change as updates are provided.

1.6. School District Decision Tree

(Adapted from Georgia's Path to Recovery for K-12 Schools | Georgia Department of Education and Georgia Department of Public Health | Updated July 13, 2020)

COVID-19 Screening	Students/Staff Response	District/School Response
COVID-19 Symptoms and Self-Checker (CDC)		
No symptoms OR Direct Exposure* *No signs of COVID-19 via temp checks, self-reporting, or signs/symptoms*	**Proceed to School/Work** *Implement recommendations outlined in "Georgia's Path to Recovery for K-12 Schools"*	**Implement Preventive Practices** *Implement recommendations outlined in "Georgia's Path to Recovery for K-12 Schools"*
Direct Exposure*, No Symptoms *Came in close contact or interacted with a confirmed case of COVID-19 – experiencing no symptoms*	**Can Return to School/Work after:** • *Impacted students or staff have completed all requirements in the DPH's "Return to School Guidance"* • *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, but a positive test would move the person into one of the below categories, based on whether they are still asymptomatic or have developed symptoms.*	**Implement Enhanced Mitigation Measures** *Implement recommendations outlined in "Georgia's Path to Recovery for K-12 Schools"*
Direct Exposure*, At Least 1 Symptom *Came in close contact or interacted with a confirmed case of COVID-19 – experiencing at least 1 symptom* **Direct exposure – students or staff who have been exposed to a person with known or suspected COVID-19 without appropriate personal protective equipment (PPE). Cloth face coverings are not considered PPE.*	**Can Return to School/Work after:** • *At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications AND improvement in respiratory symptoms (e.g., cough, shortness of breath);* ___AND___ • *At least 10 days have passed since symptoms first appeared* *Refer to DPH's "Return to School Guidance"*	**Implement Enhanced Mitigation Measures** *Implement recommendations outlined in "Georgia's Path to Recovery for K-12 Schools"* **AND/OR** **Targeted Closure** *Close off affected areas (i.e. classrooms, offices, etc.) and if possible, wait 24 hours before deep cleaning and disinfecting*
Diagnosis, No Symptoms *Laboratory-confirmed case of COVID-19 but experiencing no symptoms (asymptomatic)*	**Can Return to School/Work after:** • *At least 10 days have passed since the positive laboratory test and the person remains asymptomatic.* *Asymptomatic persons who test positive and later develop symptoms should follow the guidance for symptomatic persons below.* *Refer to DPH's "Return to School Guidance"*	**Targeted Closure** *Close off affected areas (i.e. classrooms, offices, etc. and if possible, wait 24 hours before deep cleaning and disinfecting* **OR** **Short-term Closure** *Close for facility-wide deep cleaning* **OR** **Long-term Closure** *Close building(s) for at least 14 days* **WITH** **Implement Enhanced Mitigation Measures** *Implement recommendations outlined in "Georgia's Path to Recovery for K-12 Schools"*
Diagnosis with Symptoms *Laboratory-confirmed or suspected case of COVID-19*	**Can Return to School after:** • *At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications AND improvement in respiratory symptoms (e.g., cough, shortness of breath)* ___AND___ • *At least 10 days have passed since symptoms first appeared* *Refer to DPH's "Return to School Guidance"*	

GaDOE — Georgia Department of Education   DPH — GEORGIA DEPARTMENT OF PUBLIC HEALTH

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.

More information about the science behind the symptom-based strategy for discontinuing isolation can be found here.

2 Academics, Student Supports + Extracurricular Activities

2.1. Reopening Instructional Models

2.1.1. Face-to-Face Instructional Model

The face-to-face model is essentially a "traditional" school reopening model with adherence to the health and safety guidelines recommended by the Department of Public Health(DPH). These guidelines include the establishment of social distancing, the use of personal protective equipment (PPE) and other preventative measures (i.e. temperature screenings, increased cleaning & disinfecting, spacing, etc.) that reduce the spread of COVID-19, as well as limit the risk of exposure throughout the school day.

- Students and staff report to the school building for instruction and work in a traditional face-to-face environment.
- Social distancing guidelines, the use of personal protective equipment (PPE) and other preventative measures (i.e. temperature screenings, increased cleaning & disinfecting, spacing, etc.) that reduce the spread of COVID-19 are implemented.
- Class sizes, transitions and other student groupings are managed to lower the risk of exposure depending on the level of community spread or transmission of COVID-19.

2.1.2. School-based Virtual Learning Instructional Model

In the school-based virtual model, students and staff remain in a virtual learning and telework environment that include a combination of synchronous and asynchronous instruction.
- Grades PK-5
    - Students remain enrolled in their home school and receive instruction from teachers at their home school.
    - Instruction is provided via a combination of synchronous and asynchronous instruction.
    - Students engage in the school-based virtual learning instructional model using a variety of instructional platforms and tools(i.e. Zoom, Google, Nearpod, Freckle, etc.)
    - Instructional planning and support is provided by the student's home school.

- Grades 6-12
    - Students remain enrolled in their home school and receive instruction from teachers at their home school.
    - Instruction is provided via a combination of synchronous and asynchronous instruction.
    - Students engage in the school- based virtual learning instructional model using a variety of instructional platforms and tools(i.e. Zoom, Google, Edgenuity, etc.)
    - Instructional planning and support is provided by the student's home school.

2.1.3. Virtual with Atlanta Virtual Academy (AVA)

Virtual with the Atlanta Virtual Academy Model is a fully immersive virtual learning experience in which students receive instruction directly from an Atlanta Virtual Academy Teacher.

AVA Jr. (PreK-5)

AVA Jr. provides engaging instruction delivered via live online interactive lessons. The content is aligned with the Georgia Standards of Excellence (GSE) and is taught by certified APS Teachers who deliver instruction and are available to provide real-time support.

AVA (6-12)

AVA students complete engaging, rigorous and self-paced lessons and have the option to attend live daily virtual lessons. Middle and high school students are assigned a teacher for each course. AVA offers an expansive course list that includes Advanced Placement (AP), Honors and electives.

For more information on AVA: Atlanta Virtual Academy (https://www.atlantapublicschools.us/Page/1537).

2.2. Charter + Partner Schools

APS is responsible for ensuring the health and safety of all APS students, whether they attend the district's charter, partner, or traditional schools. Accordingly, all APS schools will follow the general requirements APS establishes for the 2020-2021 school year for reopening and throughout the year. If APS determines it is unsafe to resume any amount of in-person instruction and decides that the district will provide fully remote learning for its students, then charter and partner schools will also need to provide fully remote learning for their students. Likewise, if APS determines in-person instruction with certain mitigation measures are permissible, charter and partner schools may also provide in-person instruction so long as the same or similar mitigation measures are in place. If APS determines that a hybrid model where both in-person and remote instruction may be implemented, charter and partner schools may also implement a hybrid model that adopts the same or similar safety measures but customized to work for their schools. Please note that some charter and partner schools (Drew, Wesley, Westside Atlanta, and KIPP) have an earlier first day of school for students than the district.

Please note that any plans for in-person or hybrid instruction will need to be submitted for advance review and approval by the APS Office of Innovation to ensure alignment with the district's safety planning. Schools should also be prepared to respond quickly to decisions to change the district's instructional model should conditions warrant increased precaution at any point during the school year. Contingency planning will be key.

If you have any questions, please contact **Matt Underwood, Executive Director of Innovation**.

2.3. Athletics

Summer conditioning for fall sports took place from June 15 to June 25. Appropriate measures were employed by each school to ensure the safety and health of our student-athletes and employees. The Georgia High School Association has decided to move forward with fall sports competition. Reconditioning will continue to take place under strict guidelines, and more decisions/details are forthcoming concerning how actual competitions will look for sports (football, volleyball, softball, cross country, cheerleading). The District will continue to monitor COVID-19 data in order to best determine the implementation of activities outside the school day.

Based on the chosen school model for reopening, student-athletes will be expected to follow a strict schedule for conditioning throughout the school week. These schedules will be widely published in order to decrease confusion among various sports and to adequately plan for needed facilities.

2.4. Social Emotional Learning

it is still paramount that we continue to consider the social emotional well-being of our students, staff, and parents. To that end, APS continues to take a deliberative two-pronged approach that promotes the emotional safety and stability of the stakeholders and fosters a supportive learning environment in which all can thrive. The first prong concentrates on social emotional learning (SEL) in the classroom, and the other addresses adult SEL.

Prong #1 - SEL in Classroom Guidance
- Deliver the explicit instruction of the SEL curriculum
- Model SEL skills for students
- Implement SEL competencies and practices throughout the day

Prong #2 - Adult SEL Guidance
- Support leaders and teachers in implementing SEL competencies and practices
- Identify approaches to embed Adult SEL school-wide
- Train parents in the SEL competencies and practices

2.5. Curriculum, Instruction, and Assessment

APS is committed to delivering high-quality instruction that addresses the unfinished learning among our students while ensuring equitable access to grade-level standards. As such, the district has identified the prioritized requisite grade-level concepts and skills for each content that are most important for success with the new grade-level content. These critical concepts and skills are integrated, where they best fit, within the district's modified instructional scope and sequence documents. This positions our teachers to plan and deliver 'just-in-time' learning experiences designed to address the learning gaps connected to the grade level content without losing the instructional momentum.

Additionally, to support the instructional delivery of these standards, the district has revised its instructional materials with embedded instructional practices, embedded assessments, and differentiated learning supports (units of study, curricular guidebooks, and content management systems) to be in alignment with the prioritized content (standards and requisite concepts/skills).

Plus, the district continues to implement its instructional framework, designed to support both in-person and virtual instruction. Regardless of where our students are, they will have several opportunities to engage with the teacher, their peers, and independently. These student-instructor, student-student, and student-content interactions are all necessary components of learning. Varied interactions and prompt feedback from both the teacher and peers help to promote the continuity of learning and keep students engage both in the learning process.

To ensure consistency with the delivery of instruction, the district has identified the primary instructional technology platform along with a short list of instructional technology engagement tools (Seesaw for PreK, Google Suite, Nearpod, and Microsoft Teams).

Lastly,teachers continue to administer diagnostic assessments (Fountas & Pinnell Benchmark Assessment System plus Star Early Literacy, Reading and Math) to verify the identified requisite concepts and skills. Based upon the analysis of the data, warranted changes are made to the streamlined scope and sequence documents. In conjunction, they continuously monitor their students' progress, and provide the necessary targeted interventions.

2.6. Grading + Attendance Policies

Atlanta Public Schools grading and attendance policies are established in an effort to promote the consistent attendance of our students and to ensure students are appropriately assessed for mastery of standards. For the purposes of true learning and mastery, students are expected to engage fully in virtual, hybrid or face-to-face options employed.

Grading

For both virtual and/or face-to-face instruction, we continue to follow Atlanta Public Schools' board-approved grading policy.

APS Grading Policy

Grading continues to be used as a measure of mastery of standards for students regardless of how students engage in the learning environment. Formative assessment grading takes place continuously as teachers need to assess students and adjust practices to get students closer to standards mastery. Additionally, graded opportunities are employed to determine interim and progress grades for each semester.

For more information, refer to Grading Systems - Grading Expectations: IHA-R(1) @ https://go.boarddocs.com/ga/aps/Board.nsf/goto?open&id=9DGK564F8144#

Recovery of Assignments

Students who have not yet provided evidence of mastery should have opportunities to receive reteaching and be re-assessed prior to final grades being entered. This may occur during regular instructional time, during "lunch and learn" sessions, or at other times when students are able to attend that are not disruptive to required instruction.

Attendance

During face-to-face instruction, attendance will be taken in accordance with APS' policy using our traditional procedures.

For virtual learning experiences, the district will track student attendance each day. Students are expected to log in daily to classes enrolled, in order to be marked present based on the school's daily schedule. This information will be used to provide an indicator of which students have digital access or have otherwise been completing assigned assignments. Students will be expected to be present during live instruction. Teachers will continue to monitor which students are participating in digital learning and reach out to students who are not completing assignments.

2.7. Professional Learning

APS remains committed to building the capacity of its teachers, support staff, and leaders as we continue to navigate this new territory. To that end, the district continues to implement a high-quality professional learning program coupled with job-embedded coaching that is intentionally created to support teaching and learning, particularly in the virtual environment. These ongoing and targeted sessions focus on content development, use of virtual instructional practices and tools, integration of SEL, data-driven instruction, and time for practice.

In addition, multiple PLC opportunities, which allow teachers to engage with one another, calibrate on offerings for students, exchange effective practices, or adjust approaches to ensure engagement with students are provided. This level of support is designed to cultivate and enhance a culture of collaborative learning through which administrators and teachers engage in inquiry, expand their capacity, as well as expand their repertoire of instructional practices, and elevate student learning.

2.8. Student Discipline

The Office of Student Discipline is committed to providing leadership, support, and resources to aid our school community in remaining safe and conducive to learning. The district is responsible for imposing discipline for students who violate the code of conduct within our jurisdiction, which can occur during virtual learning.
Please note the following:

1. The 2020-2021 Code of Conduct has five new behavioral codes:
    a. 5.9.4   Unauthorized Entry of Unauthorized Person(s)
    b. 5.9.6   Selling/Distributing Unauthorized Item
    c. 5.13.1   Teasing/Taunting
    d. 5.18.2f   Stalking
    e. 5.21.2   Indecent Exposure of Self or Others
2. Information is provided in the student handbook to increase understanding of online etiquette, as well as highlight potential behavioral code violations that could occur during virtual learning.
3. Electronic disciplinary placement applications are available on the student discipline website.
4. Student discipline resources are available on the APS App for easy access.
5. Parents have the option of choosing virtual or in-person disciplinary hearings.
6. General safety precautions will be implemented during hearings:
    a. Hearing room will be sanitized in between each session.
    b. Administrator waiting room, parent center, and main lobby will allow space for appropriate social distancing.
    c. Masks are required at all times.
    d. A minimum of one hour break is scheduled between each hearing.

Visit the Office of Student Discipline website for more information:
www.atlantapublicschools.us/discipline

2.9. After School Programming

After school learning and enrichment programs, including extracurricular programs, are essential components to our students' education, social emotional learning, and overall well-being.

During our Virtual Learning Model, schools are encouraged to offer access to activities remotely. Examples of these activities are beta club, chess club, math and science club, and student government, just to name a few. These activities should be designed and led by designated staff at the local school site.

Our numerous After School Care Providers are planning to return on site once the district enters into the Face-to-Face phase. In addition, we are continuing our work with our After School Partners, such as After School All Stars (Georgia State University), Boys and Girls Clubs Metro Atlanta, YMCA, etc., to design programming and activities that benefit students, parents, and the community.

The legal requirements and processes for any organization to provide services, programming or both to our schools will remain in place.

2.10. Special Education

Atlanta Public Schools will continue to adhere to principles set forth in IDEA by meeting the individualized needs of students. Teachers will implement students' IEP to the greatest extent appropriate in the virtual environment. Please visit the Department of Special Education Distance Learning Plan for the comprehensive practices and procedures for students with disabilities.

2.11. Student Enrollment & Registration

APS Registration Protocol
Students register when new to the district, entering grades K, 6, or 9 and whenever a changes of address occurs.

New Student Enrollment for SY2020-21
- Families new to the APS district can complete enrollment online throughout the district closure: https://www.atlantapublicschools.us/enrollment.
- Pending enrollments will be finalized by the student's assigned neighborhood school.
- Parents will receive an email and/or phone call regarding the status of their online enrollment application within 3-4 business days.
- For any questions or assistance, please review our New Student Online Enrollment Tutorial or contact the Office of Student Assignment & Records at studentassignment@apsk12.org or (404) 802-2233.

Current APS Student Re-Registration (Grades 6th and 9th, Change of Address)
Parents can complete registration via their Infinite Campus Parent Portal account.
- Visit our Infinite Campus Parent Portal Help Page for instructions on how to Set-up a Parent Portal Account.
- Submit an Online Registration application via your Parent Portal account.
- Pending enrollments will be finalized by the student's assigned neighborhood school.
- Parents will receive an email and/or phone call regarding the status of their online application within 3-4 business days.
- For any questions or assistance, please review our Current Student Registration Tutorial or contact the Office of Student Assignment & Records at studentassignment@apsk12.org or (404) 802-2233.

Parents who may need assistance with enrollment and registration in a language other than English, may contact the APS Office of ESOL & World Languages at 404-802-7580.

Is your contact information up to date? It is critical for your child's school to be able to contact you directly so they can ensure you receive the information and computer equipment you need.

- All contact information (phone numbers and email addresses) can be updated from your Parent Portal account.
- Visit our Infinite Campus Parent Portal Help Page for instructions on how to Set-up a Parent Portal Account.
- Need help updating your contact information? Reference our Contact Information Update Tutorial or contact your child's current school for assistance.

2.12. Multi-Tiered Systems of Support (MTSS)

MTSS contacts will work with school-based teams to triage intervention services to ensure that eligible students are matched to appropriate RTI/MTSS supports. MTSS will be inclusive of both academic and behavioral interventions and supports. School teams will proactively identify intervention resources and design MTSS support plans that can be effectively implemented in a remote environment. Effective MTSS should consist of an integrated approach that combines digital support coupled with personalized instruction and coaching.

SST Meetings

Data team and SST meetings will continue during distance learning to evaluate student progress and intervention effectiveness, and to determine next steps. SST meetings will be conducted virtually (Zoom, Skype, etc.) or telephonically and should include the parent and a minimum of (3) school-based team members.

Universal Screening

At the designated benchmarks, students may be asked to complete a district supported universal screener in grades K – 8, and for identified remediation students in grade 9-12. It is also recommended that schools use an ongoing metric to assess student mastery of instructional competencies and use the data to tailor instruction and intervention accordingly.

2.13 Hospital Homebound

Each new school year, all students seeking Hospital Homebound (HHB) are required to submit an updated HHB medical request form, signed by a licensed physician. Each request will be reviewed on a case by case basis. Students who are authorized to receive HHB services will receive those services and support from a certified teacher. HHB teachers will be required to contact parents/families weekly, and provide supports relative to the number of HHB hours authorized.

HHB instruction will be provided via phone and conference formats (Zoom, Skype, etc.). At this time, no HHB instruction will be provided in person within the home. When circumstances change that allow for in-person HHB instruction, schools and families will be notified.

3 School Operations

3.1. Transportation

The Department of Transportation understands safe and secure transport to school is an important service for many of our families. To that end, we intend to provide transportation for our students to the safest extent possible. We will implement appropriate safety measures by encouraging all bus riders to wear masks and maintain physical distance while on the bus. However, given current realities, it is likely not possible to consistently maintain social distancing on school buses. As a result, some families may elect to pursue other transportation options. We encourage families to make transportation decisions they believe are in the best interest for their children.

3.1.1. Face-to-Face Instructional Model

- Require students to wear masks.
- Clean buses before, between, and after routes are run.

3.1.2. School-based Virtual Learning Instructional Model

- Require students to wear masks.
- Clean buses before, between, and after routes are run.
- Provide a better ability to transport students and meal drops for virtual learning.

3.2. Nutrition

The APS Nutrition Department is committed to providing safe and nutritious meals to APS students and serving as a collaborative partner with school leaders and district administrators in meeting all students' needs to prepare them for learning success. APS Nutrition Department is currently operating under the U.S. Department of Agriculture (USDA) Seamless Summer Option (SSO) waiver, which allows free meals to all children (ages 1-18). APS will provide "Fresh-From-Scratch" seven-day weekly meal kits (seven breakfast meals and seven lunch meals) featuring student favorites.

3.2.1. Face-to-Face Instructional Model

- All students reporting to the school site for instruction will be required to eat breakfast and lunch in the classroom. Meals will be available through classroom delivery.
- Before and after eating, masks/face coverings are required.
- Before and after eating, require hand washing or use of district approved hand sanitizer that contains at least 60% alcohol (for staff and children 6 and older)
- Each meal served in the classroom will include prepackaged cutlery.
- Each classroom teacher is required to gloves when distributing student meals. Nutrition will provide the gloves.

3.2.3. School-based Virtual Learning Instructional Model

- **Face-to-Face Instructional Model**
  - All students reporting to the school site for instruction will be required to eat breakfast and lunch/snack in the classroom. Meals will be available through classroom delivery.
  - Before and after eating, masks/face coverings are required.
  - Before and after eating, require hand washing or use of district approved hand sanitizer that contains at least 60% alcohol (for staff and children 6 and older).
  - Each meal served in the classroom will include prepackaged cutlery.
  - Additionally, each Face-to-Face student will receive a take-home meal kit on the last day of Face-to-Face instruction for the week. These meal kits will support the student's nutritional needs during non-face-to-face learning days and the weekend.

- **Intervention Services**
  - All students reporting to the school site for intervention will be served breakfast and lunch/snack in the classroom. Meals will be available through classroom delivery.
  - Before and after eating, masks/face coverings are required.
  - Before and after eating, require hand washing or use of district approved hand sanitizer that contains at least 60% alcohol (for staff and children 6 and older).
  - Each meal served in the classroom will include prepackaged cutlery.

3.2.2. Virtual Instructional Model (AVA and AVA Jr.)

Distribution of seven-day weekly meal kits will occur each week from one of the designated curbside pick-up locations or school bus routes listed at: https://www.atlantapublicschools.us/Page/63224.

3.3. Facilities

- Distribute signage and informational documentation explaining the district's healthy school environment requirements.
- Assist schools with space planning to accommodate social distancing, where possible (e.g. cafeteria, hallways, classrooms).

    NOTE: For <u>face to face instruction in a non-hybrid instruction model</u>, schools may not be able to achieve 6 ft spacing of desks/student/employees in all classrooms and other areas. As such, schools will <u>strive</u> to maintain social distancing where possible.

    o Provide signage for floors and walls to remind students and employees to remain six feet apart when waiting to enter the building, standing in line for elevators, walking in hallways, etc.

    o Classroom furniture will remain in place and students will be socially distanced within the space, where possible.

    o School staff may make adjustments to seating and desks, when necessary, to allow employees and students to maintain a six-foot distance, where possible.

    o In-person class size will be adjusted to correspond with the Atlanta Capacity Dashboard, where possible: https://www.cannondesign.com/atlanta-capacity-dashboard/

- Follow developed protocol to ensure buildings are properly sanitized between classes and at the end of the school day (https://www.atlantapublicschools.us/Page/38043)

    o Teachers
        - Teachers/Teacher Assistants will sanitize classrooms between classes
    o Day Custodian
        - Clean high touch areas (e.g., light switches, stair rails, door handles, etc.)
        - Monitor and replace restroom stocks for soap and paper products
    o Night Contract Cleaners
        - Deep cleaning will be conducted during the periods of breaks in instruction.

- HVAC Systems
    o Change HVAC filters consistent with the 90 day schedule
    o Upgrade to the highest efficiency filter that the system can handle
    o Run systems 3 hours prior to and post occupancy
- Use of school property by Outside Organizations
    o School property will remain off limits to outside organizations while we are under social distance guidelines
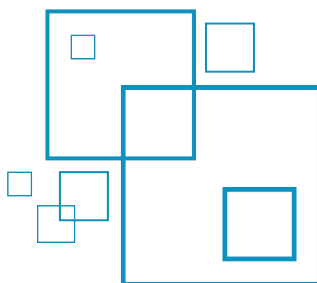
3.4 Safety and Security

3.4.1. Face-to-Face Instructional Model

- Discourage staff and students from sharing equipment, property and other objects.
- Discourage the congregation of visitors in parking lots, at the schools' entrances and in common areas of the front office (as defined by the Governor's Executive Order).
- Each employee will be responsible for the enforcement of social distancing. The office of Safety and Security will support district social distancing recommendations.
- Reduce the number of entrances used in each building and identify who is responsible for directing the ingress and egress of staff, students, parents, and visitors at those entrances, while maintaining code compliance.
- Safety and Security personnel will assist with the physical assessment and monitoring of individuals entering school properties.
- All locations with a visitor management system will ensure that it is sanitized after each use and/or provide access to a sanitizer station for every person to use before and after each use.
- The Office of Safety and Security will conduct random monitoring to ensure that important state and local safety codes, building codes, and applicable security requirements are not compromised to achieve social distancing.
- The Office of Safety and Security recommends restricting or reducing the number of large group activities to ensure appropriate social distancing.
- Encourage sites with elevators to reduce the number of occupants.
- Encourage periodic checks of playgrounds, parking lots, fields, athletic areas, etc.
- Physical security assessments may take place at facilities for special events which may attract large groups of people.
- All established emergency drills will follow the protocols in place. Additionally, social distancing (6 feet or more), should be maintained throughout the duration of the drill as well as the use of masks.
- Communicate changes to the emergency procedures and continue to monitor federal and state guidelines related to emergency drills in schools.

3.4.2. School-based Virtual Learning Instructional Model

- Discourage staff and students from sharing equipment, property and other objects.
- Discourage the congregation of visitors in parking lots, at the schools' entrances and in common areas of the front office (as defined by the Governor's Executive Order).
- Each employee will be responsible for the enforcement of social distancing. The office of Safety and Security will support district social distancing recommendations.
- Reduce the number of entrances used in each building and identify who is responsible for directing the ingress and egress of staff, students, parents, and visitors at those entrances, while maintaining code compliance.
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- Physical security assessments may take place at facilities for special events which may attract large groups of people.
- All established emergency drills will follow the protocols in place. Additionally, social distancing (6 feet or more), should be maintained throughout the duration of the drill as well as the use of masks.
- Communicate changes to the emergency procedures and continue to monitor federal and state guidelines related to emergency drills in schools.
- Coordinate with social workers to conduct welfare checks on students reported in crisis.

4 Human Resources

We are committed to ensuring employees feel safe and supported during this difficult time and have access to clear and consistent expectations and communications. We are further committed to supporting the health, safety, and well-being of all students and staff. The health and safety of our students and staff alike will be supported through the implementation of policies, protocols, and practices across the District.

4.1 Staffing

The key to all of the work that we do, to serve our students and families, is our workforce. What our employees have been able to accomplish during this trying time has been heroic and without precedent. To that end, the restarting plan will ensure:

There is a clear plan to bring employees back.

We will implement a tiered approach, with a goal of slowly increasing the number of employees returning to buildings, starting with designated essential employees, and eventually phasing to all employees.

There is adequate staffing to accomplish the work at hand.

We issued a survey in September to all school-based staff to understand their ability to work in person. Then in October, we asked staff who are part of Phase 2 reopening plans to declare their intent to work from home through the Human Resources department. Everyone has unique circumstances, and we will use the results of the survey, the telework requests to HR, and refreshed data, if needed, to project staffing models and the potential need for additional staff.

Work schedule changes are explored to support a new way of working.

We will provide flexible work schedules to support social distancing. Example approaches include staggered hours or days where employees are onsite. Supervisors and employees will receive clear guidance to collaboratively decide the best work solution based on the employee's work-life circumstances - whether onsite or telework.

Performance evaluations are flexible.

We will provide support to principals and teachers, supervisors and employees throughout the evaluation process. The District will update the evaluation timeline, provide flexible methods to ensure that educators continue to receive ongoing coaching and feedback in any learning model that complies with state law, and supportive of different learning models.

4.2. Employee Wellness

We acknowledge the need to be flexible and supportive of employees' unique needs during this time. We recognize we cannot be at our best for the students we serve if we are not taking care of ourselves. We ensure employees are supported and have access to various resources to address their emotional, physical, and financial well-being needs through the District's Employee Assistance Program (EAP). Employees and their eligible dependents may access the EAP.

4.3. Attendance, Leave, and Accommodations

Procedures and administrative regulations were updated in March to provide flexibility and support for employees with attendance, leave, or accommodation needs. We will continue to adapt guidance through each reopening scenario. Employees who are unable to work may have the option for emergency paid leave through the Families First Coronavirus Relief Act (FFCRA), sick or personal leave, paid days from the District's timeshare sick leave bank, Family Medical Leave (FMLA), and/or an accommodation through the Americans with Disabilities Act (ADA), depending on individual circumstances. The District is committed to supporting employees' unique needs and protecting their job security.

4.4. Remote Work Expectations + Accountability

We provide flexible work models to allow employees to maintain productivity and service to students, regardless of the phase of re-entry into the workplace. The District amended administrative regulations to establish procedures whereby eligible employees may request a telework arrangement based on their work-life circumstances. All employees are expected to adhere to ethical and professional expectations and meet performance goals, whether working in person or remotely. All instructional staff is expected to participate in professional learning to build their capacity to successfully deliver distance learning, hybrid instruction, and to assess student learning to differentiate instruction.
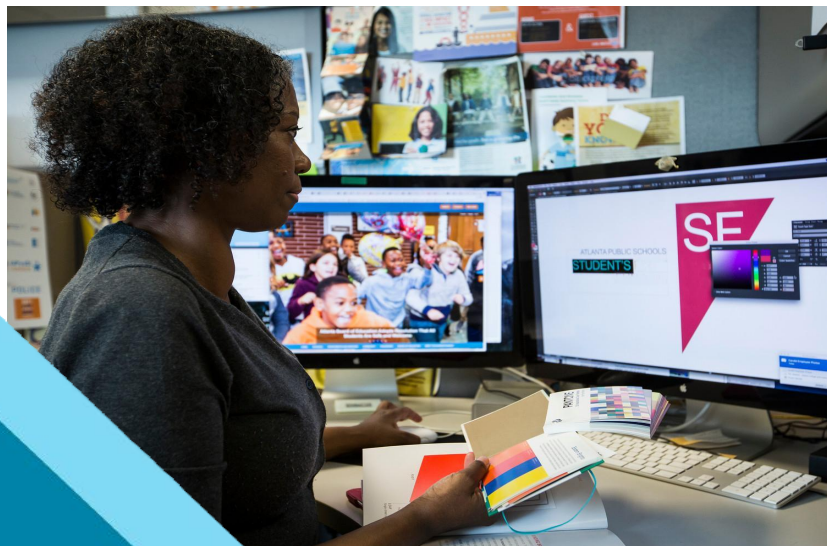
5.1 Data+Information Group (DIG)

5.1.1. Testing + Assessment

Atlanta Public Schools promotes a balanced testing program that includes district formative/diagnostic assessments, state formative and summative assessments and national assessments. The data from these assessments, when combined, can help facilitate student learning. The Testing + Assessment Department in collaboration with Curriculum and Instruction are utilizing STAR (Pre-k through 12) and benchmark assessments (including DRC Beacon) throughout the school year as a tool for teachers and schools to measure student learning. As more information from the GaDOE becomes available, it will be shared with stakeholders.

5.1.2 Student Information + Applications

As the Student Information + Applications Department attempts to prepare for schools to resume face-to-face instruction, we are planning to allow schools to keep their schedules as close to their virtual schedule as possible.

High Schools
There are several important changes that will be made to support the new reopening model. All Traditional APS High Schools are on a 4x4 schedule. Following the Standards of Service provided by Curriculum & Instruction it is recommended that schools schedule students to 4 classes (2 core + 2 elective) earning .5 units of credit each Quarter. This will allow students to complete Part A and Part B of a course in 1 Semester for 1 total unit of credit.   For students taking AP or IB courses, there is an option to schedule those classes for the entire school year by pairing with a complementary course.

Middle Schools
The basics of the Middle School schedule remain the same, however in the Standards of Service provided by Curriculum & Instruction it is recommended that schools schedule students into 9-week connection classes. This means that the student attends the same connections class every day for 9-weeks, receiving a final grade for the class at the Quarter mark. The student would then rotate to the next connections class for the next 9-weeks.

Elementary Schools
This year Elementary School schedules have been simplified. Classes are no longer tied to days of the week. There is 1 school day defined and all classes are scheduled to that day in the appropriate period. This means that specials classes will all appear in the same period on the same day for each student.

5.1.3. Research + Evaluation

The Research + Evaluation Department will continue to provide dashboards with up to date data to ensure schools are able to monitor student engagement and progress. We anticipate providing an update to last semester's Remote Learning Engagement dashboard to monitor virtual learning in our schools. Additionally, we will support the Testing + Assessment team with dashboards as they implement the appropriate assessments to gauge and monitor student learning.

5.2. Instructional Technology

5.2.1. Atlanta Virtual Academy and Atlanta Virtual Academy, Jr.

Students can enroll in the Atlanta Virtual Academy (AVA and AVA, Jr.) program to receive full-time virtual instruction. This option is available to any parent that prefers a full-time virtual program. Additionally, AVA has expanded to provide a PreK-5 virtual option known as Atlanta Virtual Academy, Jr. Students and parents can expect live virtual instruction from APS certified teachers complete with instructional support, tutoring and SEL programming. Students have the option to remain enrolled in their home school but receive instruction through the Atlanta Virtual Academy. Middle and High School students can choose from a number of online courses that meet their instructional needs. If a student enrolls in AVA for the 2nd semester- they must remain enrolled for the entire semester. AVA has an expansive course list that includes Advanced Placement, Honors and elective courses. Parents interested in learning more about the Atlanta Virtual Academy can visit our website at http://tinyAPS.com/?FulltimeAVA.

5.2.2 Media Services

Media Services will provide continuous leadership and expertise in the areas of reading, digital and information literacy and instructional collaboration to ensure the media program is a part of the instructional program. Support to help teachers and students access and organize resources will be provided via weekly virtual training sessions offered by each media specialist. Media Specialists will serve as the Virtual Learning Liaison for the virtual elementary and middle school to ensure that AVA and AVA, Jr. students remain connected to their homeschool.

As the in-house information specialist, the Media Specialist will provide regular virtual tours of the eResources available to teachers and students that support teaching and learning. As an instructional consultant, each Media Specialist will play a key role in curating resources that support the Units of Study as well as the content management system for each grade band. Media Specialists will teach/co-teach lessons using the various instructional platforms.

Media Services will support the installation of a Little Free Library on the campus of each APS traditional school. The inventory for the library will be provided by donors and stocked regularly to give students access to books. Teachers and students will have access to the APS eBook shelf, inside MyBackpack, which contains thousands of ebooks, research databases, access to full length videos and images to address multiple literacies.

The department of Media Services continues to utilize our partnership with the Fulton County Library, known as <u>CLASS Pass</u>, to provide teachers and students with a multitude of digital resources and print when permitted. During distance learning, teachers and students are encouraged to use Overdrive to check out eBooks from the Fulton County Library.

Our district-wide focus on leisure reading continues to create reading enthusiasts across the city. <u>RACE2Read</u> enters its 3rd year, although virtual, the energy around the campaign's goal continues to be creating reading enthusiasm and attempts to spark small "reading fires" in each APS home, community and business organizations that won't be extinguished.

5.2.3 Educational Technology

Teachers continue to receive training on various digital content tools to assist with interactive online content creation. APS teachers have digital resources that have been curated and are available to them through the **myBackPack** digital platform. Teachers should use the Units of Study and lesson plan frameworks to guide their instruction.

Teachers, students and parents can access all digital resources used for virtual instruction through **myBackPack**. **myBackPack** serves as the one-stop-shop portal for all online resources.

To login to myBackPack:

Students/Parents
Username: APS Computer login@apsk12.org
Password: Student Lunch ID

Teachers/Staff
Username: APS Computer login@ apsk12.org
Password: Current APS Password

On-Demand support for teachers creating online content and teaching using digital resources is available through the school assigned Educational Technology Specialist (ETS). An ETS is available for all school staff to support through co-teaching, one-on-one training sessions and continuous professional learning.

5.3. Information Technology

5.3.1. Service Delivery

Irrespective of the format that is selected to continue to educate in the fall and onward, the Information Technology department will continue to provide all students with an opportunity to borrow a technology device *(Chromebook, Winbook, Ipad)* if one is not available in your home. Approaches and resources for students with limited technology or online capabilities are continuing to be made. It is our intent to make sure every Atlanta Public Schools student has a device and the means to access an online environment for instructional purposes, regardless if in school or at home.

Guidelines:

- While operating remotely students who have technical issues are encouraged to contact our Service Desk at 404.802.1000 as our team will address issues remotely as much as possible. For issues that require hands-on support, a scheduled day/time will be made to assist student. Parents who may need assistance in a language other than English, may contact the APS Office of ESOL & World Languages at 404.802.7580 for support in connecting with the Service Desk.
- Should a distribution of devices be necessary, we will assure that the device request and pick up process be as simple as possible per the current social distancing and other guidance from the CDC.
- Any students requesting a technology device for home use will be required to have a parent sign our Technology Agreement forms prior to receiving a device.
- Each student will be provided a dedicated device in order to comply with CDC guidelines.

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SCHOOLS

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