



## Supplement to Atlanta Public Schools' Reopening Guidelines: Human Resources Frequently Asked Questions

### Summary:

These questions and answers are designed to assist employees and supervisors with the Human Resources aspects of the implementation of the District's "On Course" Reopening Guide. The effective date of this guidance is August 3, 2020 and it will be updated as necessary throughout the initial period of virtual instruction. Nothing in this document supersedes local, state, and federal law, District policy and administrative regulations. Please refer to the table of contents below to locate questions by topic or use the Ctrl+f command to type in and navigate to a specific keyword.

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### Questions and Answers by Topic

#### Checklist for Reopening

1. What are the recommended steps to take with staff to ensure a successful reopening?
  - a. These are high level guidelines that are outlined in more specific detail in this document, but suggested tasks to prepare staff for reopening include, but are not limited to:
    - Designate schedules for specific staff to report in person
    - Communicate expectations for staff to report to/request entry to the building
    - Check in on all employees' well-being
    - Host a staff meeting
    - Send out updated staff handbook, including the starting and ending times of the work day
    - Send written instructions to employees for work & quality expectations and job assignments
    - Determine roles and duties of non-teaching staff with a focus on high-quality instructional delivery, closing the achievement gap, student

attendance/engagement, parent engagement, whole child development, and social emotional learning

- Check in with timekeeper regarding expectations for Kronos, leave, and employee attendance
- Separate hourly employees who are not returning via HR staffing director
- Identify short list of substitute teachers to call in case of an emergency

### **Staff Reporting to Work**

2. Is the district requiring teachers to work in person in their classrooms?
  - a. No, but teachers are able to work in their classrooms as needed and utilize the supplies and materials available at the school. Teachers are allowed to teach virtually from their classrooms/labs. However, principals will approve/designate specific days/times when teachers are allowed to be in their classrooms. The District is not requiring teachers to report to work physically in their school buildings at this time; however, the expectation for high quality instruction is the same for both working from home and school. Staff entering an APS building acknowledge that under Georgia law, there is no liability for an injury or death of an individual entering the premises if such injury or death results from the inherent risks of contracting COVID-19. Employees are assuming this risk by entering the premises.
3. If a teacher comes to the building to work in their room, how do they enter the building?
  - a. Teachers must wear a mask to enter the building. All staff are asked to only enter the building through the main office entrance. ID badges do not work on side entrances. Upon entering the building all teachers should immediately get their temperatures taken and COVID-like symptoms, and COVID-19 case exposure checked by the school nurse or designee and go to the sanitizing station located near the main office. (A second entrance may be designated by the principal if it is staffed by someone doing temperature/COVID symptom checks.) After using the sanitizing station, teachers should report directly to their classrooms and keep their doors closed while teaching. Teachers may choose whether or not to wear a mask while working alone in their classroom.
  - b. Itinerant teachers (who work at more than one school) should only report in person to their base school and avoid entering multiple buildings.
4. When can staff come to the building?
  - a. Staff members should get approval in advance from the principal or designee. At the start of the school year, principals should instruct staff in writing of their school's procedure for scheduling employees to work in the building.
5. What is the District's legal stance on employees coming into the buildings?
  - a. COVID-19 has been declared a worldwide pandemic by the World Health Organization and is known to be extremely contagious. APS has put into place preventative measures to reduce the spread of COVID-19 but cannot guarantee that you will not become infected with COVID-19. Therefore, if you choose to enter an APS building, you are voluntarily assuming the risk that you may be exposed to COVID-19 and that such exposure could cause serious illness, disability or even death. By entering an APS building, you are agreeing to release, covenant not to sue, discharge, and hold harmless APS and its employees, agents, and representatives from any liabilities, claims, actions, damages, or

costs of any kind related to your potential exposure to COVID-19. Furthermore, by entering an APS building, you acknowledge the following: Any person entering the premises waives all civil liability against this premises owner and operator for any injuries caused by the inherent risk associated with contracting COVID-19 at public gatherings, except for gross negligence, willful and wanton misconduct, reckless infliction of harm, or intentional infliction of harm, by the individual or entity of the premises.

6. What flexibility do schools have in setting staff schedules?
  - a. Schools have flexibility in scheduling teachers to come into the building by specific grade levels, subject areas and/or hallways on certain days with social distancing guidelines in place. Alternatively, schools may have a procedure that allows staff to sign up as needed for date/time slots. Schools may also survey staff about their availability/preference to come to work in person. Schedules should not include teachers sharing a classroom at the same time. If teachers must share a classroom, they should be scheduled at different times with cleaning and sanitization in between. Schedules should be communicated in writing.
7. What are the staff expectations for social distancing in schools?
  - a. All staff members should stay at least six feet apart from other staff members and avoid gathering in close proximity with others in hallways and common areas, like the lobby or work room. Additionally, there should be no more than three people in the restrooms and elevators at all times. Masks are required in teacher workrooms and lounges. Food should be consumed in classrooms or individual work spaces. While it is tempting to “hang out” in groups and socialize, it is strongly discouraged.
8. Can large groups be scheduled to work together in the school?
  - a. When scheduling staff to work in the building, it is very important to be aware of social distancing requirements and avoid scheduling too many people to work in one area at a time. No more than 10 people should be allowed at a time in any area, considering the size of the area being utilized and the ability to implement physical distancing. Alternative classroom/office arrangements may need to be made to ensure staff are appropriately spread throughout the building. Team members should avoid visiting other teams' members in the building unless absolutely necessary. Additionally, no APS students are permitted in classrooms for individual or small-group instruction.
9. Can staff bring their children with them to work?
  - a. No, due to the strict safety protocols in place at this time, the District is limiting the number of non-employees in the buildings.
10. Is telework an option for employees who have been asked to report to work in person?
  - a. It depends on the type of job duties of the position. A Telework Arrangement is a temporary arrangement whereby certain eligible employees whose job duties may be performed remotely are permitted to work away from the regular work location due to the impacts of the COVID-19 pandemic. Positions that have been placed on telework status by the District as part of the pandemic response do not require a Telework Arrangement. See Board [Administrative Regulation EBB-R\(2\)](#).
  - b. Human Resources has the discretion to approve or deny requests for Telework Arrangements based on the prioritization and preservation of APS business and operational

needs, employee eligibility, employee need, the nature of the employee's job duties, resources available to support a Telework Arrangement, and the supervisor's ability to provide adequate supervision for the employee if a Telework Arrangement is granted.

- c. For employees who can perform only some of their duties remotely, a Telework Arrangement may include:
- Use of accrued sick or annual leave time for hours not worked;
  - A modified work schedule that combines remote work hours with hours worked at the regular location so that the employee can perform any duties necessary to be completed on site; or
  - A combination of the options above.

11. How does an employee request a telework arrangement?

- a. Supervisors and employees should discuss whether the employee's job duties can be completed remotely, in whole or in part. Together, the supervisor and employee should determine the most appropriate arrangement to request, whether that is a full Telework Arrangement, a hybrid approach that includes use of emergency leave, accrued sick or annual leave for time not worked or a modified schedule that reduces or changes the hours worked at the regular location, or reporting regularly in person. Supervisors should work with the employee to establish an appropriate schedule, including any necessary use of sick, personal and/or annual leave.
- b. If eligibility for a Telework Arrangement is confirmed, the employee or supervisor should complete email the appropriate department head(s) or designee(s) for approval.
- c. The Department head or designee should forward their Telework Request to the [LeaveRequests@atlanta.k12.ga.us](mailto:LeaveRequests@atlanta.k12.ga.us).
- d. APS Human Resources will review all submissions for final approval, determine the effective date, and request supporting documentation to substantiate the employee's need for a Telework Arrangement, as necessary. Priority for Telework Arrangements will be given to employees who have a documented need, as listed above. Feedback may be provided regarding any questions or concerns. The supervisor is responsible for ensuring that the Telework Arrangement is followed. Employees or supervisors with concerns about the implementation of a Telework Arrangement should contact the [Employee Relations Department](#) in the Office of Human Resources.

**Minimum School Staff to Report to Work in Person**

12. Are there positions that must work in person in a school?

- a. Yes. It is important that schools maintain excellent customer service, including being responsive to inquiries via phone, email and Let's Talk. At least one administrator and a second employee are required to work in person each day. The office area (phone/door buzzer) should have one or more staff present during the school's normal office hours (at least 7.5 hours per day). Additional staff may work in person with appropriate scheduling and social distancing measures. (See health services guidelines.) Custodians and other maintenance staff are assigned by the facilities department.
- b. One staff member must be designated at all times during normal office hours to take temperature of building entrants and complete temperature logs in the main office area.

Nurses are able to do much of this, but not 100% of the time because some nurses are shared between schools. Back-up staff should be designated and trained according to guidelines from the health services department. There may be flexibility with nurses' reporting schedules as determined by the school Principal.

- c. There should be no more than 3-4 people in the main office at any given time and all workers in the open office areas must wear a mask at all times.
13. Does the administrator have to be the principal?
- a. No, the administrator can be a principal, assistant principal, program administrator or similar role. Administrators may alternate days or work schedules as needed.
14. Does the second employee have to be an office worker (secretary, clerk, etc.)?
- a. No, the second employee can be anyone who is able to answer the phone, oversee the office environment, receive packages, answer the door buzzer, etc. It is a District requirement that schools respond to Let's Talk inquiries within 3 business days. Further, the expectation is that calls to the main office are answered by an employee during the school's normal operating hours and that voice messages are returned within 24 hours. Two employees per school may request a headset and district software to be installed on their laptop computers to be able to answer incoming calls from home. Employees may perform duties below their pay grade but should not be assigned regular duties above their pay grade. For example, an assistant principal may provide support in the office area, but a paraprofessional may not perform bookkeeper duties.

### **Performance Evaluations**

15. Are performance evaluations going to be done during virtual instruction?
- a. Yes. Performance evaluations are an important part of ensuring high quality delivery of services by APS staff; however, evaluations are not the focus for the start of the school year. Peer and self review are a critical component of professional growth. Online teachers should be afforded the same opportunities for review and evaluation as are given to face-to-face classroom teachers. However, the start of the evaluation cycle is expected to be delayed until at least September or later.
16. Will the format of performance evaluations be the same as they were last school year.
- a. No. A team of 40+ teachers and school administrators will guide the revisions to TKES and LKES in the coming weeks, within parameters from the state DOE. The goal is to make it shorter and less cumbersome, while focusing on supportive coaching and development of staff in a virtual learning environment. A video library is being developed to assist with coaching for virtual instruction. Academics and HR are jointly working on "look-fors" for virtual instruction; however, it is critical that adequate training, support, and coaching are provided for these skills.
17. What about performance evaluations for non-teachers?
- a. Very few changes are expected for the format of non-instructional staff evaluations (EPAT). Flexibility within the EPAT tool will allow modification of goals to fit teleworks, as necessary. Counselor and media specialists evaluations will also be reviewed.
18. What can supervisors do to manage performance until the formal evaluation cycle starts?

- a. Supervisors are encouraged to set work schedules and job duty expectations at the start of the year in writing. A good way to do this is through the staff handbook or individualized emails. Designate leadership team members who are assigned to oversee/monitor groups of staff. Intervene early when problems are identified and use tools like coaching plans, directives, progressive discipline. See the performance management section of this document for further guidance.

**Utilizing Non-Teaching Staff**

19. Should non-teacher positions have the same job duties as they did last school year?
  - a. No. Schools are encouraged to be flexible and innovative with the roles and duties of non-teaching staff. It takes all of a school's staff to fully implement virtual instruction and provide an increased level of whole child support to each student, while also maintaining efficiency in operations. Staff are asked to be open to learning new skills or applying their existing skills in different ways. Both staff and their supervisors should try to keep the job duties within the scope of the same pay grade or lower as the employee's primary work assignment.
20. What are the minimum district expectations for non-teaching staff?
  - a. The expectation of the district is that the full time, salaried employees who are not teachers are engaged in work and have a role in supporting virtual instruction and/or school operations. Full time employees should be assigned duties that equate to their normal work schedule, which is usually 37.5 hours per week. Hourly employees may be engaged as needed and are only be paid for the hours they are asked to work by their supervisor. Timekeepers should closely monitor hours entered into the Kronos timekeeping system by hourly staff.
21. Are there limits to the flexibility of job duties that can be assigned?
  - a. Yes. While there are many flexibilities provided in the District's job descriptions and policies, supervisors should avoid assigning employees job duties for an extended period of time that are clearly in a higher pay grade. For example, paraprofessionals should not be doing the timekeeping duties of a secretary or bookkeeper. Also, performance evaluations should only be done by trained administrators approved by the district. Supervisors should also take an employee's physical limitations into account when assigning manual labor tasks.
22. Is the district changing any job descriptions?
  - a. Yes. HR is updating job descriptions for school-based staff to make it more clear that they may be asked to perform different duties from their normal job to assist with virtual instruction. However, existing job descriptions are generic enough that many duties may fit within existing job descriptions. Job descriptions are posted [here](#).
23. How should support staff be utilized?
  - a. The goal is for support staff to be used to support instruction primarily, followed by whole child development and then operations. For example, paraprofessionals can be used to push into live, virtual classroom sessions and redirect students who are off task or support students who need remediation/intervention. Also, non-instructional aides can be used to make phone calls to check in on students and/or parents. There must be someone in the building to answer phones, take the mail, and receive deliveries.

- b. Support staff should have the option to work in the school if they have difficulty with the internet or devices at home. If they choose to work at home, they should ensure that they have a stable internet connection.
24. Are there suggested duties for non-teacher positions?
- a. Possible duties for non-teachers include, but are not limited to:
- **Office Staff (School Clerk, Non-Instructional Para, etc.)**
    - Monitor Kronos sign-in and follow-up with staff with missed punches
    - Check school voicemail daily and follow up with callers
    - Send out motivational reminders and tips via twitter, social media, etc.
    - Ensure requisitions and other transactions are completed
    - Work on data clean-up in Infinite Campus, as needed
    - Update school's website
    - Call and check on students/families; update contact information
    - Support student engagement, behavior and/or attendance initiatives
  - **Paraprofessional (Full-time/Hourly)**
    - Read to students via online/phone
    - Call specific students to assist with learning tasks, answer questions, etc.
    - Participate in virtual learning sessions with teachers/students; lead breakout sessions with small groups or individual students
    - Respond to emails and phone calls from school leaders and teachers in a timely manner
    - Engage in online professional learning
    - Assist with supporting students with assignments (where appropriate)
    - Support teachers with grading assignments and providing students with feedback
    - Assist with food or laptop distribution
    - Special education paraprofessionals may have specific duties related to a one-to-one student assignment, IEP meetings, etc.
  - **Nurses**
    - Provide case management of self-reported cases (students and staff) at assigned school
    - Collaborate with public health officials, partners, and vendors to address state school health compliance i.e. immunizations and maintain monthly data
    - Review the APS Immunization Dashboard and follow-up with principals and parents of students with approaching immunization deadlines
    - Work on data clean-up in Infinite Campus, as needed
    - Maintain case management of chronic care students to include referrals to address health and medical needs
    - Provide temperature, COVID like symptoms, and exposure screenings
    - Participate in required 504, Eligibility, and IEP Virtual Meetings
    - Support district wide events with nursing support i.e., food, books, and device distribution

- Participate in online professional learning and training
- Provide required training for student and staff related the health and prevention
- Other health services function as determined based on need for support
- **Media Specialists**
  - Work with staff, administration and other specialists to ensure that information literacy skills are embedded systematically throughout lessons and the virtual library instructional program
  - Collaborate weekly with teachers and Instructional Support Personnel to enhance lessons and share resources, including but not limited to, websites and videos that increase students' enduring understanding of content standards
  - Provide professional development for teachers and other staff on all technology tools such as but not limited to, CLASSPass, MyOn Reading, EBook shelf and eResources Folder for Media Services
  - Provide differentiated or 1:1 instructional support to teachers or staff as needed or requested, using Google Meet, Microsoft Teams, or Skype; all of the aforementioned tools provided by Atlanta Public Schools
- **Counselors**
  - Call students who have active behavior SST/RTI cases, chronic behavior concerns to check on them
  - Record or offer periodic live sessions for students/staff on SEL using the curriculum provided by the SEL department
  - Assist with transcript, scheduling, college readiness (high school)
- **Instructional Coaches/Signature Program Specialists/RTI Specialists**
  - Collaborate weekly and submit documentation of collaboration to Principal or designee, with teachers, media specialist and other Instructional Support Personnel to conduct PLC learning sessions according to the needs of the students
  - Provide differentiated or 1-1 instructional support to teachers as needed or requested from teachers, using Google Meet, Microsoft Teams, or Skype; all of the aforementioned tools are provided by Atlanta Public Schools
  - Collaborate weekly and submit documentation of collaboration to principal or designee, with teachers and instructional support personnel to enhance lessons and share resources, websites, videos that increase students' enduring understanding of content standards
  - Monitor teachers' weekly lesson plans and provide feedback to improve lesson delivery
  - Conduct weekly teacher observations by participating in selected online live sessions or live conferences with students
  - Monitor weekly quiz/test data and use data to outline weekly support that is provided to teachers



- **(RTI Specialists Only)** Call students who have active SST cases and conduct periodic general wellness checks
- **(RTI Specialists Only)** Check in with SST/RTI caseload students and assist with remediation tasks designed to address the identified student gap(s)
- **Social Workers**
  - Facilitate mandatory Child Abuse-Suicide-Homeless In-service for teachers and staff at assigned schools
  - Report child abuse cases when teachers and staff notify/refer concerns
  - Interview, assess, report child abuse for employee wrong-doing cases
  - Coordinate wraparound supports for students who have expressed thoughts and/or intent around suicide
  - Provide resources and supports for homeless students, including working with Homeless Liaison to:
    - a. Offer tutoring
    - b. Provide materials and supplies
    - c. Pay for graduation fees
    - d. Link to resources as they are available (i.e., food, devices, Wi-Fi, etc.)
    - e. Support for transportation as they are available (i.e., MARTA cards, Lyft partnership)
    - f. Provide updates and virtual training for schools
  - Re-engage students whose whereabouts were unknown and/or who had chronic log-in issues Spring 2020
    - a. Social Work PSA's distributed through: school's social media accounts, school's website, apartment complexes in school's attendance zone as permitted, and/or recreation centers as permitted
    - b. Partner with community agencies/organizations to help develop an incentive system to promote learning participation
    - c. Conduct needs assessment for the family of students who had chronic log-In issues, follow-up and provide resources as needed
  - Identify students whose whereabouts are unknown and/or who had chronic log-in issues and follow guidance in Student Outreach Plan
  - Conduct mental health/wellness needs assessments to help identify needs and possible supports
  - Link families in need to available resources (i.e., Purposity, APS Cluster Resource Guides, etc.
  - Conduct home visits when deemed necessary after all other exhaustive considerations, precautionary measures and actions have been followed to address student attendance, engagement, well-being and/or the need for additional student supports

**Hourly Workers**

25. How are the schedules and duties for hourly workers determined?
- Hourly workers are a vital support system for schools. The District encourages schools to include their hourly workers in reopening plans and beyond and for hourly workers to actively engage with their schools. Hourly special ed paraprofessionals should especially have an active role in supporting students with special needs. Hourly employees are allowed to work in the school building according to the same scheduling rules and social distancing guidelines as full time employees.
26. What are the communication expectations for hourly employees?
- Hourly employees should feel like an equal part of the school staff community. Principals or designee should communicate work schedules and job duties to hourly employees before the start of the school year. Hourly employees should also communicate with their supervisors about their availability and skills. It is suggested to put communication regarding work schedules in writing via email.
27. How do hourly employees use the Kronos timekeeping system?
- Hourly employees still have access to Kronos mobile, as well as on the web and wall time clocks. These employees should be very careful to only punch in and out according to the specific work schedule assigned to them. Working beyond the assigned work schedule may only be done with prior approval. It is the responsibility of the employee to ensure that their hours worked in Kronos are recorded accurately.
28. Are hourly employees paid by the District?
- Yes, hourly employees are paid their assigned hourly rate for all hours recorded in the Kronos system. They are not paid for days that they do not work. There may be instances where hourly employees do not work as many hours as they did last school year due to the transition to a virtual instructional model.
29. Do hourly workers qualify for unemployment if they are not working?
- The Georgia Department of Labor makes the decisions regarding eligibility for unemployment compensation benefits. Hourly employees will not be penalized for applying for unemployment. For questions, visit <https://dol.georgia.gov/individuals/unemployment-benefits>.

**Substitutes**

30. Are substitute teachers receiving any training for virtual instruction?
- Yes, substitutes are receiving the following training. Only substitutes who complete training will be placed on the available sub list for schools to choose from.
    - The Instructional Technology department is training substitutes via Content-Centric Technology Learning Conference. This training is designed to prepare substitutes to teach and support students effectively and seamlessly in an online learning environment, the Instructional Technology department is presenting the To learn more about this conference, click [here](#).
    - Social and Emotional Learning Training: To learn SEL (Social and Emotional Learning) tips on building community in a virtual learning space, the SEL

department is presenting an Instructor Led course, "Creating Classroom Community in a Virtual Space".

- Zoom Training: To learn more about leading instruction and engaging students using one of the most commonly used virtual meeting applications, please register for the "Zoom for Instructors" course. To learn more about this course, click [here](#).
- Standard Hiring Training: Substitutes that have never been certified educators (including paraprofessionals) complete the STEDI Sub Diploma course and assessment. More information can be found at [www.stedi.org](http://www.stedi.org).

31. What are the reasons for requesting a substitute teacher during virtual instruction?

a. The format of teachers being able to work remotely should reduce the need for substitutes, but the following reasons are available in the substitute management system for requesting a substitute:

- Death In Family (Minimum Advance Notice Required- ASAP)
- Family Illness (Minimum Advance Notice Required- ASAP)
- In-service Workshop (Minimum Advance Notice Required- 1 Week)
- Jury Duty (Minimum Advance Notice Required- 2 Business Days)
- New Employee Orientation (Minimum Advance Notice Required- 1 Week)
- Personal Business (Minimum Advance Notice Required- 2 Business Days)
- School Business (Minimum Advance Notice Required- 2 Business Days)
- Sick Leave (Minimum Advance Notice Required- ASAP)

32. How should substitutes be requested during virtual instruction?

a. The website to request a substitute is: [www.frontlineeducation.com/ss0/aps](http://www.frontlineeducation.com/ss0/aps). This is included in the welcome letter that is automatically sent when new employees are added to AESOP. The welcome letter includes instructions for use. Users may access the Quick-start guide for step by step instructions.

33. What sub costs are charged to school versus the district?

- a. Charged to the district: Administrative Leave, FMLA, New Employee Orientation (by invite only), Vacancies
- b. Charged to School Substitute Budget: Death in Family, Family Illness, In-service Workshop, Jury Duty, Personal Business, School Athletics, School Business, Sick Leave

### **Performance Management for Virtual Work Environment**

34. How should supervisors set expectations for remote workers?

a. The same expectations exist for the quality of remote work as for in person work prior to COVID-19. Specifically, the quality of instruction should be the same whether teaching from the building or staff working remotely. Supervisors should address employees who are not meeting outlined expectations, not engaging in remote work, or otherwise not following instructions. Supervisors retain the same abilities to address performance with remote work as they had with in person work. However, the focus should be on supporting employees to be able to do high quality work through training, coaching, technology, equipment, mentoring, etc. Here's a great [article](#) for managing remote teams.

35. What are the expectations for professionalism in a virtual environment?

- a. The top 10 expectations for professionalism of all staff include the following, each of which are summarized below:
- Embody the District's core values
  - Maintain professional communication
  - Wear appropriate attire
  - Be punctual for work, classes and meetings
  - Follow assigned work schedule
  - Exhibit professional behavior
  - Be prepared for work and class
  - Use discretion about confidentiality
  - Be sensitive to other cultures
  - Be mindful of social media usage
- a. **Core Values:** The District's Core Values apply in both virtual and in-person work environments. As a reminder, they are: 1. Put students and schools first; 2. Commit to teamwork; 3. Focus on communication; 4. Demonstrate respect for each other; 5. Be accountable; 6. Act with integrity; 7. Embrace and drive change. Employees are expected to embody these core values with each other, students, parents and stakeholders.
- b. **Communication:** Correspondence with staff and students by phone, email, chat or other electronic methods should remain professional, including spelling, grammar and tone. This is particularly important where face-to-face meetings are limited. Please take the time to proofread all emails and class mailings (i.e. newsletters). Have someone else proofread all professional documents (i.e. IEPs, grant proposals, etc.) before they are submitted.
- c. **Attire:** Cover the basics, such as getting adequate sleep and brushing your hair. Wear a nice, business-casual shirt or dress without graphics. Only wear appropriate length of pants/shorts/skirts. Whatever you wear, make sure that it's appropriate (i.e. no spaghetti straps, cleavage, excessive wrinkles in clothes, holes in clothing.) If you get the sudden urge to hop up with your student and do an activity, you don't want to be held back by unprofessional clothing. Being presentable not only includes basic grooming, but also how well your students can see you. Make sure that you have a high-quality camera, as well as good classroom lighting. Always teach with the strongest light source in front of you. Teaching with a window behind you creates a strong shadow where your face should be (not the most inviting look for your students).
- d. **Punctuality:** The same attendance expectations exist for virtual meetings and classes as for in person. Make sure you have as many alarms as needed in order to wake up and be in your classroom or staff meeting on time. As with in-person learning, supervisors set work schedules.
- e. **Work schedule:** In accordance with the board's requirements, the superintendent requires all Atlanta Public Schools employees' schedules to include at least 7 ½ scheduled work hours. Based upon the needs of the district, the scheduled work hours may exceed 7 ½ hours. The supervisor sets the work schedule and reporting work site for each employee based on worksite/departmental needs. Teachers' scheduled reporting times must be at least 15 minutes prior to the beginning of the instructional day and their departure times no

fewer than 15 minutes after the end of the instructional day. Principals must be on duty at least 15 minutes before and after the established hours for teachers in the school, are responsible for the supervision of school activities and operations extending beyond the regular school day and are on call in case of emergencies. For exempt employees, supervisors may require daily attendance that exceeds 7 ½ hours to ensure the safety of students and/or smooth operations as part of the professional duties and responsibilities. All employees are expected to be present in person or available remotely for the scheduled working hours each day unless an unusual circumstance exists and an absence is approved by the employee's supervisor. Supervisors may require attendance, either in person or virtually, for after school activities, additional community or education meetings as part of the duties and responsibilities for exempt employees. Supervisors should give employees reasonable notice in advance when attendance outside of normal working hours is required. Fulfillment of professional duties and responsibilities is a factor in employees' evaluations. Teachers may also be required to work after school at least two days per week: one for the weekly faculty meeting and one for student tutorial and parent/guardian conferences. See [administrative regulation GARB-R\(1\)](#).

- f. **Behavior:** Behavior during virtual meetings and classes is just as important, if not more so, than when we are physically present together. A common complaint from parents is that the teacher fell asleep while teaching. Other complaints include teachers smoking during class, eating and drinking, playing on their phones, taking students on a walk around their house, parenting, and having outside conversations. To avoid causing offense, manage your time properly so that you are well rested. Take care of your basic needs. Make sure you have gone to the bathroom before class and have eaten a good meal. Have water to drink and some easy snacks in your office area to munch on if you get hungry. Unless you are a culinary arts teacher, avoid cooking, preparing meals, eating full meals, etc. during class or meetings. Set expectations (as best you can) with those in your household that you are not to be disturbed while teaching. If you use your phone as a classroom tool, put it on silent or in airplane mode so it will not ring during class.
- g. **Preparation:** Being prepared also includes having a professional classroom setup with adequate teaching hardware. This includes a high-speed internet connection, good quality webcam, headset, and sufficient lighting. APS facilities are open and available to teachers to provide a quiet space with stable internet connection. However, teachers who choose to use their home can teach up against a wall or in a corner, so that they can decorate their background. Lastly, make sure that you are in a quiet and private room without distractions. Your colleagues and students can also see behind you. Make sure that there is nothing in the background (traffic, other people, a pile of laundry) that may distract from the class. While it is not necessarily the best choice to attend class from your messy bedroom, it may be the only place you can find peace and quiet away from roommates or family members. If that is the case, you can employ a virtual background to hide what you don't want seen.
- h. **Discretion:** Use discretion when talking about students and anything confidential with other teachers. There are situations where it's appropriate to discuss such topics, but it can be very easy to inappropriately gossip. Use appropriate language and stick to appropriate

topics in the school environment, particularly in front of students. This includes referring to other teachers as Mr./Mrs. \_\_\_\_ and not discussing students unless it is necessary for a given situation.

- i. **Cultural sensitivity:** Teachers have more power than they often realize in addressing social inequities. What they choose to teach, how they interact with students, and how they treat families — all of it—plays a crucial role in shaping the opportunities that are available to our students and how they will come to engage with the world. The current pandemic has exposed deep inequities within our education system. This time, more than ever, teachers must keep equity and cultural responsiveness at the forefront of what they do. Learn more about recommended ways to focus on these design principles in your online classroom from our very own Tauheedah Baker, Harvard Resident and Director of Strategic Initiatives, in [“Centering Equity & Cultural Responsiveness in a Virtual Classroom.”](#)
  - j. **Social media communication:** There is nothing wrong with communicating with fellow teachers on Facebook, Twitter, etc. However, it's important to keep “school talk” away from these public forums. Not only is it not professional, but you never know who might be reading. Keep comments on your Facebook wall and Twitter feed about school positive and fairly general. See policy [GAGCA Employee Ethics - Social Media](#) for more information.
36. How should tasks be assigned to staff to help with performance management concerns up front?
- a. A suggestion is to get the small teams together physically early-on, using the outlined social distancing procedures. Face-to-face communication is still better than virtual when it comes to building relationships and fostering trust, an essential foundation for effective team work. Whether in person or virtual, if you can get the team together, use the time to help staff members get to know each other better, personally and professionally, as well to create a shared set of guiding principles and expectations for how the team will work. Simplify the work to the greatest extent possible, ideally so tasks are assigned to sub-groups of two or three team members. And make sure that there is clarity about the work process, with specifics about who does what and when, then have regular status meetings. Beyond that, it helps to be explicit in getting team members to commit to define intermediate milestones and track their progress. One useful tool is a “deliverables dashboard” that is visible to all staff members on whatever collaborative technology they are using. Create written norms of behavior when participating in virtual meetings, such as limiting background noise and side conversations, talking clearly and at a reasonable pace, listening attentively and not dominating the conversation, and so on. The norms also should include guidelines on which communication modes to use in which circumstances, for example when to reply via email versus picking up the phone versus taking the time to create and share a document. Take care not to end up practicing virtual micro-management - there is a fine line between appropriate tracking of commitments and overbearing (and demotivating) oversight.
37. Can employees be required to have their camera on during staff meetings and live classes?
- a. Yes, the District desires to have the highest level of staff and student engagement possible. Supervisors can require staff to have their camera on during pre-scheduled staff meetings, live teaching sessions, or other scheduled events with students or parents. Employees with concerns about having their camera on should speak to their supervisor about the

concerns. If there is a medical reason, an accommodation can be requested through the Office of Employee Relations. See the section in this document about leave for employees who have appointments or conflicts during a class or meeting. See the professionalism section for suggestions about employee virtual background requirements.

38. How can the duties and performance of remote workers be monitored to ensure that everyone is working?
- Building an effective digital education program doesn't stop after the implementation process. In fact, there are many components school administrators are responsible for to ensure the success of students and the learning program. One of the most important elements is monitoring progress and knowing what to look for in terms of data. As expected, monitoring progress in an online environment can look a little different than in the traditional brick-and-mortar setting. With the use of Student Information Systems (SIS) as well as Learning Management Systems (LMS), administrators are able to pull real-time data reports on student learning progression. Using these on-demand reports, there are several areas administrators may want to monitor on a regular basis. Suggestions include gradebook reports, attendance punches, system login reports, teacher responsiveness (responding to student work), staff logs for calling/emailing assigned students, and staff meeting attendance.
39. How often should supervisors or colleagues check in with remote workers?
- Our virtual instruction plan relies on the power of authentic, human connections. Creating an atmosphere for engaging virtual interactions is a learned skill, and one that needs to be developed thoroughly for virtual staff to thrive. Recent research has found that "virtual teammates are 2.5 times more likely to perceive mistrust, incompetence, broken commitments, and bad decision making with distant colleagues than those who are co-located." To combat this, make a habit of creating a high-touch environment for your virtual employees. Virtual team members can miss critical conversations and task details, creating an environment of confusion and unanswered questions. By consistently asking questions and soliciting opinions, you'll gain valuable information and insight while simultaneously engaging your team. Encourage candor by letting your virtual team know that you're available when they need to talk something through. Take time at the start of each virtual meeting to check in with your team to see how they're doing. These small actions can help virtual employees overcome isolation and set the strong foundation you'll need to overcome future hurdles. Yes, virtual instruction and productivity is important, but there are times when the agenda can wait. Caring about the team you're working with and having them care about you is an equally essential ingredient of team engagement. Employees should engage with their supervisor and/or colleagues at least once per week. APS is fortunate to have resources available for both employees and supervisors through the Office of Engagement and our partners from Gallup Education.
40. How or when should an initial warning be given for performance concerns?
- In a virtual setting, particular emphasis should be placed on keeping the lines of communication with employees open. When a performance concern begins, an open conversation about the concern with an employee may be all that is needed to address it.

A follow-up email can be used to memorialize the conversation and give the employee appropriate direction. However, more serious concerns may require escalating methods to address the conduct, such as a more formal letter of warning.

41. Are there sample write-ups that supervisors should use?
- The District supports the ability of supervisors to write their own letters of warning/direction. However, for sample write-ups for employees, please reach out to your employee relations specialist in the Office of Employee Relations. Existing templates may apply or be easily conformed to address conduct in a virtual environment.
42. What is the process for progressive discipline?
- Under Board Policy, progressive discipline is only required to address attendance concerns. However, as a fair practice, supervisors should address conduct through escalating methods to give employees an opportunity to address performance deficiencies. Of course, progressive discipline would not be appropriate for more serious issues. Please reach out to your assigned employee relations specialist for further guidance.
43. Are coaching/remediation plans still appropriate in a virtual environment?
- Yes, performance improvement plans and professional development plans can be started or continued during the District's virtual learning period to address new or continuing performance concerns. The requirements of each plan should be conformed to the District's virtual learning environment. Part of a mutually agreed-upon remediation plan for deficiencies in virtual instruction could be that a teacher comes to the school building in person to teach or for coaching, demonstration lessons, etc.
44. Are there differences in how to handle performance management depending on the type of employee classification?
- Yes, as during face-to-face learning, an employee's classification may determine the method for addressing performance concerns. Employees may be contracted, classified, or at-will (including hourly). For more information regarding an employee's classification, please contact the Office of Employee Relations.

### **Paid Leave**

45. What is the new Families First Coronavirus Response Act (FFCRA) and when is it applicable to APS employees?
- The FFCRA was passed in March 2020. It requires most employers with fewer than 500 employees and most government employers to provide their employees with two weeks of paid sick leave (EPSL) and 12 weeks of partially paid, expanded Family and Medical Leave Act (EFMLA) leave to employees affected by the COVID pandemic. These provisions are in effect from April 1, 2020 through December 31, 2020.
  - An active, full-time employee may be eligible for emergency paid sick leave (EPSL) if they are unable to work or telework for the following COVID-19 reasons:
    - A federal, state, or local quarantine or an isolation order
    - A self-quarantine recommendation from a healthcare provider
    - COVID-19 symptoms needing a medical diagnosis
    - The need to care for an individual subject to one of the above



- 5. The need to care for a son or daughter whose school or child care facility has closed for reasons related to COVID-19.
  - 6. Any other substantially similar conditions specified by the Department of Health and Human Services (HHS).
46. When is an employee eligible for EFMLA?
- a. An active, full-time employee is eligible for EFMLA if all of the following are met:
    - The employee has been employed by APS for 30 calendar days
    - The employee is unable to work or telework because a son or daughter's school or child care has closed due to a COVID-19 related public health emergency.
    - The employee has not used their 12 week FMLA entitlement within the last year.
  - b. If an active, full-time employee qualifies for EPSL and their qualifying reason is #1, #2 or #3 (see item 43.b.above) they will receive their full rate of pay. If the employee's qualifying reason is #4, #5 or #6 (see item b. above) they are entitled to  $\frac{2}{3}$  their rate of pay. If the employee is able to use accumulated leave balance for  $\frac{1}{3}$  of their absence, they will receive their full rate of pay.
  - c. If an employee qualifies for EFMLA, they are entitled to  $\frac{2}{3}$  their rate of pay. If the employee is able to use accumulated leave balance for  $\frac{1}{3}$  of their absence, they will receive their full rate of pay.
47. Are there documentation requirements for requesting leave under FFCRA?
- a. Yes, the absence management team will reach out to employees regarding the necessary documentation under FFCRA.
48. What is the supervisor's role in FFCRA?
- a. If a supervisor is aware of an employee who is or will be absent due to one of the reasons listed for FFCRA, the supervisor can send an email to [LeaveRequests@atlanta.k12.ga.us](mailto:LeaveRequests@atlanta.k12.ga.us). The absence management team will reach out to the employee and determine if the illness is COVID-19 related and if they are eligible for EPSL or EFMLA. Supervisors have also received several emails from the CHRO providing specific guidance in these situations and care should be taken as it deals with an employee's personal health condition.
  - b. Supervisors should ensure that the appropriate leave is entered into our timekeeping system (Kronos) when employees are unable to work (either in person or virtually).
49. What is the employee's role in FFCRA?
- a. Employees should follow the appropriate sick leave procedures notifying their supervisor. If the illness is COVID-19 related they should email [LeaveRequests@atlanta.k12.ga.us](mailto:LeaveRequests@atlanta.k12.ga.us) to determine if they are eligible for EPSL.
50. What is the timekeeper's role in FFCRA?
- a. When an employee is unable to work or telework the timekeeper must put a leave code into Kronos for the daily hours scheduled in Kronos. The total hours in their normal work day. If the employee is not able to work because of a family member, the code should be 13 -Illness in Family. If the employee is not able to work because of themselves, the code should be 01 -Sick employee.
51. Who can employees and supervisors contact about FFCRA and COVID-related leave requests?

- a. More information about leave can be found on the Absence Management page on the APS website or by clicking this link [Absence Management](#). Questions may also be emailed to [LeaveRequests@atlanta.k12.ga.us](mailto:LeaveRequests@atlanta.k12.ga.us).
52. What should a supervisor do if an employee has notified them that they need to be off due to a non-COVID related reason, like regular sick or personal leave?
- a. The same expectations exist for taking off work in a virtual environment as they did in an in-person environment. All active, full-time employees earn sick leave and are permitted to use up to 3 sick leave days a year as personal leave. Schools should provide their employees written instructions for taking off work via the staff handbook or other method at the start of each school year. For reference, leave policies are summarized in the District's [employee handbook](#) and [Board Policy GARH](#) and corresponding linked administrative regulations.
53. What is considered to be excessive absenteeism in a virtual environment?
- a. According to [Administrative Regulation GARH-R\(2\)](#), in line with an employee's duty day schedules, absences in excess of the following number of days in the same fiscal year must be monitored by the manager, excluding absences approved under the Family and Medical Leave Act and absences approved as the following leave types: annual leave, educational leave, jury duty/legal leave, military/government service leave, professional learning leave and workers' compensation leave.
- 12 month employees: 12 days
  - 11 month employees: 11 days
  - 10 month employees: 10 days
- b. Absences in excess of the number of days outlined above in the same fiscal year that are NOT related to COVID are likely to adversely impact employees' work performance. As a form of corrective action, supervisors/principals should individually counsel and document conferences with employees who accumulate excessive absences (as defined herein) in the same fiscal year. Failure to successfully resolve problems with attendance and/or punctuality may result in an unsatisfactory annual evaluation, the nonrenewal of the employment contract and/or termination of employment.

### **Compensation**

54. How is employee pay being determined for the 2020-2021 school year?
- a. Pay raises were approved by the Board for the 2020-2021 school year for full-time employees on pay grades 111 to 115 to create a minimum wage of \$15.00 per hour.
- b. If you were an APS employee on any other pay grade last school year, your annual salary has not changed (except for promotions, certification upgrades, etc.)
- c. Current salary schedules are available on the [Compensation page](#) of the APS website.
- d. Most employees received their first paycheck for the new school year on August 31, 2020. Employees who work year round (no summer break) received their first paycheck for the new year on July 31, 2020. Annual compensation statements were provided to all full-time employees via email by August 31, 2020.
55. What steps are important for schools to take to ensure that pay is correct during remote work?

- a. The most important role in the school to ensure that pay is correct is that of the timekeeper. This role ensures that all full-time employees have a schedule in the Kronos system. If the schedule is not entered into Kronos or is entered erroneously, the employee may be incorrectly paid. When an active, full-time employee is unable to work or telework the timekeeper must put a leave code into Kronos for the daily hours scheduled in Kronos. For every scheduled work day, an employee should have either time punches or a leave code. Hourly employees must have time punches in Kronos in order for them to be paid. If an hourly employee is absent they will not enter time punches into Kronos and will not receive pay for the time they do not work. An hourly employee does not earn or have accumulated sick leave to use when they are absent.
56. If a leave code is not entered into Kronos for an employee, will that employee be docked?
- a. If an active, full-time employee does not report to work and a leave code is not entered into Kronos, the employee will not be docked and will not have their leave balance reduced appropriately for their absence.
57. Are stipends being affected by the decision to start school virtually?
- a. The stipend amounts and the hourly rates of pay have not changed. The amounts and rates can be found on the [Compensation page](#) of the APS website. However, some stipends may no longer be applicable. For example, a school may no longer offer a drama club, therefore the drama club stipend will not be paid. If a supplemental duty is assigned/performed, the stipend should be paid. Stipends that are still applicable should be submitted by the principal or their designee to the compensation team at [compensation@atlanta.k12.ga.us](mailto:compensation@atlanta.k12.ga.us) as part of your Day One checklist.

### **Leveling**

58. Is leveling going to work the same this year as it did last year?
- a. No, the Finance and Human Resources Divisions are collaborating with principals and associate superintendents to determine FY21 leveling plans, given the uncertainty around enrollment this year. We understand that parents and families are making decisions regarding enrollment that may directly affect schools' overall student enrollment counts. Given this, we will monitor attendance daily and push back the "leveling count" day tentatively to September 18, 2020.
59. When will schools receive guidance about leveling?
- a. Guidance about leveling was given in the weekly principals and assistant principals meetings in August.

### **Workplace Safety Procedures**

60. What are employee and supervisors' responsibilities for workplace safety?
- a. For employees who do come to work in person, either daily or occasionally, it is critical that they follow current social distancing guidelines and wear masks, plus any additional personal protective equipment (PPE) unique to their job. Supervisors are responsible for ensuring that workplace safety guidelines are being followed by their employees, especially social distancing in small spaces with multiple employees, including monitoring work sites and employee behavior regularly and redirecting as needed. Please refer to the [March 27th health guidance](#) email and the [CDC guidance for businesses](#) for additional details.

61. What is the District's position on wearing masks in schools?

- a. Face coverings are required for all students and staff except while eating, drinking and exercising, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield. When a staff member is working alone in their office or classroom with a closed door, they may choose whether or not to wear a mask. Each employee will be provided two cloth masks, plus a supply of disposable masks will be kept on-hand at each school office as back up. Specific positions, like custodians, will receive additional Personal Protective Equipment (PPE) unique to their job.

62. What type of cleaning and sanitization will be done in schools?

- a. The expectation is that employees will conduct wipe downs on high touch areas in their personal office area or classroom upon arrival and departure (keyboards, desk surfaces, light switches, etc.) Custodial staff will address high touch areas in the common areas of the building. Nightly cleaning and disinfecting will continue as normal. Facilities will provide disinfectant for each classroom. Additionally, facilities installed hand sanitizer dispensers in the following common areas: main entrance, time clocks, cafeteria entrance, gym entrance. All facilities will be cleaned and disinfected nightly, including all hard and soft surfaces, high touch areas, restrooms, etc. (Surfaces are disinfected by hand.) Facilities services are using foggers as well; foggers are being used primarily as part of the protocol for disinfecting spaces exposed to COVID-19. Environmental cleaning companies are being engaged when necessary to disinfect areas exposed to COVID-19.

63. How can employees help keep the work environment clean and safe?

- a. At this time, APS **employees** are required to:
  - Avoid meeting people face-to-face as much as possible. Employees are encouraged to use the telephone, online conferencing, e-mail, or instant messaging to conduct business, even when participants are in the same building.
  - Obtain supervisor's permission to enter a district building.
  - Seek their supervisor's permission to meet in person if a face-to-face meeting is necessary. The meeting time should be for a minimum period of time, in a large meeting room or area, with no more than 10 people, and participants should sit at least six feet from each other. Hold essential meetings outside in the open air if possible.
  - Avoid direct person-to-person contact such as shaking hands, and do not congregate in work rooms, pantries, copier rooms, or other confined areas where people socialize.
  - Wash hands often, and clean and disinfect high-touch surfaces regularly. Consider opening windows and adjusting air conditioning for more ventilation where possible.
  - Encourage parents, employees and community members to request information and materials via phone, e-mail, or Let's Talk to minimize person-to-person contact. When items or materials must be collected in person, have them ready for fast pick-up or delivery and maintain six feet of distance from each other. Wash your hands with soap and water for 20 seconds immediately after handling any packaging materials.

64. What should employees do for safety measures if they travel within the community or to students' homes for work?
- a. The duties of some jobs may necessitate that some employees go out into the community more than others for student engagement, address verification, technology support, well-being checks, etc. In these instances, all above-mentioned safety protocols should still be followed, in addition to the following recommendations:
    - Employees should maximize virtual engagement and exhaust all of those resources before deciding to engage in community/home visits.
    - If virtual engagement is not sufficient, staff may conduct a home visit if they feel safe doing so. Do not enter the home; instead, have a conversation by the front door, on the patio, through a screen door, etc. At all times, use safety protocols such as maintaining social distance (while not compromising student privacy) and wearing a mask. End the engagement if the person is exhibiting signs of COVID.
    - If an emergency arises that a staff member believes compromises physical safety (a fight, violence, etc.), please call for assistance from Atlanta Public Schools Police Department and follow related safety protocols. Do not directly engage or intervene.
    - In the event that a student may be facing imminent danger or harm and a welfare check is needed, the Standard Operating Procedure (SOP) for Student Welfare Checks should be followed. For questions about welfare checks, please contact Dr. Shannon Hervey, Director of Student Support & Interventions, at [shannon.hervey@atlanta.k12.ga.us](mailto:shannon.hervey@atlanta.k12.ga.us) or Ron Applin, APSPD Chief of Police, at [ronald.applin@atlanta.k12.ga.us](mailto:ronald.applin@atlanta.k12.ga.us).
65. What should employees do if they are sick for any reason or have excessive coughing or sneezing due to allergies?
- a. Employees who have a fever or any signs of respiratory illness should not report to work in person until they are symptom-free for 7-14 days, notify their supervisor, and follow their school/department's standard sick leave protocols.
  - b. Employees should report a confirmed or presumptive COVID-19 diagnosis for themselves to their supervisor immediately.
66. What should employees do outside of work to stay healthy?
- a. Employees are encouraged to take precautions to protect their health during telework at home or while off work, as follows:
    - Wash your hands frequently with soap and water for at least 20 seconds or use hand sanitizer when handwashing is not possible.
    - Follow [CDC guidance](#) and use surface cleaning products or wipes to clean commonly touched surfaces. Avoid using public transportation during rush-hour crowding (walk, cycle, or drive a car whenever possible). Alternatively, if possible, adjust your schedule to commute early or late to avoid rush-hour crowding on public transportation.
    - Avoid recreational or other leisure classes, meetings, or activities where you might come into contact with contagious people.

- Avoid handshaking as a means of greeting. Possible alternatives may include using a slight bow, elbow bump, or toe kick when greeting others.
- When opening doors (especially bathroom or other public area doors) or touching other public surfaces, use a paper towel, tissue, or disposable glove.
- If you need to see a doctor, consider telemedicine/virtual visits that are available to APS employees who participate in Anthem Blue Cross & Blue Shield, Kaiser Permanente, or United Healthcare. Telemedicine/virtual visits and a Nurse Hotline allows healthcare professionals to evaluate, diagnose, and treat employees using telecommunication technology. You will be able to see and/or talk to a participating provider from your mobile device, tablet, or computer with a webcam while at home, work, or on the go. For Telemedicine/virtual visits please contact your healthcare provider listed below:
  - Anthem Blue Cross and Blue Shield [www.anthem.com/shbp](http://www.anthem.com/shbp) or 855.641.4862
  - Kaiser [www.my.kp.org/shbp](http://www.my.kp.org/shbp) or 404.365.0966
  - United Healthcare [www.welcometouhc.com/shbp](http://www.welcometouhc.com/shbp) or 888.364.6352
- Avoid unnecessary personal travel outside of the state and cancel or postpone any such travel where possible. Email [HRFrontDesk@atlanta.k12.ga.us](mailto:HRFrontDesk@atlanta.k12.ga.us) for any questions regarding personal travel.
- If travel is absolutely required, take the following steps:
  - Check the [CDC's Traveler's Health Notices](#) for the latest guidance and recommendations for each country to which you will travel. Specific travel information for travelers going to and returning from China, and information for aircrew, can be found at on the [CDC website](#).
  - Check for symptoms of [acute respiratory illness](#) before starting travel.
- Notify your supervisor and promptly call a healthcare provider for advice if you become sick while traveling or on temporary assignment. Follow your health insurance provider's guidance for obtaining medical care if you are outside the United States and are sick, or contact an overseas medical assistance company to assist with finding an appropriate healthcare provider in that country. A U.S. consular officer can help locate healthcare services. However, U.S. embassies, consulates, and military facilities do not have the legal authority, capability, and resources to evacuate or give medicines, vaccines, or medical care to private U.S. citizens overseas.

67. What should supervisors do if an employee reports something related to COVID, like exposure or travel?

- a. It is very important that supervisors understand and follow the procedures for handling a variety of situations that may arise from employees related to COVID-19, health, and travel. Remember that there are standard email templates for responding to employees' notifications of testing positive for COVID-19 and other scenarios available [here](#). Also, keep in mind the following:
  - Employees who report that they are unable to work in person or telework due to a COVID-19 related illness of themselves or a family member, or due to childcare

- issues stemming from a COVID-19 closure, should email [LeaveRequests@atlanta.k12.ga.us](mailto:LeaveRequests@atlanta.k12.ga.us) in order to receive emergency paid sick leave, if applicable. The supervisor may also send the email.
- Employees should still avoid unnecessary personal travel outside of the state and cancel or postpone any such travel where possible. Email [HRFrontDesk@atlanta.k12.ga.us](mailto:HRFrontDesk@atlanta.k12.ga.us) for any questions regarding personal travel. We still want to know about travel outside of the country; however, we are no longer tracking travel within the United States.
- b. The health services department will research cases of employees with positive COVID tests and provide instructions for cleaning their work space, shutting down part or all of the school, and notifying staff and/or stakeholders.
68. If an employee has been off work or on telework due to a COVID related reason, when can they come back to work?
- a. Where attendance at the physical work site is necessary, employees who have confirmed COVID-19 via testing, diagnosed COVID-19 without testing, suspected COVID-19 due to symptoms displayed on the job, or exposure to someone with a confirmed or diagnosed case of COVID-19 must follow the reentry requirements based on their circumstances below. If obtaining any of the required testing is difficult, APS' health services department can provide guidance to the employee on next steps for how to proceed. These requirements are subject to change as new guidance and research is developed.
  - b. For employees with confirmed COVID-19 (via test) or diagnosed COVID-19 (from a physician without official testing), the employee may return to telework status if available and whenever he/she feels recovered enough to work. The employee may return to the physical work site if:
    - APS has reinstated attendance at the physical work site; AND
    - The employee has had at least 72 hours without a fever without taking fever-reducing medication; AND
    - Improvement in all respiratory symptoms; AND
    - At least ten days have passed since symptoms first began; AND
    - The employee has received a negative COVID-19 test.
  - c. For employees with COVID-19 symptoms that are detected at the physical worksite, the employee may telework if available and whenever he/she feels recovered enough to work. The employee may return to the physical work site if:
    - The employee obtains a negative COVID-19 test result; AND
    - The employee has had at least 72 hours without a fever without taking fever-reducing medication; AND
    - Improvement in all respiratory symptoms; AND
    - At least ten days have passed since symptoms first began.
  - d. For employees without COVID-19 symptoms who have a confirmed COVID-19 test or diagnosed COVID-19 (from a physician without official testing), the employee may return to physical work site after:

- At least 10 days have passed since the positive laboratory test and the person remains without symptoms. This is 7 days after positive lab results plus 3 days of social distancing per CDC guidelines
- Note, persons without symptoms who test positive and later develop symptoms should follow the guidance for symptomatic persons above
- e. For employees with exposure to a confirmed or diagnosed case of COVID-19, the employee may continue to telework, if available. The employee may return to the physical work site if:
  - APS has reinstated attendance at the physical work site; AND
  - The employee has completed a 14-day quarantine with no symptoms.
- f. Note: Employee should remain on telework status until official COVID-19 tests results have been received. If the employee is tested for COVID-19 during the 14-day quarantine and tests negative, this reentry protocol still applies. If the employee tests positive, then the employee falls into the confirmed COVID-19 category for reentry protocol.

### **Employee Ethics**

69. Are we still doing ethics training this year?
- a. Yes, a critical element of delivering on our promise to educate students is maintaining integrity and principled, ethical behavior. Understanding what is appropriate and doing what is right are critical to maintaining a reputation of excellence, and we all must do our part. For this year and at least the past six years, the District has required that all employees complete online ethics training as a condition of their employment.
70. When will it be available?
- a. The ethics training course was posted in MyPLC and assigned to employees on Monday, August 24th.
71. How do employees access ethics training?
- a. All employees received an email from the MyPLC learning management system on or around Sunday, August 23rd informing them of their registration for the mandatory ethics training course. An email reminder was also sent from the "ethics training" email address to all employees on Friday, August 28th with additional guidance. The course links and how-to guides are posted on the [Ethics Portal web site](#). The training module is available in the District's [MyPLC professional learning system](#).
72. How will supervisors know who has completed the training?
- a. Upon completion of the training, employees should receive a confirmation email that they can forward to their supervisor, if needed. Additionally, the system will generate weekly email status reports (same as last year) to each supervisor.
73. What is the deadline for ethics training and what happens if it isn't done by then?
- a. The ethics training cycle is August - December each year. This year, the deadline to complete the training will be Friday, December 6th. Failure to complete the training by that date will result in suspension of employment. Continued failure to complete the training will result in termination of employment on Friday, December 20th. Employees are encouraged to complete the training as soon as possible once it becomes available.
74. What are the rules for employees engaging in business outside of APS



- a. Board Policy prohibits employees, including teachers, from accepting outside employment with obligations that conflict with the interests of APS and conducting activities for outside employment during the school day. [Board Policy GAG, Staff Conflict of Interest](#) provides: "No APS employee shall accept outside employment or business activity with obligations which may conflict, or appear to conflict, with the interests of APS, nor shall the employee conduct activities related to outside employment during the school/business day."

75. Are there also rules about tutoring services?

- a. Yes, tutoring a student for pay during the school year is also prohibited. GAG provides, "Teachers employed by the Atlanta Public Schools shall not teach or coach for pay any APS student during the regular school year."

76. What types of activities are prohibited during the staff work day?

- a. In addition to conducting outside business activities, employees are also prohibited from advertising business or professional services. GAG provides, "No APS employee shall advertise business or professional services or use system resources for personal or commercial enterprise." If an employee is not able to teach a class, attend a virtual meeting on camera, or complete job duties due to personal reasons, a medical appointment, or other type of appointment, they should inform their supervisor in advance and take off work, if necessary.

77. What can staff accept money for outside of APS paychecks?

- a. Tutoring an APS student for pay is the only express limitation. Otherwise, as long as the activities do not conflict, are not performed during school hours, and do not implicate other ethical requirements, an employee would be able to accept pay for outside employment. Employees with any questions about conflict of interest should contact the Office of Employee Relations.

### **Hiring Procedures**

78. Will the hiring freeze continue into the school year?

- a. Yes, APS is maintaining a hiring freeze until further notice to prepare for a likely recession for the 2021-2022 school year. Only essential positions should be back-filled in the event an employee resigns or retires from APS.

79. Can supervisors place vacancies on hold if they are not ready to fill them?

- a. Yes, supervisors are allowed to "bank" a position for potential vacancy savings. "Bank" is defined as purposely leaving a vacant position as unfilled. Additionally, supervisors have limited ability to convert vacant positions to dollars.

80. How long does the interview priority process last?

- a. Interview priority requests are applicable through November 4, 2020. An important part of our continued ability to provide school-level flexibility to add and delete positions is strict adherence to the abolishment procedure. Supervisors must interview candidates who request interview priority and meet the requirements of the job, as advised by the HR Staffing Director.

### **Document Revision History**

- September 4, 2020



## Supplement to Atlanta Public Schools' Reopening Guidelines: Human Resources Frequently Asked Questions

- Added items #10 and #11 on pages 3 and 4 regarding telework arrangements.
- Added a bullet to item #24 on page 9 regarding suggested duties for social workers.
- Added item #64 on page 21 regarding safety procedures for staff who travel within the community or to students' homes for work.
- Updated item #68 on pages 23 and 24 to reflect new guidance from the Georgia Department of Public Health for procedures for staff to return to work from quarantine.
- Updated items #70 and #71 on page 24 regarding ethics training to reflect that the course has now been opened.
- Generally revised the document to change most future tense to present tense.