

COVID-19 RE-OPENING PLAN

SCHOOL YEAR 2020-21



RE-OPENING OPTIONS: DESCRIPTIONS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|---|--|
| <p>All school buildings will be closed with very few exceptions. Instruction will be delivered remotely.</p> | <p>All school buildings will be open. Parents will have the option to choose either in-person <u>or</u> virtual instruction that is provided by MCSD.</p> | <p>All school buildings will be open. The District will provide traditional in-person instruction.</p> |

BACKGROUND AND RATIONALE

- Purpose: to present options and plan for School Year 2020-21
- Sources of information
 - Internal and external stakeholder groups
 - Parent, employee, and employer surveys
 - Mayor's office
 - Local Department of Public Health
 - Governor's office
 - Georgia Department of Education (GaDOE)
 - Georgia High School Association (GHSA)
 - Centers for Disease Control and Prevention (CDC)
 - American Academy of Pediatrics
- General considerations
- Mission, Vision and Values

GENERAL CONSIDERATIONS

- We must balance priorities of a quality learning environment and the safety/health of our students and employees per our Mission, Vision and Values.
- We must consider our employees as well as our students and parents.
- The three models for return presented are not meant to address all possible situations that could arise.
- We use guidelines to develop our plan.
- We will go beyond minimum expectations to place health and safety first.
- Schools will adhere to the basic parameters but will adjust for their student needs and facilities.

CULTURE

Dr. Angela Ward

Chief Student Services Officer

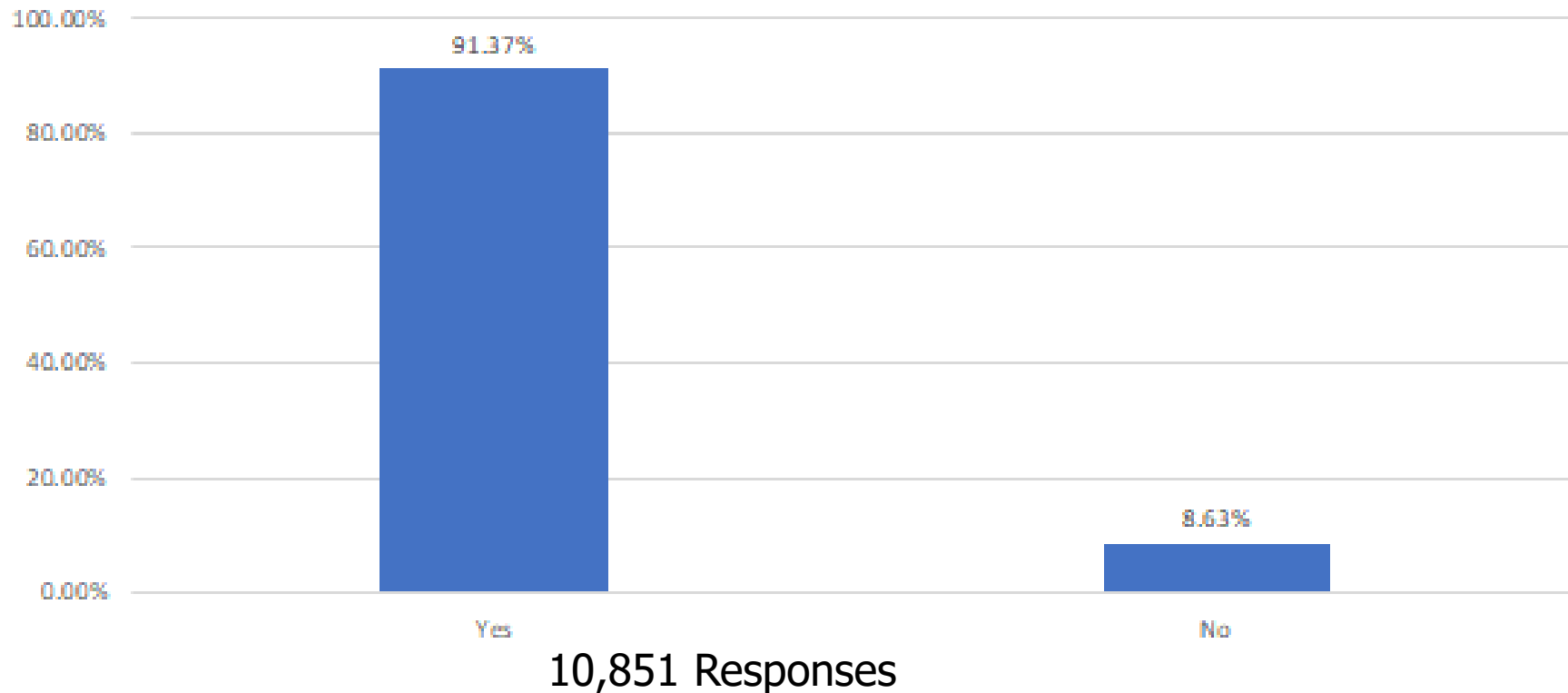


CULTURE AND WELLNESS TEAM

- Cabinet
- Communications
- Division of Human Resources
- Division of Information Services
- Division of Student Services
- Department of Public Health – External Stakeholder
- Pastoral Institute – External Stakeholder

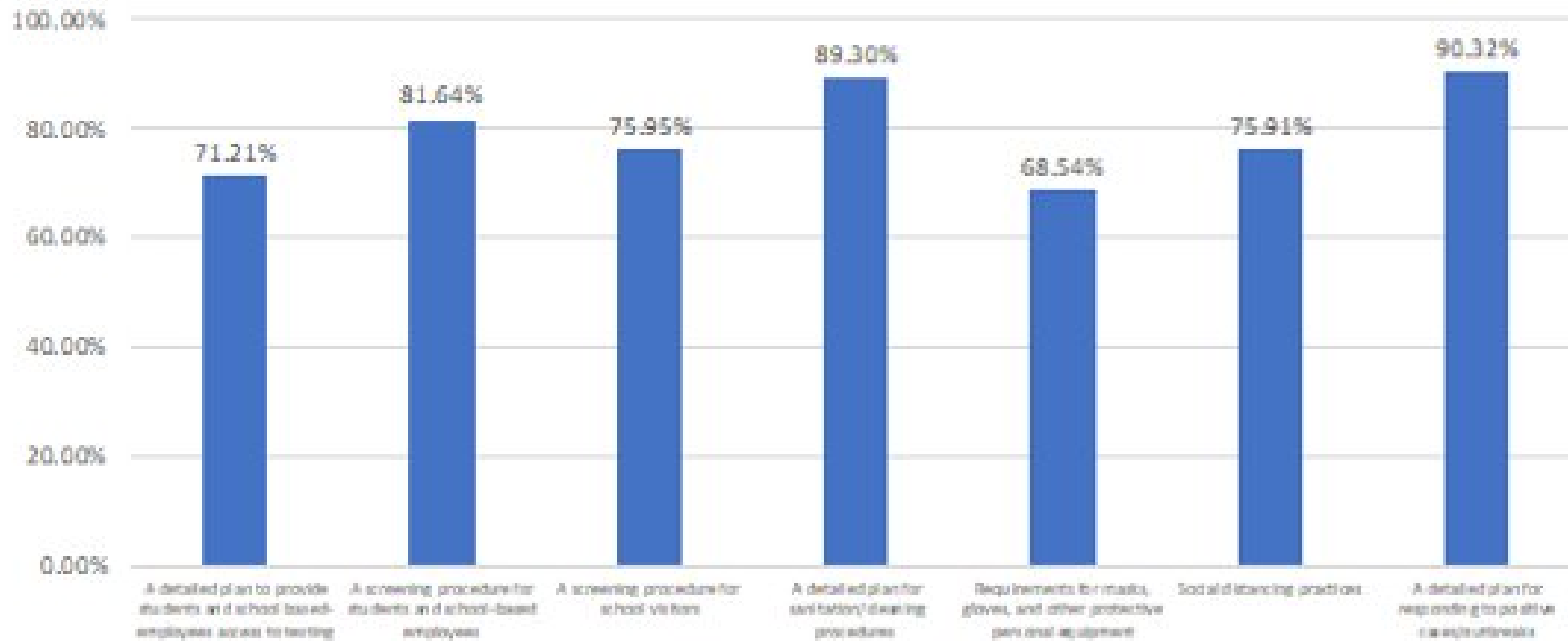
PARENT SURVEY RESULTS

Does your home have a suitable internet connection that would support your student(s) being able to complete schoolwork if they are provided a Chromebook to use? For the purposes of completing school work a suitable internet connection would include broadband internet services but would not include internet connections from a smartphone.



PARENT SURVEY RESULTS

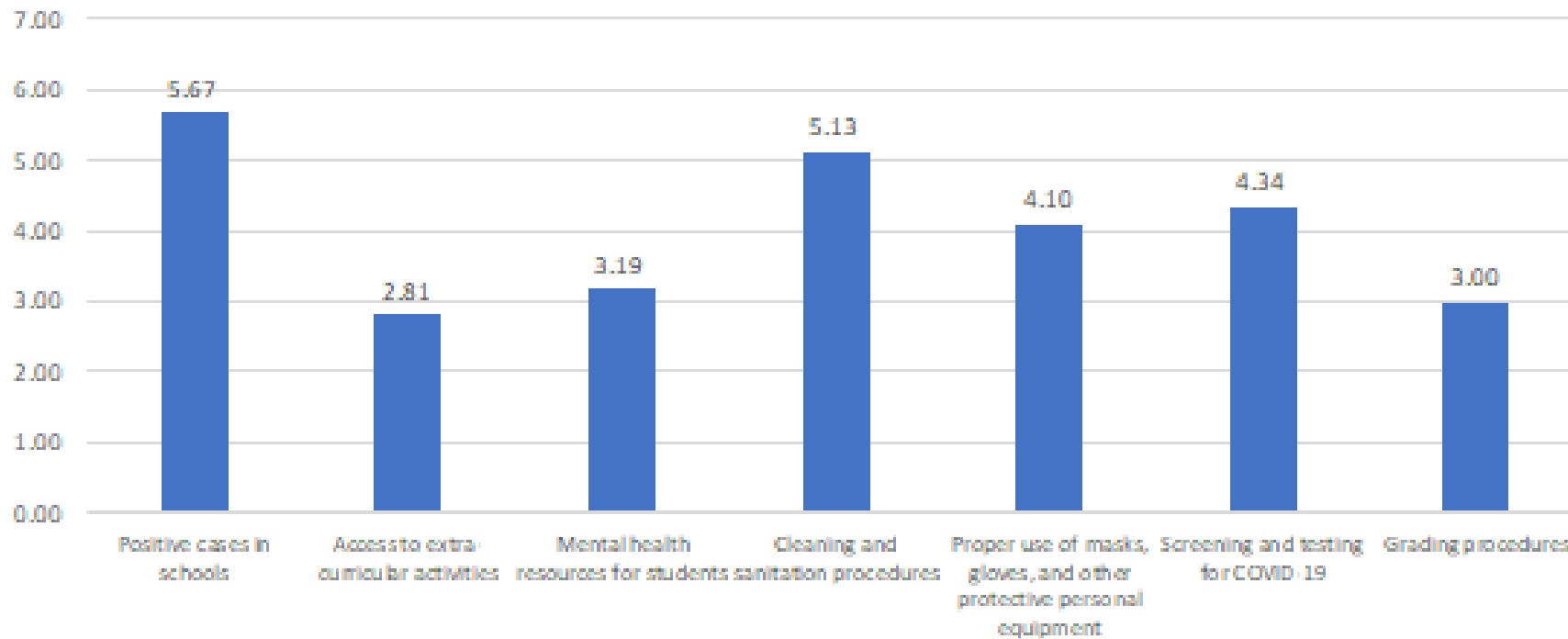
Addressing the following would increase my confidence in a full return to school option.



9,693 Responses

PARENT SURVEY RESULTS

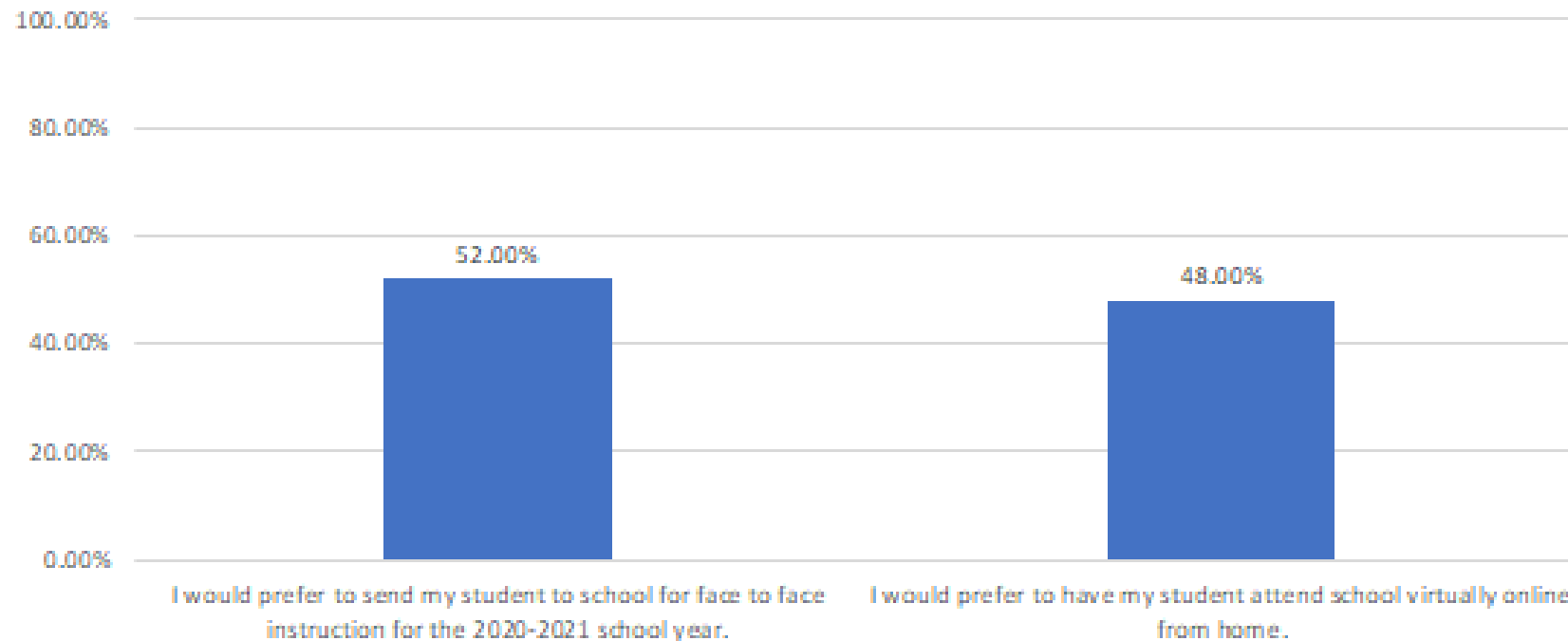
I am concerned with the following for any return to school plan. (Please rank the concerns listed below with 1 being the most important and 7 being the least important)



9,359 Responses

PARENT SURVEY RESULTS

In consideration of the varied circumstances our students and their families have found themselves in during the COVID-19 pandemic, we would like to get feedback about their preferences for returning to school for the 2020-2021 school year. Please select your preference for this student below.

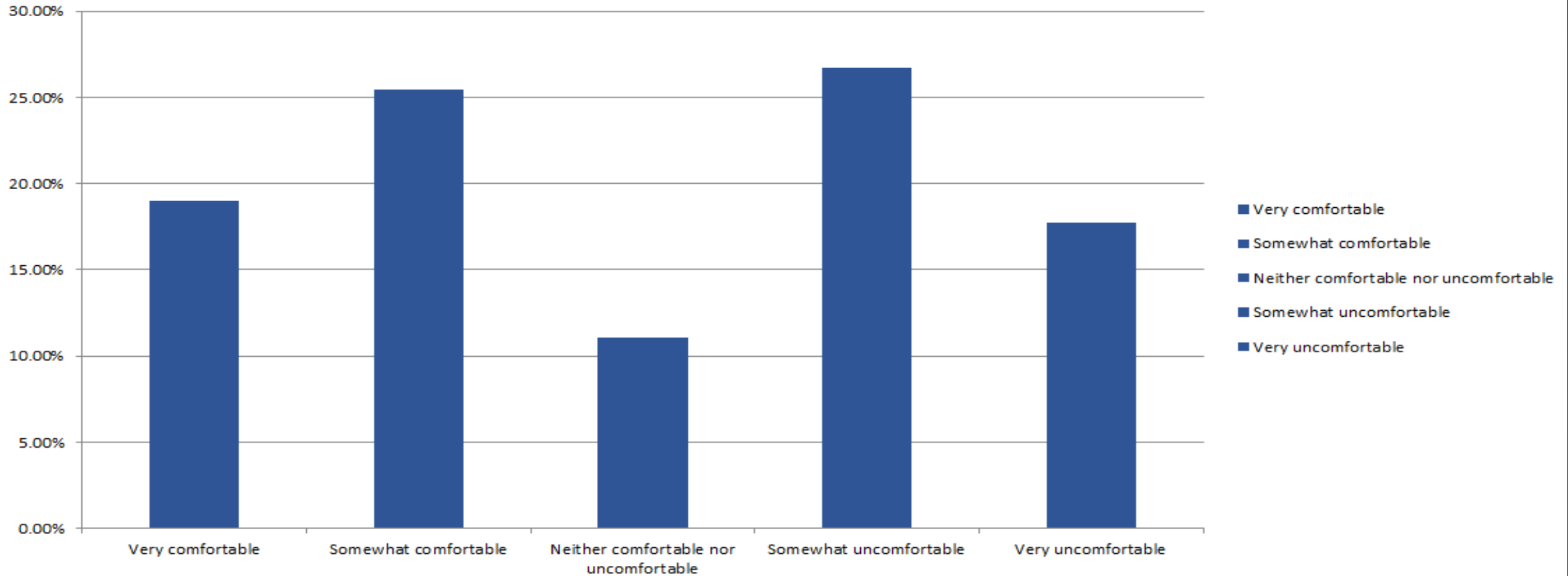


15,109 Responses

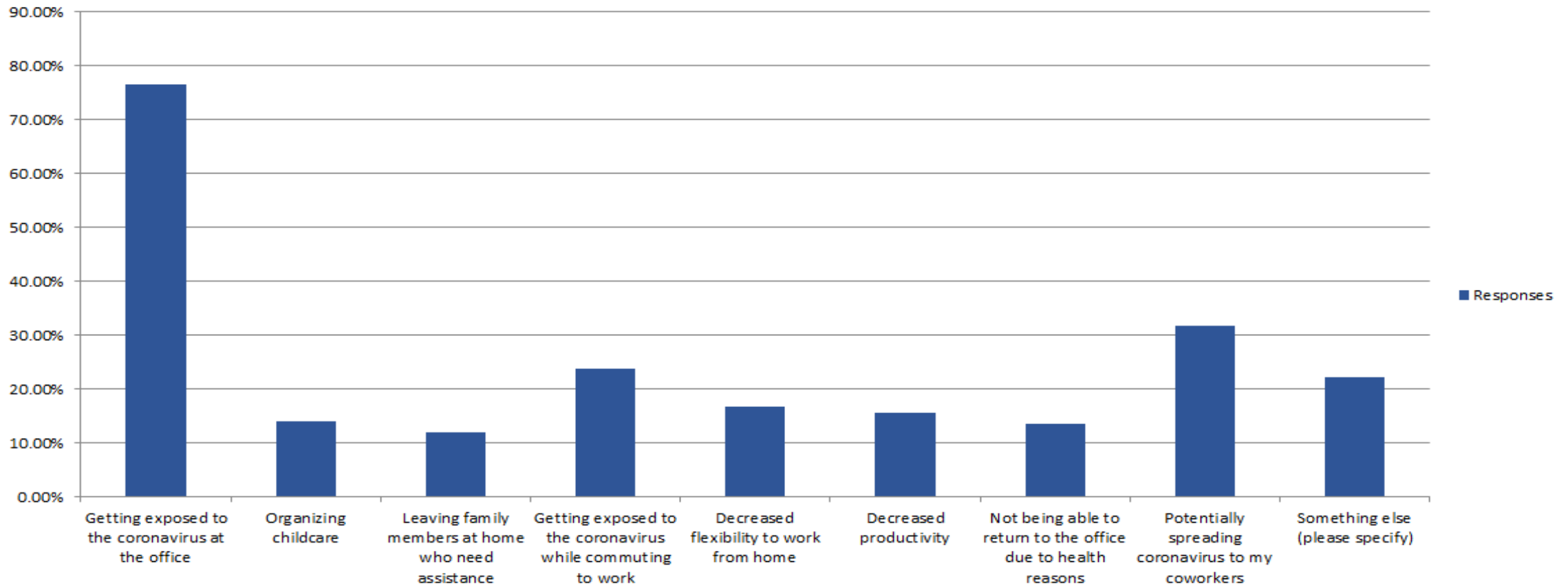
Employee Feedback Survey Summary

| ANSWER CHOICES | RESPONSES | |
|--|-----------|--------------|
| Teacher | 54.64% | 1,856 |
| District- level Administrator | 1.80% | 61 |
| School- level Administrator | 4.24% | 144 |
| District-level employee (MCPEC, Transportation, Nutrition, etc.) | 17.28% | 587 |
| Other school-level employee (Clerk, Paraprofessional, etc.) | 22.05% | 749 |
| TOTAL | | 3,397 |

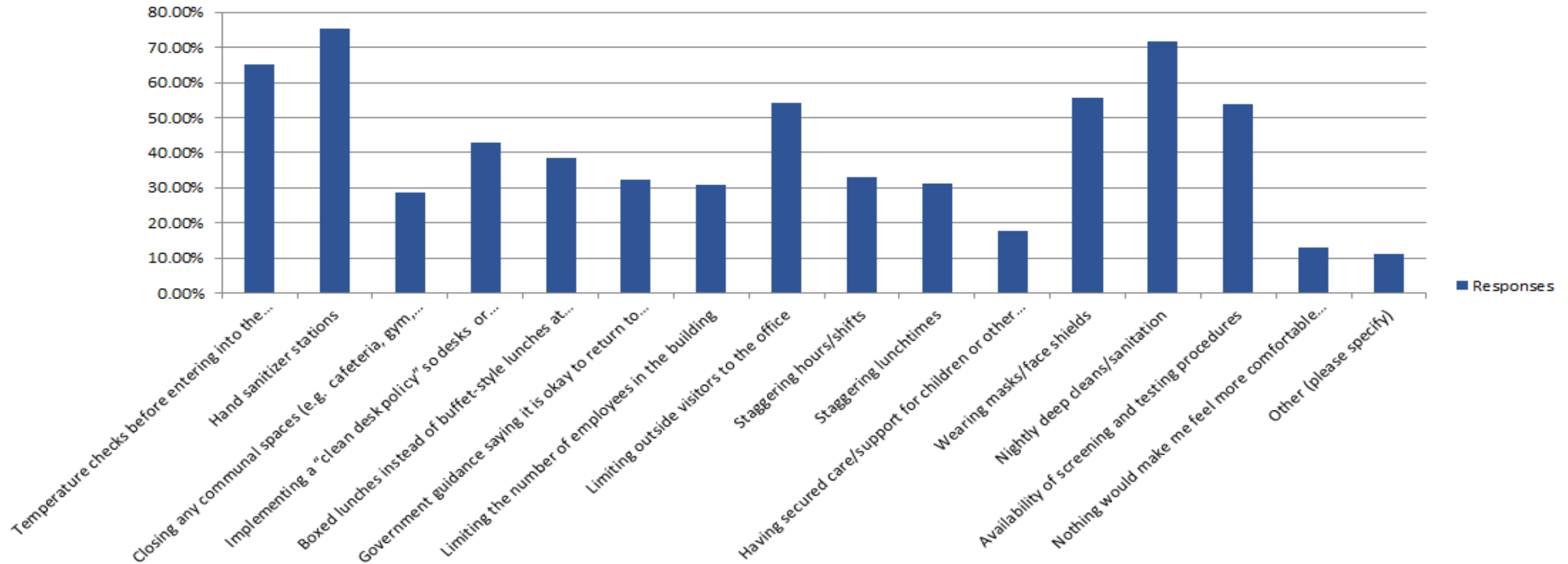
How comfortable do you feel returning to work (School, MCPEC, etc.) in-person?



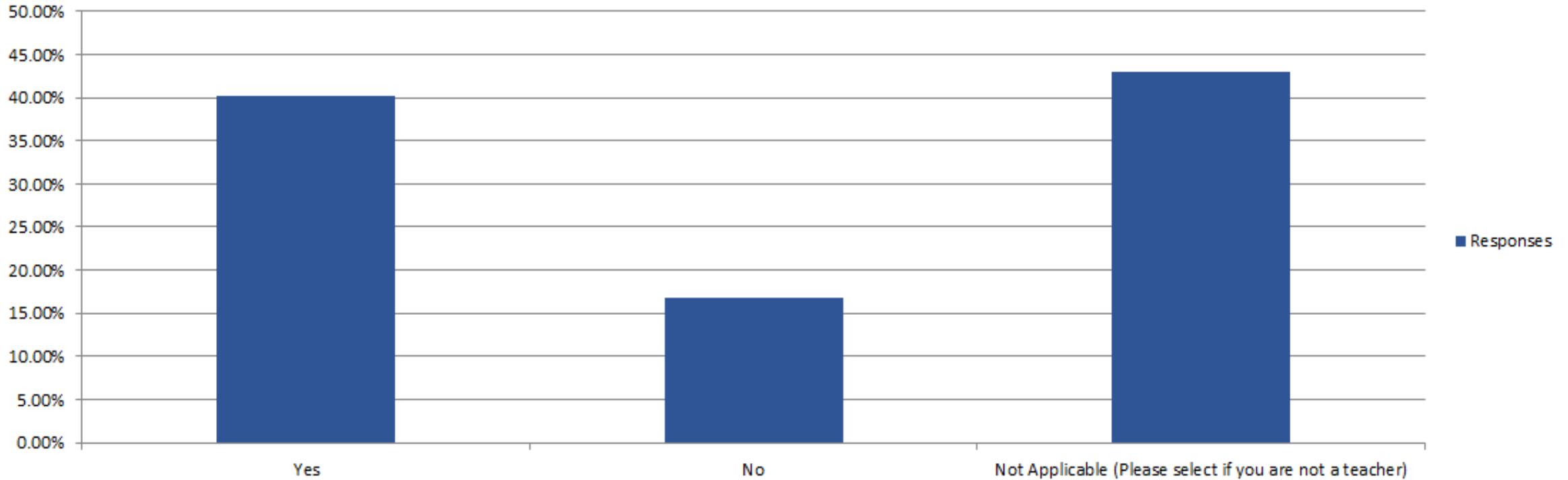
Which of the following are concerns you have about returning to work (School, MCPEC, etc.)? (Select all that apply)



Which of the following actions would make you feel comfortable or more comfortable returning to work (School, MCPEC, etc.)? (Select all that apply.)



Teachers only: At the discretion of your medical provider, should you qualify for a medical accommodation to telecommute (remote learning classroom setting), would you be willing to take on revised responsibilities (i.e. larger class size, professional de



CULTURE OF KINDNESS

Option 1: Virtual Model

- Students will receive Character Word of the Month lessons taught by teachers or School Counselors in a virtual format.
- Students will receive evidenced-based School Counseling Core Curriculum lessons (e.g., Social Justice, Bully Prevention, and Digital Citizenship) in a virtual format. Lessons will be posted on the school counselor's website and Canvas page.
- Students will have opportunities to receive Individual and/or Group Counseling in a virtual format.

Option 2: Choice Model

- Character Word of the Month lessons will be taught in-person and in a virtual format.
- Students will receive evidenced-based School Counseling Core Curriculum lessons in-person or in a virtual format.
- Students will have opportunities to receive Individual and/or Group Counseling in-person or in a virtual format.

Option 3: Traditional Model

- Character Word of the Month lessons will be taught in-person.
- Students will receive evidenced-based School Counseling Core Curriculum lessons in-person. Lessons will be posted on the school counselor's website and Canvas page.
- Students will have opportunities to receive Individual and/or Group Counseling in-person.

CULTURE OF KINDNESS

Option 1: Virtual Model

- Peer Helpers and Student to Student members will provide virtual tutoring and mentoring under the supervision of the school counselor.
- Students, parents, and staff will receive Daily Affirmation Announcements via ConnectEd, social media, and the school website.
- Teachers and staff may elect to participate in Trauma-Informed Schools and Restorative Practices online professional development courses.
- Schools will participate in The Great Kindness Challenge in a virtual format.

Option 2: Choice Model

- Peer Helpers and Student to Student members will provide in-person or virtual tutoring and mentoring under the supervision of the school counselor.
- Students, parents, and staff will receive Daily Affirmation Announcements in-person and via ConnectEd, social media, and the school website.
- Teachers and staff may elect to participate in Trauma-Informed Schools and Restorative Practices online professional development courses.
- School may participate in The Great Kindness Challenge in-person or in a virtual format.

Option 3: Traditional Model

- Peer Helpers and Student to Student members will provide in-person tutoring and mentoring under the supervision of the school counselor.
- Students, parents, and staff will receive Daily Affirmation Announcements in-person and via ConnectEd, social media, and the school website.
- Teachers and staff may elect to participate in Trauma-Informed Schools and Restorative Practices online professional development courses.
- Schools may participate in The Great Kindness Challenge in-person and a virtual format.

STUDENT WELLNESS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|---|---|--|
| <ul style="list-style-type: none">• We remain in contact with Local Interagency Planning Team (LIPT) via Zoom to meet with parents and develop behavioral/mental health support plans for students and families.• Districtwide socio-emotional/behavioral screening with BESS. Teachers would administer the assessments to students using a virtual classroom.• School Social Workers and Regional Graduation Coaches will conduct the Muscogee County Attendance Panel (MCAP) and The Truancy Intervention Program (TIP) with students, parents, and community partners via a virtual platform. | <ul style="list-style-type: none">• We remain in contact with Local Interagency Planning Team (LIPT) via Zoom and/or in person to meet with parents and develop behavioral/mental health support plans for students and families.• Districtwide socio-emotional/behavioral screening with BESS. Teachers would administer the assessments to students using a virtual classroom or in the regular classroom.• School Social Workers and Regional Graduation will conduct MCAP and TIP in-person and via a virtual platform. | <ul style="list-style-type: none">• We remain in contact with Local Interagency Planning Team (LIPT) to meet with parents and develop behavioral/mental health support plans for students and families. These meetings will be held face to face if agencies are reopened and the parent consents to the support.• Districtwide socio-emotional/behavioral screening with BESS. Teachers would administer the assessments to students using a virtual classroom or in the regular classroom.• School Social Workers and Regional Graduation will conduct MCAP and TIP in-person. |

STUDENT, STAFF, AND CAREGIVER WELLNESS

Option 1: Virtual Model

- Positive Behavioral Interventions (PBIS) training/coaching for staff/parents will take place using MCSD approved virtual platforms.
- Social-Emotional Learning resources are provided for teachers and parents to use with students. The resources/lessons would be provided in a virtual instructional environment.
- Crisis Response Team (CRT) will provide crisis intervention support to building administrators in the case of the death of a student or MCSD employee. The team will provide classroom, individual, and small group grief counseling using MCSD approved virtual platform.
- District has partnerships with community resources that provides an option for in-person and tele-mental health.

Option 2: Choice Model

- Positive Behavioral Interventions (PBIS) training/coaching for staff/parents will take place using MCSD approved virtual platforms and/or in face to face settings.
- Social-Emotional Learning resources are provided for teachers and parents to use with students. The resources/lessons would be used in a virtual and/or face to face instructional environment.
- Crisis Response Team (CRT) will provide crisis intervention support to building administrators in the case of the death of a student or MCSD employee. The CRT will provide classroom, individual, and small group grief counseling in-person and/or via the MCSD approved virtual platform.
- District has partnerships with community resources that provides an option for in-person and tele-mental health.

Option 3: Traditional Model

- Positive Behavioral Interventions (PBIS) training/coaching for staff/parents will take place using MCSD approved virtual platforms and/or in face to face settings.
- Social-Emotional Learning resources are provided for teachers and parents to use with students. The resources/lessons would be used in a face to face instructional environment.
- Crisis Response Team (CRT) will provide crisis intervention support to building administrators in the case of the death of a student or MCSD employee. The team will provide in-person classroom, individual, and small group grief counseling.
- District has partnerships with community resources that provides an option for in-person and tele-mental health.

STAFF WELLNESS

Option 1: Virtual Model

- Pastoral Institute will create mental health video shorts for MCSD website. These videos will be made available to parents, students and staff and will cover topics such as handling anxiety/stress and dealing with trauma.
- Employee Assistance Program (EAP) resources added to the COVID-19 staff resources page.
- Employee Self Care initiatives/resources researched and developed (mindfulness training, school calming rooms, discounted yoga/gym memberships).

Option 2: Choice Model

- Pastoral Institute will create mental health video shorts for MCSD website. These videos will be made available to parents, students and staff and will cover topics such as handling anxiety/stress and dealing with trauma.
- EAP resources added to the COVID-19 staff resources page.
- Employee Self Care initiatives/resources researched and developed (mindfulness training, school calming rooms, discounted yoga/gym memberships).

Option 3: Traditional Model

- Pastoral Institute will create mental health video shorts for MCSD website. These videos will be made available to parents, students and staff and will cover topics such as handling anxiety/stress and dealing with trauma.
- EAP resources added to the COVID-19 staff resources page
- Employee Self Care initiatives/resources researched and developed (mindfulness training, school calming rooms, discounted yoga/gym memberships).

STUDENTS WITH DISABILITIES

Under the Individuals with Disability Education Act, a Free Appropriate Public Education (FAPE) will be provided to each MCSD student identified as a Student with a Disability.

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|---|--|--|
| <p>These provisions will be based on the virtual instructional model for all students within Muscogee County School District.</p> <ul style="list-style-type: none">• Provide appropriate evaluation(s)• Provide an Individualized Education Program• Provide services in the students Least Restrictive Environment• Provide for parent participation• Provide procedural safeguards• Provided at public expense, under public supervision and direction, and without charge. | <p>These provisions will be based on the virtual or in person (return to brick and mortar buildings) instructional model as chosen by the parent/guardian for all students within Muscogee County School District.</p> <ul style="list-style-type: none">• Provide appropriate evaluation(s)• Provide an Individualized Education Program• Provide services in the students Least Restrictive Environment• Provide for parent participation• Provide procedural safeguards• Provided at public expense, under public supervision and direction, and without charge. | <p>These provisions will be based on the in person (return to brick and mortar buildings) instructional model for all students within Muscogee County School District.</p> <ul style="list-style-type: none">• Provide appropriate evaluation(s)• Provide an Individualized Education Program• Provide services in the students Least Restrictive Environment• Provide for parent participation• Provide procedural safeguards• Provided at public expense, under public supervision and direction, and without charge. |

PHYSICAL WELLNESS

VISITOR MANAGEMENT

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|---|--|--|
| <ul style="list-style-type: none">All school buildings will be closed with very few exceptions. | <ul style="list-style-type: none">Access control of all buildings is implemented.Check in/out procedures: parents should contact the school in advance and upon arrival for further direction.Check-out procedures are administered through Raptor Technologies.Sneeze guards will be installed in schools to mitigate direct contact with the public.Signage will be posted.All visitors will be screened and required to wear face coverings. | <ul style="list-style-type: none">Access control of all buildings is implemented.Check in/out procedures: parents should contact the school in advance and upon arrival for further direction.Check-out procedures are administered through Raptor Technologies.Sneeze guards will be installed in schools to mitigate direct contact with the public.Signage will be posted.All visitors will be screened and required to wear face coverings. |

PHYSICAL WELLNESS

FACE COVERINGS/PROTECTIVE GEAR AND COVID-19 TRAINING

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|---|---|
| <ul style="list-style-type: none">• Schools will be closed.• Training will be provided on various topics to address employment relations. | <ul style="list-style-type: none">• Face coverings are required to be worn by students, staff, and visitors.• Training will be provided on various topics to address safety, employment relations, and protective gear.• Mitigation strategies will be woven into all aspects of the instructional day. | <ul style="list-style-type: none">• Face coverings are required to be worn by students, staff, and visitors.• Training will be provided on various topics to address safety, employment relations, and protective gear.• Mitigation strategies will be woven into all aspects of the instruction day. |

PHYSICAL WELLNESS

CRISIS RESPONSE TO ADDRESS COVID-19 OUTBREAKS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|---|---|---|
| <ul style="list-style-type: none">Schools are closed. | <ul style="list-style-type: none">If an employee or student is exposed or suspects they have been in contact with a person with COVID-19 at work/school, please adhere to the following: Contact Supervisor/Principal Contact Regional Chief if appropriate Contact Risk Management (706)527-7607 fox.tracy.l@muscogee.k12.ga.usConsultation with Department of Public HealthIn the event of an exposure, parents/guardians will be notified by phone as soon as possible.Students or employees who are or become symptomatic will be isolated and contact will be made with parents immediately. | <ul style="list-style-type: none">If an employee or student is exposed or suspects they have been in contact with a person with COVID-19 at work/school, please adhere to the following: Contact Supervisor/Principal Contact Regional Chief if appropriate Contact Risk Management (706)527-7607 fox.tracy.l@muscogee.k12.ga.usConsultation with Department of Public HealthIn the event of an exposure, parents/guardians will be notified by phone as soon as possible.Students or employees who are or become symptomatic will be isolated and contact will be made with parents immediately. |

PHYSICAL WELLNESS

ADDRESSING SYMPTOMATIC INDIVIDUALS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|---|--|--|
| <ul style="list-style-type: none">Schools are closed. | <ul style="list-style-type: none">An established protocol for students/staff who feel ill/experience symptoms while at school/workIndividuals with symptoms will be removed from others to avoid exposure and parents/guardians will be contacted.Educators must make discretionary decisions regarding student supervision every day. Those decisions weigh factors such as the age of the student(s), the context and setting (i.e., field trip, sporting event, classroom, restroom), health and safety concerns, factors unique to the student(s) or setting, the proximity of other adults, and other factors should be taken into consideration. | <ul style="list-style-type: none">An established protocol for students/staff who feel ill/experience symptoms while at school/workIndividuals with symptoms will be removed from others to avoid exposure and parents/guardians will be contacted.Educators must make discretionary decisions regarding student supervision every day. Those decisions weigh factors such as the age of the student(s), the context and setting (i.e., field trip, sporting event, classroom, restroom), health and safety concerns, factors unique to the student(s) or setting, the proximity of other adults, and other factors should be taken into consideration. |

INSTRUCTION AND LEARNING

Mr. Patrick Knopf

Director of Research, Accountability and Assessment



Instruction and Learning Team

- Cabinet
- Communications
- Division of Teaching and Learning
- Division of Student Services
- Division of Human Resources
- Division of Information Services
- Campus Input- Columbus HS, Britt David Magnet Academy, Hardaway HS, Shaw HS, Blackmon Road MS, Rigdon Road ES, Rothschild Leadership Academy, Johnson Elementary, Midland Middle School, Martin Luther King Jr. Elementary

DISTRICT INSTRUCTIONAL EXPECTATIONS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|--|--|
| <ul style="list-style-type: none"> • Academically challenging standards-based classroom focused on target mastery • Personalized Learning • Gradual Release Method for instruction • Use of District adopted or approved resources • Use of technology for instruction, resources and productivity • Purposefully built positive relationships with students and parents to create a positive classroom environment (PBIS) • Daily Reading and Writing in all content areas • Data driven decision-making using State, District and School-based data from Formative and Summative Assessments and Universal Screeners • Following all IEPs, 504s, PLPs, BIPs and RDRs • Student referrals for additional support • Accurate record keeping • Professionalism • Effective communication and student feedback • Consistent grading across all options • Student responsibility for learning and grades | <ul style="list-style-type: none"> • Academically challenging standards-based classroom focused on target mastery • Personalized Learning • Gradual Release Method for instruction • Use of District adopted or approved resources • Use of technology for instruction, resources and productivity • Purposefully built positive relationships with students and parents to create a positive classroom environment (PBIS) • Daily Reading and Writing in all content areas • Data driven decision-making using State, District and School-based data from Formative and Summative Assessments and Universal Screeners • Following all IEPs, 504s, PLPs, BIPs and RDRs • Student referrals for additional support • Accurate record keeping • Professionalism • Effective communication and student feedback • Consistent grading across all options • Student responsibility for learning and grades | <ul style="list-style-type: none"> • Academically challenging standards-based classroom focused on target mastery • Personalized Learning • Gradual Release Method for instruction • Use of District adopted or approved resources • Use of technology for instruction, resources and productivity • Purposefully built positive relationships with students and parents to create a positive classroom environment (PBIS) • Daily Reading and Writing in all content areas • Data driven decision-making using State, District and School-based data from Formative and Summative Assessments and Universal Screeners • Following all IEPs, 504s, PLPs, BIPs and RDRs • Student referrals for additional support • Accurate record keeping • Professionalism • Effective communication and student feedback • Consistent grading across all options • Student responsibility for learning and grades |

RE-OPENING OPTIONS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|---|--|---|
| <ul style="list-style-type: none">A virtual schedule will be developed by each school with established district minimums for direct (teacher-led)* instruction and asynchronous instruction.**Students with disabilities will be served according to their individualized education program.English language learners will receive required services. <p>*Direct Instruction: The teacher will meet via a video-conferencing platform with his/her students for direct instruction.</p> <p>**Asynchronous Instruction: Student directed activities assigned by the teacher but not involving direct teacher contact or instruction.</p> | <ul style="list-style-type: none">In-person instruction will be delivered using a schedule as stated in the Traditional Model.Virtual instruction is delivered through a virtual schedule as stated in the Virtual Model.Certain electives courses may be unavailable to virtual students (may include drama, welding, automotive, etc.).Students with disabilities will be served according to their individualized education program.English language learners will receive required services. | <ul style="list-style-type: none">In-person instruction will be delivered through a regular school schedule that is developed by each school.MCS D will provide a list of recommended virtual instruction platforms to parents.Students with disabilities will be served according to their individualized education program.English language learners will receive required services. |

RE-OPENING OPTIONS

DESCRIPTION & PARAMETERS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|--|--|
| <ul style="list-style-type: none">• District minimums will be established for direct (teacher-led) instruction and asynchronous instruction.• All students, 1st -12th will have options for art, music, and PE.• Time is built in for academic and behavior intervention for students with significant needs and for standard protocol interventions.• Students with disabilities will be served according to their individualized education program (IEP).• School administrators will monitor virtual instruction for consistency with established guidelines. | <ul style="list-style-type: none">• Schedule will consider CDC guidelines for schools, where feasible.• Parents must declare whether students will be virtual or in-person.• Time is built in for academic and behavior intervention for students with significant needs and for standard protocol interventions.• Students with disabilities will be served according to their individualized education program (IEP).• School administrators will monitor virtual instruction for consistency with established guidelines. | <ul style="list-style-type: none">• Schedule will consider CDC guidelines for schools, where feasible.• Where possible, introductory-level electives in middle and high schools are scheduled for mornings, and advanced are scheduled for afternoons.• Time is built in for academic or behavior intervention for students with significant needs and for standard protocol interventions.• Students with disabilities will be served according to their individualized education program (IEP). |

TRANSITIONING BETWEEN CLASSES

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|---|--|
| <ul style="list-style-type: none">School buildings remain closed | <ul style="list-style-type: none">Class transitioning will not affect students choosing the virtual model of instruction.Follow Option 3: Traditional model proposed guidelines. | <ul style="list-style-type: none">Movement between classes will utilize CDC guidelines, where feasible.Utilize MCSD Strategic Waiver for seat time to provide additional time for transitioning between classes.Stagger class release time to minimize student contact in hallways within the school day.Identify one-way student traffic areas to avoid student interaction as much as possible. |

LARGE GROUP MEETINGS/ASSEMBLIES

| Option 1: Full Virtual | Option 2: Choice Model | Option 3: Traditional Model |
|--|--|---|
| <ul style="list-style-type: none">School buildings remain closed | <ul style="list-style-type: none">Large group gatherings/ meetings will not affect students choosing the virtual model of instruction.Follow Option 3: Traditional model proposed guidelines. | <ul style="list-style-type: none">Prevent or reduce large gatherings of students in commons areas, hallways, gymnasiums, playgrounds, etc.Provide lunches in classrooms where feasible.Smaller alternative group activities that replicate larger student assemblies.Utilize larger spaces (auditoriums, gymnasiums, cafeterias, media center, outside) to provide PE/fine arts/larger elective instruction. |

DISTRICT ASSESSMENT PLAN FOR STUDENT LEARNING

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|--|---|
| <ul style="list-style-type: none">• Three assessment checkpoints will be used to determine student readiness and progress• All assessments will be delivered digitally using vendor platforms, Canvas and MasteryConnect• Video conferencing may be used for performance tasks | <ul style="list-style-type: none">• Three assessment checkpoints will be used to determine student readiness and progress• All assessments will be delivered digitally using vendor platforms, Canvas and MasteryConnect• Virtual and face to face formative assessments would be ongoing for each model | <ul style="list-style-type: none">• Three assessment checkpoints will be used to determine student readiness and progress• All assessments will be delivered digitally using vendor platforms, Canvas and MasteryConnect• Performance based assessments would be conducted face to face |

DISTRICT PROFESSIONAL LEARNING PRIORITIES

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|---|---|
| <ul style="list-style-type: none"> • Personalized Learning • Canvas (MCSD’s Learning Management Platform) • Infinite Campus and Student Longitudinal Data System (SLDS) • Virtual Instruction • Instructional Resources (District Adopted) • Formative Assessments • Leadership Strand • DELIVERY MODEL <ul style="list-style-type: none"> • Archived Videos • Video Conferencing • Self-paced Courses built in Canvas • Professional Learning Communities • Master Teacher observations (virtual) | <ul style="list-style-type: none"> • Personalized Learning • Canvas (MCSD’s Learning Management Platform) • Infinite Campus and Student Longitudinal Data System (SLDS) • Virtual Instruction • Instructional Resources (District Adopted) • Formative Assessments • Leadership Strand • DELIVERY MODEL <ul style="list-style-type: none"> • Archived Videos • Video Conferencing • Self-paced Courses built in Canvas • Professional Learning Communities • Master Teacher observations (virtual and face-to-face) | <ul style="list-style-type: none"> • Personalized Learning • Canvas (MCSD’s Learning Management Platform) • Infinite Campus and Student Longitudinal Data System (SLDS) • Virtual Instruction • Instructional Resources (District Adopted) • Formative Assessments • Leadership Strand • DELIVERY MODEL <ul style="list-style-type: none"> • Archived Videos • Video Conferencing • Self-paced courses built in Canvas • Professional Learning Communities • Face-to-Face instruction • Master Teacher observations (face-to-face) |

EXTRA-CURRICULAR ACTIVITIES

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|---|--|--|
| <ul style="list-style-type: none">• Guidance from the Georgia High School Association, Georgia Department of Education, and our local health officials would guide us to if competition is allowed.• If allowed to compete, teams would follow the protocols set by MCSD at all athletic practices.• For practices, students will need to be sure they are able to get to the practice location at the appropriate time.• For competitions, students will need to be sure they are able to get to the appropriate venue, or if a team bus is taken, get to the school at the appropriate time. | <ul style="list-style-type: none">• All students, whether they choose distance learning or the traditional model, will be able to participate in their school's extra-curricular activities, including athletics.• All practices and/or competitions will be held after regular school hours.• Teams should follow the protocols set by MCSD at all athletic practices. This includes the screening process that coaches and players should go through before each practice.• Any student choosing distance learning is expected to be at practice on time. The student is also expected to provide their own transportation to practice. | <ul style="list-style-type: none">• All practices and/or competitions will be held after regular school hours.• Teams should follow the protocols set by MCSD at all athletic practices. This includes the screening process that coaches and players should go through before each practice. |

OPERATIONS

David Goldberg

Chief Operations and Facilities Officer



Operations Team

- Cabinet
- Communications
- Division of Facilities and Operations
- Division of Financial Services
- Division of Human Resources

PLANT SERVICES OPTIONS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|---|---|
| <ul style="list-style-type: none">• Continue to change HVAC Filters on schedule.• Fogging building as needed with an approved EPA disinfectant to eliminate COVID-19 contaminants that might be present.• Require vendors to follow MCSD recommendations when working in or entering facilities. | <ul style="list-style-type: none">• Continue to change HVAC Filters on schedule.• Fogging as needed to eliminate COVID-19 contaminants.• Require vendors to follow MCSD recommendations when working in or entering facilities.• Provide sneeze guards before the first day of school.• Increase fresh air intake where feasible.• Discontinue use of water fountains.• Provide a cleaning frequency chart that addresses COVID-19 concerns.• Request building staff to help with personal space disinfecting procedure. | <ul style="list-style-type: none">• Continue to change HVAC Filters on schedule.• Fogging as needed to eliminate COVID-19 contaminants.• Require vendors to follow MCSD recommendations when working in or entering facilities.• Provide sneeze guards before the first day of school.• Increase fresh air intake where feasible.• Discontinue use of water fountains.• Provide a cleaning frequency chart that address COVID-19 concerns.• Request building staff to help with personal space disinfecting procedure. |

TRANSPORTATION OPTIONS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|--|--|
| <ul style="list-style-type: none">• Support SNP with transporting meals using the Seamless Summer Option (SSO) model | <ul style="list-style-type: none">• Provide support for eligible students selected for transportation.• Support SNP with transporting meals using the SSO model.• Hand Sanitizer installed on buses with addition of routine bus sanitization. | <ul style="list-style-type: none">• Provide support to all eligible students requiring transportation to/from school.• Hand Sanitizer installed on buses with addition of routine bus sanitization. |

SCHOOL NUTRITION PROGRAM (SNP) OPTIONS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|---|---|---|
| <ul style="list-style-type: none">• Follow the current Seamless Summer Option (SSO) model of eight schools.• Students and/or adults can pick up the meals due to USDA waiver that extends until 6/30/21. | <ul style="list-style-type: none">• Students enrolled for in-person instruction would be served like Option 3.• SNP team is exploring options to serve students enrolled in virtual instruction. | <ul style="list-style-type: none">• Follow traditional model where students are served through the serving line.• Actual location where students consume meals can be varied to minimize group sizes. Options include classrooms, outside (weather permitting), and cafeteria. |

COVID-19 PERSONAL PROTECTIVE EQUIPMENT (PPE), SUPPLY STANDARDS, AND REQUIREMENTS

Jeananne Polhamus, RN

Lead Nurse



COVID-19 PPE AND SUPPLY STANDARDS

| Option 1: Virtual Model | Option 2: Choice Model | Option 3: Traditional Model |
|--|---|--|
| <ul style="list-style-type: none"> Guidance from the Georgia Department of Public Health and CDC. | <ul style="list-style-type: none"> Guidance from Georgia Department of Public Health and CDC. School clinics will be provided with supplies to begin the school year. Supplies will be used for those who visit the clinics with illnesses and those who show signs/symptoms of COVID 19. Face coverings are required to be worn by students, staff, and visitors. Hand sanitizer-clinics, classrooms, buses, offices and cafeterias. Disinfectant cleaner for clinics, classrooms, buses and athletics. Soap and paper towels for all sinks, to include classrooms with sinks, clinics and bathrooms. Consider students/staff with chronic health conditions. No-Touch Thermometers provided to schools (clinics and offices-staff to be trained on use). | <ul style="list-style-type: none"> Guidance from Georgia Department of Public Health and CDC. School clinics will be provided with supplies to begin the school year. Supplies will be used for those who visit the clinics with illnesses and those who show signs/symptoms of COVID 19. Face coverings are required to be worn by students, staff, and visitors. Hand sanitizer-clinics, classrooms, buses, offices and cafeterias. Consider requirements for students with special needs, Pre-K and students/staff with chronic health conditions. Disinfectant cleaner for clinics, classrooms, buses and athletics Soap and paper towels for all sinks, to include classrooms with sinks, clinics and bathrooms. No-Touch Thermometers provided to schools (clinics and offices-staff to be trained on use). |

BUDGETARY IMPACT

Janice Bloodworth

Interim Chief Financial Officer



Budgetary Impact

One-time purchases (minimal replacements)

- Screening items (e.g. thermometers, software, etc.) (\$85,000)
- Sneeze guards installed throughout the District (\$32,000)
- Hand sanitizer dispensers throughout the schools, buses and District offices (\$32,000)
- Signage (\$15,000)

Ongoing purchases

- Hand sanitizer-fill dispensers and one gallon per classroom (\$130,000-Initial purchase)
- Disinfectant wipes (450 sheet count) (\$81,000-Initial purchase)
- Soap
- Paper towels

RECAP & QUESTIONS